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EDITORIAL

The Journal of Human Kinetics and Health Education Pedagogy (JOKHED) is an official journal of the Department of Human Kinetics and Health Education, Ekiti State University, Ado-Ekiti. With the consistent patronage by various researchers and the reading public, we are compelled to publish this latest edition of the Journal -Vol, 4, No 2, 2022,

The Editorial Board deployed appropriate logistics to screen and select articles with high quality and in conformity with the international best practices. Therefore, the articles in the journal are double blind peer-reviewed in line with international standard.

This edition ascertains the publication of articles from diverse segments of Sport for Fitness, Health, Wellness and Education pedagogy. We shall not relent in our avowed commitment to always put the journal in academic domain at least two times a year.

The Editorial Board appreciates the efforts of all the contributors as well as assessors towards the successful production of this edition. It is our hope that researchers, scholars and readers will continue to subscribe to the journal for its continuity. We recommend this journal to all.

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NATURE OF THE TEACHING JOB AND TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

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Abstract

This study investigated the relationship between nature of the job and teacher effectiveness in public secondary schools in southwest, Nigeria. Two research questions were raised and two hypotheses were tested in the study. Descriptive survey research design was adopted. The population consisted of all the 70, 456 teachers in secondary schools in Southwest Nigeria as at the time this study. Multi-stage sampling technique was used to select the sample of 1787 respondents. The two instruments for data collection were tagged “Teacher Effectiveness Questionnaire” (TEQ); and “Nature of the Job Questionnaire” (NJQ). The two instruments were validated by research experts in the Department of Educational Management and Test and Measurement in Ekiti State University, Ado-Ekiti. Reliability of the instruments was ascertained and coefficient of 0.84 and 0.78 were obtained for TEQ and NJQ respectively. The data collected were analyzed using descriptive and inferential statistics. All hypotheses were tested at 0.05 level of significance. It was discovered that a significant relationship existed between nature of the job and teacher effectiveness. Based on the findings, it was recommended among others that school administrators should ensure that tasks assigned to teachers are in agreement with their skills, training, and available time.

Key Words: nature of the teaching job, teacher effectiveness, secondary schools,

Introduction

Education can be regarded as the key that unlocks the development of personal and national potentials and other kinds of rights and power in the world. Education takes a prominent position in virtually all societies and its aims and methods depend on the nature of the society in which it operates and its sensitivity to time, place, and circumstances. Balogun (2010) opined that education is the light, without which, the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, which have made all nations of the world accord immense priority to education. Burusic, Barovic & Velic (2016) described educational effectiveness as the magnitude of which all the elements and interested

parties successfully achieve set goals and objectives. Teachers are trained and expected to be effective in producing students with cherished societal virtues such as honesty, fairness, integrity, timeliness, dedication and patriotism. The effective teacher promotes quality education from the domain of teaching and learning through creative idea, participation and cooperative learning, research analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking. These will lead to the proper development of knowledge, skills, attitude, values that enable students to function effectively and live as responsible citizens and also make contributions to the society (Oladosu 2014).

Teacher effectiveness is the ability of the teacher to achieve desired results on students, by shaping the direction and influencing to a great extent all educational inputs to achieve the stated goals of education. According to Owoh (2016) teacher effectiveness can manifest in the way the teacher demonstrates the understanding of educational goals, continuous learning, professional competence, sound knowledge of the subject matter, proper planning of lesson and regular curriculum implementation. Commenting on its relevance, Akomolafe and Akinyemi (2022) referred to effectiveness as teachers' capacity to perform all the duties allocated to them in a manner that results in the accomplishment of planned and expected outcome. Effectiveness of teachers in school system manifest in the achievement of the educational goals of the school. Zamir (2020) noted that one of the ways of measuring school effectiveness is the accomplishment of a teacher in skills, knowledge, attitude, personality, students' value and academic achievement. Teacher effectiveness can also manifest in improvisation and optimization of instructional resources, classroom management, assessment of students' learning outcomes, expectation of success for all students, record keeping, self-understanding and control, discipline, psychological insight and collegiality. An effective teacher helps the learners to learn, inquire, solve problems, and cope with their own emotional needs and tension.

The nature of the job, tasks or work complexities within the school may be a determinant of teacher effectiveness, by extension, the success of the school. The nature of the job includes workloads, task complexities, working conditions, basic welfare schemes, policies and processes. There is a portrayal of increasing complexity of teachers' work, replete as it is with relational emotion and intellectual challenges on day-to-day basis. There is an exhortation made either explicitly or

implicitly for systems and schools to provide the necessary opportunities and conditions for teachers to enhance their work and effectiveness. When staff working conditions, social support and welfare schemes are excellent, the attitude to work becomes positive, the staff productivity is enhanced and the job of the team manager also becomes easier (Rose & Sika 2019).

Teachers' instructional workload is faced with serious challenges, which among others, include shortage of teachers, lack of well-equipped laboratories and large class size without instructional materials, high students' enrolment, and high number of teaching periods per week. Ksenia (2012) described excess workload as task performed in the work environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness anxiety, frustration, pressing or annoyance. Such reaction would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization. Marina (2012) considered workload as role overload or personal work extended from single items to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall organizational performance.

Teachers' instructional workload can be expressed in terms of curriculum organization, lesson note preparation, learners' engagement in curriculum instruction, continuous assessment and class management. Teachers' instructional workload can be measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked. Furthermore, it can also be described as other responsibilities considered worthwhile by the school principals which are regularly or occasionally assigned to teachers.

In some situations, the teachers of secondary schools seem not to receive adequate support from the school on basic welfare scheme such as training for staff development, regular payment of salaries, salary increment etc. This is contrary to Pandey (2017) assertion that remuneration, cordial relationship among staff, recognition, flow of information, promotion and staff development, adequate provision of facilities, emotion, and attitude enhance effectiveness. It has also been observed that some schools may not support the promotion of their staff for personal reasons that have nothing to do with productivity. All these could make the staff to be deviant and not keying into the vision and goals of the school. Workplace policies and processes in schools that promote the welfare and wellbeing of members of staff and students seem to affect teacher effectiveness, positively. Members of staff and teachers who enjoy regular payment of salaries and other socioeconomic support schemes are more likely to cooperate with their principals than those without these benefits.

Workload, workplace policies and processes and working conditions in schools could promote the welfare and wellbeing of members of staff and students, positively. Members of staff who have high workload, inadequate working conditions tend to experience emotional exhaustion leading to delaying of work, low team spirit, and not obeying rules, which could have negative impact on the overall school performance.

Teachers with moderate instructional workloads are said to be more effective and efficient than teachers with heavy workload in secondary school system (Ayeni, 2018). He recommended that the school principal being an instructional leader who occupies an important position in management of teachers' workload is expected to consider the teachers' area of specializations, professional competence and average class size of teacher-student ratio which range between 35 and 40

students per class before assigning instructional tables to the teachers (Federal Republic of Nigeria, 2013).

The relationship between workload and performance for Bangladeshi university teachers was examined in the study carried out by Hosain (2016). The study consisted of 250 teachers from different categories of fifteen universities through convenience sampling. The findings showed that most independent variables except time spent on teaching and implementation of new technology were negatively correlated. The study indicated that to perform better, workload should be appropriate and adjusted. Wahome (2015) examined the influence of workload on performance of teachers in public primary schools in Kombewa, Division. The study consisted of 162 primary school teachers. The survey design was used to gather data. The study showed that the independent variables (workload) and the dependent variable (performance of teachers) had a weak positive relationship ($r=0.03$).

Akande (2014) investigated the relationship between conditions of service and teacher job performance in secondary schools in Kogi State, Nigeria. The study consisted of 81 principals, 215 principals and 86 supervisors, using the simple random sampling and purposive sampling technique. Findings indicated that there was significant relationship between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. There was no significant relationship between staff retirement benefits and job performance.

Onaolapo, Cias and Onaolapo (2021) conducted an investigation titled work-balance practice: rethinking teachers' job performance in Nigeria secondary schools. The study was purposed to establish how work-life balance affects teachers' job performance in Nigeria secondary schools. To achieve this, work-load and work-family tension were correlated with teachers' job performance. Findings from the study showed that there

was a connection between work-life balance and teacher job performance. It was revealed that a major negative relationship existed between workload and teachers' job performance. This implies that the higher the workload, the less effective the teachers

Southwest, Nigeria has a large a large number of secondary schools to cater for the educational needs of eligible rapidly school age children. This situation becomes imperative because of the quest to get educated and be prepared for challenges ahead. With the increase in enrolment which has led to the increase in the number and size of many secondary schools, the employment of more teachers, changes in school structure and increased pressure on available resources, and an expanded curriculum, the professional challenges of the teacher would obviously be expected to become increasingly more complex, demanding and daunting. Also, the worsening socio-economic realities in the country with dwindling prioritization and nonchalant attitudes towards education by proprietor/proprietress of secondary schools, both government and private, have made the workplace factors in schools not conducive for effective teaching and learning. The observed teacher ineffectiveness may be unconnected with the adjustments which result from the scenario depicted above. It is in the context of this background that this study investigates nature of the teaching job and teacher effectiveness in public secondary schools in Southwest Nigeria.

Teacher effectiveness is often questioned in the instance of worrisome academic status of secondary schools in Nigeria. Teachers have been accused of not adequately planning their lessons to state clearly the objectives and organization of instruction content, and being less bothered about if students learned or not during lessons presentations. Experience has shown that in some schools, the teachers seem to have lost firm control of the classrooms to provide orderliness and safety needed for instruction and learning.

It appears teachers rarely use instructional materials to make teaching student-centered and in most cases it appears discipline of students in and outside the classroom has been left for "the few" in the school system. The nature of the job appears to be central to the excuses often given by teachers in the face of severe accusation. Nature of the teachers' job is becoming more complex and intricate, and as a result the teacher must be a change agent, innovative and possess the ability to promote instructional effectiveness. Thus, the need to examine teacher effectiveness and the nature of the job they performed. The purpose of this study was to examine the nature of teaching job and teacher effectiveness in secondary schools in southwest Nigerian. The study specifically examined:

- i. Level of teacher effectiveness in southwest Nigerian secondary schools
- ii. Extent of favourability of nature of the job to teachers in southwest Nigeria public secondary schools.

Research Questions

The study was guided by the following research questions:

- i. What is the level of teacher effectiveness in Southwest Nigeria public secondary schools?
- ii. To what extent is the nature of the work favourable to teachers in Southwest Nigerian?

Research Hypotheses

The following hypotheses were tested in this study:

- i. There is no significant relationship between nature of the teaching job and teacher effectiveness.
- ii. Nature of the teaching job will not significantly contribute to teacher effectiveness.

Methodology

This study adopted a descriptive survey research design. The population

consists of all the public secondary schools in Southwest, Nigeria. As at the time of the study, there were 2,142 public secondary schools, with 2,142 principals and 70,456 teachers in Southwest, Nigeria (Nigeria Bureau of Statistics: Universal Basis Public Education and Key Statistics in Nigeria, 2016). A total of 90 principals and 1,800 teachers from 90 secondary schools in Southwest, Nigeria participated in the study. The participants were selected following a multistage sampling procedure involving simple random, proportional stratified sampling technique and purposive sampling technique.

Two instruments were used to collect data. The first instrument was Teachers Effectiveness Questionnaire (TEQ) while the second instrument was "Nature of the Job Questionnaire (NJQ). The instruments have two sections each. The first section sought demographic information about the teachers and the school while the second section contained 35 items on teacher effectiveness and items on nature of the teaching job for TEQ and NJQ respectively. The adapted Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used in scoring the responses from both instruments. The NJQ was responded to by the teachers while TEQ was responded to by the principals. The instruments were validated by experts in Educational Management, Test and Measurement. In order to ensure reliability of the instruments, copies each of the instruments were administered in a school

outside the sampled area. The data collected were subjected to reliability test involving cronbach alpha and the coefficients of 0.84 and 0.78 were obtained for TEQ and NJQ respectively. Descriptive and inferential statistical tools were used in the study. Descriptive statistics were used in answering the research questions while hypotheses were tested with Pearson Product Moment Correlation and Linear regression at 0.05 level of significance.

Results

Research question 1: What is the level of teacher effectiveness in public secondary schools in Southwest Nigeria?

Frequency counts and percentage scores on items 1-35, Section B of the Teachers Effectiveness Questionnaire (TEQ) were computed to answer the question. Respondents' Means Scores and standard deviation of the data were used to determine the level of teacher effectiveness in secondary schools in Southwest, Nigeria. The low level was determined by subtracting the standard deviation from the mean score ($111.94 - 31.64$), moderate was determined by the mean score (111.94) of the responses while high level of productivity was determined by adding the mean score and standard deviation ($111.94 + 31.64$). Therefore, low level of teacher effectiveness starts from 35-80.30, moderate level starts from 80.31-143.57 while high level of teacher effectiveness starts from 143.58-175.00. The results obtained are presented in Table 1.

Table 1: Level of teacher effectiveness in public secondary schools in Southwest, Nigeria

Level of teacher effectiveness	Frequency	Percentage
Low(35-80.30)	306	17.12
Moderate (80.31- 143.57)	1038	58.09
High (143.58-175.00)	443	24.79
Total	1787	100

Table 1 shows the level of teacher effectiveness in public secondary schools in Southwest, Nigeria. 306 teachers representing 17.12 per cent of the

respondents were rated low, 1038 representing 58.09 per cent were rated moderate while 443 representing 24.79 per cent were rated high in their effectiveness.

This indicates that the level teacher effectiveness in secondary school in Southwest Nigeria was moderate.

Research Question 2: To what extent is the nature of the teaching job favourable to teachers in public secondary schools in southwest Nigeria?

In answering this question, frequency counts and percentage scores on items 1-11, Section B of Nature of the Job Questionnaire (NJQ), were computed. Respondents' means scores and standard deviation of the data were computed and used in determining the extent to which the workplace factors were favourable in

secondary schools in Southwest, Nigeria. The Not Favourable rating was determined by subtracting the standard deviation from the mean score (25.18-7.97), 'Favourable to some extent rating' was determined by the mean score (25.18) of the responses while 'Favourable to a great extent rating' was determined by adding the mean score and standard deviation (25.18+7.97). Therefore, 'Not favourable nature of the job' starts from 17.21-25.17, 'favourable to some extent' starts from 25.18-33.14 while 'favourable to a great extent' starts from 33.15-44.00. The results obtained are presented in Table 2.

Table 2: Extent of workplace factors' favourability in secondary schools in Southwest, Nigeria

Level of workplace factors favourability	Frequency	Percentage
Not Favourable(17.21-25.17)	900	50.36
Favourable to some extent (25.18-33.14)	505	28.26
Favourable to a great extent (33.15-44.00)	382	21.38
Total	1787	100

Table 2 shows the extent to which nature of the teaching job is favourable to secondary school teachers in Southwest, Nigeria. 900 respondents representing 50.36 per cent rated the nature of the job as not favourable, 505 respondents representing 28.26 per cent rated the nature of the job favourable to some extent while 382 respondents representing 21.38 per

cent rated the nature of the job as favourable to a great extent. This indicates that the nature of teaching job was not favourable to secondary school teachers in Southwest, Nigeria.

Hypothesis 1: There is no significant relationship between nature of the teaching job and teacher effectiveness.

Table 3: Relationship between nature of the teaching job and teacher effectiveness

Variables	N	Mean	SD	r-cal	r-tab
Nature of the Job	1787	25.18	7.97	0.525*	0.087
Teacher effectiveness	1787	111.94	31.64		

*P<0.05

Table 3 shows that r-cal (0.525) is greater than r-tab (0.087) at 0.05 level of significance. The result was significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there was significant relationship between nature of the teaching job and teacher effectiveness in secondary

schools in Southwest, Nigeria. That is, nature of the teaching job will increase teacher effectiveness in public secondary schools in Southwest, Nigeria.

Hypothesis 2: Nature of the teaching job will not significantly contribute to teachers' effectiveness.

Table 4: Linear regression of the contribution of nature of the teaching job to teachers' effectiveness

Model	Sum of Squares	Df	Mean Square	F	Fcal.	R	R ²	Adjusted R ²	Sig.
Regression	493355.176	1	493355.176						
Residual	1294775.805	1785	725.365	680.149	3.85	0.525	0.276	0.275	0.000
Total	1788130.980	1786							

Table 4 shows that $F_{cal.}$ (680.149) is greater than F_{tab} ($F_{1, 716} = 3.85$) at 0.05 level of significance. The result was significant ($p < 0.05$). Thus, the null hypothesis was rejected. This indicates that nature of the teaching job makes significant contribution to secondary school teacher effectiveness.

The table reveals that there was a significant positive correlation between the predictor variable (nature of the job) and teacher effectiveness ($R = 0.525$, $p < 0.05$). This indicates that the predictor variable is a contributory factor and makes influence on public secondary school teacher effectiveness. The coefficient of determination ($R^2 = 0.276$) implies that the predictor variable explained 27.6% ($R^2 \times 100$) of the total variance in teacher effectiveness. The remaining 62.4% unexplained variation is attributed to other variables that can account for teacher effectiveness public secondary schools.

Discussion

The study revealed that the level of teacher effectiveness in secondary schools in Southwest, Nigeria was moderate during the period under investigation. The moderate level of teacher effectiveness in secondary schools in southwest Nigeria might be due to the commitment of the teachers, dedication of the alumni associations of the schools and some efforts of the government. The finding of this study corroborated that of Adegun (2008) that, with the poor workplace factors, teachers are exposed to, some measure of teacher effectiveness could still be achieved. However, the finding of this study was different from that of Agbatogun (2006), Adetayo (2008) and Kiadese (2010) that showed that teacher effectiveness was low

in their studies. The difference might be due to the scope or selectivity of the study particularly in case of Adetayo and Kiadese. While Adetayo studied teacher effectiveness among teachers of Business Studies, Kiadese worked on teacher effectiveness among prevocational subject teachers in one state of the six states in southwest, Nigeria.

It was discovered that the nature of the teaching job in secondary schools was not favourable to the teachers. This implies that workload, workplace policies and processes and working conditions in schools promote the welfare and wellbeing of teachers is not appropriate. These conditions often result in emotional exhaustion and ineffectiveness in the school system. This finding confirmed the report of Eze (2008), Ajayi (2014) and Akomolafe and Adesua (2016) which showed that various workplace factors were not optimally available in secondary schools in Nigeria.

The study showed further that there was significant relationship between nature of the teaching job and secondary school teacher effectiveness. This implies that the observed level of teacher effectiveness could be associated with the unfavourable nature of the job. That is, favourable nature of job, nature of task, task complexities or instructional workloads enhance teacher effectiveness. This finding agreed with Onaolapo, Cias and Onaolapo (2021), Nyawara-Joseph (2011), Ksenia (2012), Akande (2014) Hosain (2016) and Ayeni (2018) that favourable nature of job, nature of task, moderate instructional workloads, or improved conditions of service enhanced teacher effectiveness. However, this finding contradicts that of Nyawara (2011)

and Hosain (2016) that showed that there was no significant relationship between nature of job and teacher effectiveness. This difference might not be unconnected with the aspect(s) of nature of job considered, and the setting and population of the studies. While the study by Hosain was done among university teachers in Bagladesh, Nyawara's study was carried out among primary school teachers in Kenya.

Finding from this study depicted that nature of the teaching job makes significant contribution to secondary school teacher effectiveness. This indicates that the nature of tasks assigned to a teacher, the complexities of the tasks among other factors associated with the teaching job could explain the variations in the level of teacher effectiveness in secondary schools. This finding aptly confirmed Ayeni (2018) opinion that teachers with moderate instructional workloads are more effective and efficient than teachers with heavy workload in secondary school system.

Conclusion

The study ascertained that the level of teacher effectiveness was moderate. It also confirmed that interconnectivity existed between the nature of tasks given to teachers and their level of goal attainment. Thus, nature of the job is a determinant of teacher effectiveness.

Recommendations

1. Nature of the teaching job was a good predictor of teacher effectiveness; hence it should be given priority attention by all stakeholders in order to enhance teacher effectiveness.
2. Proprietors of public secondary schools should make deliberate efforts directed towards creating, improving and maintaining all aspects of teacher motivation in order to enhance their effectiveness.
3. School administrators should ensure that tasks assigned to teachers are in

agreement with their skills, training, and time available.

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EXPLORING THE EFFICACY OF COMPUTER ASSISTED INSTRUCTION ON STUDENT'S INTEREST, LEARNING RETENTION AND ACADEMIC PERFORMANCE IN PHYSICAL AND HEALTH EDUCATION

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Abstract

The study investigated the efficacy of computer assisted instructions on the interest, learning retention and academic performance of junior school students in Physical and Health Education. The study was a quasi-experimental study conducted on 50 male and female students of Imoye Junior High School, mile 2 Amuwo-Odofin Lagos. The sample was divided into control and experimental groups on the basis of pre-test. One group (Control) was taught the course contents of Physical and Health Education with the traditional lecture method and the other group (experimental) was taught with the computer assisted instructions. After six weeks of instruction both groups were exposed to post test. To check the retention a delayed post-test (retention test) was administered three weeks after the post-test, interest was measured using interest inventory and achievement test was used for academic performance. The results show that in the computer assisted instructions the students showed more interest, had better academic performance and they retained the concepts for a long period of time as compared to the conventional method. The study concludes that adoption of CAI will improve students' academic performance, promote students' interest and improve learning retention of Physical and Health Education concepts.

Keywords: Computer Assisted Instructions, Interest, Academic performance, Learning Retention, Physical and Health Education

Introduction

Computer Assisted Instruction (CAI) is an instructional approach in which computer is used to deliver the instructional materials and evaluate the learning outcomes. It explores the blend of texts, sounds and videos for learning process (Onasanya, Daramola, & Asuquo, 2006 cited in Suleman et al. 2017). CAI refers to any computer application in instructional settings comprising of drill and practice, simulations, instructional exercises, supplementary exercises, instructional management, database development, programming, composing using word processors, and other different applications (Gana, 2013). CAI is an instructional

approach for promoting students' interest, skills, academic performance as well as retention capacity (Suleman, Hussain, Naseer & Khalid 2017), therefore CAI can be used to arouse students' interest, demonstrate correct techniques in Physical and Health Education.

The advantages of CAI method over the conventional teaching method have been reported by many scholars. For instance, Orjika (2012), stated that the advantages of CAI include; ensuring the application of proven teaching methods to students; offering equal educational opportunities for students by using the same programme; changing the role of the teacher from teaching capacity to that of a

guide. Orjika further stated that when properly handled, CAI method removes fright and embarrassment on students and brings about meaningful learning and academic achievement. Research has also shown that learners who used computers for learning have extensive self-assurance, confidence and are more efficacious and propelled to learn than those learners who are subjected to learn in traditional learning environment (Wishart, 2002). CAI helps to enable learners to focus on the physical meaning of the abstract concepts, subsequently, to get a detailed understanding of the theory (Azar & Şengüleç, 2011; Hargunani, 2010).

Students' interest in education is a motivational variable which refers to a preferred engagement of a student with a specific subject or topic. It can also be seen as the enduring predisposition of student toward a subject or topic. According to the person-object theory of interest (POI; Krapp, 2000), the development of interest relies on the ongoing interactions between the environment (object) and the person. Student's interest in a particular subject can be triggered by the teachers' quality instructional approach and mastering of the subject. Interest in a particular subject or topic may improve the student's retention of what is taught.

Retention refers to positive transfer of learning, the ability to remember what was taught after a period of time. Retention means storage of information over some period which is called the retention interval (Bichi 2002). Thus, the ability to retain what one has learned is imperative in Physical and Health Education for positive transfer of skills and knowledge. According to Baker as cited by Bhalla (2013), CAI enhances students' retention. He notes that students retain 30 percent of what they read in textbooks, 40 percent of teachers' lectures and 80-90 percent of computer learning. Also, the Digital Equipment Cooperation as cited by Lawal (2019), contends that people remember 25 percent of what they hear, 45 percent of what they

hear and see and 70 percent of what they hear, see and do. Thus, CAI integrates hearing, seeing and doing for better understanding, retention and academic performance.

It has been widely acknowledged that interest promotes engagement, efficiency, effort, and persistence in learning, but unfortunately, the researcher observed downward trend in interest of students in PHE. Therefore, this study explores the possibility of CAI in improving students' interest and retention in Physical and Health Education in Junior Secondary Schools in Lagos State.

Research Hypotheses

- i. CAI will have no significant effect on students' academic performance in Physical and Health Education
- ii. CAI will have no significant effect on students' interest in Physical and Health Education
- iii. CAI will have no significant effect on students' learning retention in Physical and Health Education

Methodology

A quasi-experimental design using pre-test-post-test and post-post-test was adopted by the study. The target population were all JSS 2 students of Imoye Junior High School Mile 2, Amuwo Odofin Zone of Education District V, Lagos State, totalling one hundred and nineteen (119), from which intact class JSS 2B of fifty (50) students was selected from the six (6) arms of classes using simple random sampling technique as the sample size.

The participants were divided into two groups, the experimental and the control group. The experimental group was taught using CAI while the control group was taught using convention methods only. The two groups (experimental and control) were given a pre-test to determine their academic performance and interest at entry level. Thereafter, the participants were taught some concepts in Physical and Health Education according to the current

unified scheme of work for a period of six weeks. Then, a post-test was administered to the groups in order to determine the impact of CAI and conventional methods of instruction on their academic performance and interest in Physical and Health Education. Two weeks later, the post-post-test was administered to all groups in order to determine their levels of retention.

Students' achievement and retention was measured using physical and health education achievement and retention test (PHEART) which comprises of 20 objective questions drawn from the topics taught. Students' interest was also measured using student academic interest questionnaire. The instrument consists of 15 items that measures student interest. The

instrument was validated by experts in sport psychology and a reliability co-efficient of 0.84 was found using Cronbach's alpha method. The instrument was administered pre-test and post-test to determine the impact of CAI and conventional methods on students' interest. Mean and standard deviation were used to analyse demographic data, while the t-test and ANOVA statistics generation were used to test the null hypotheses.

Results

Results revealed that 52% students were male while 48% were female. 30% of the students were below 11 yrs, 54% were between 12-15yrs, while 16% were above 15 yrs.

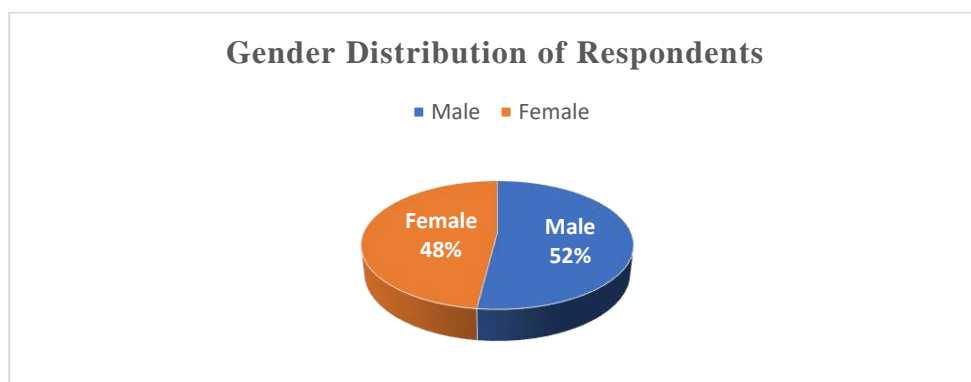


Figure 1: Gender Distribution of Respondents

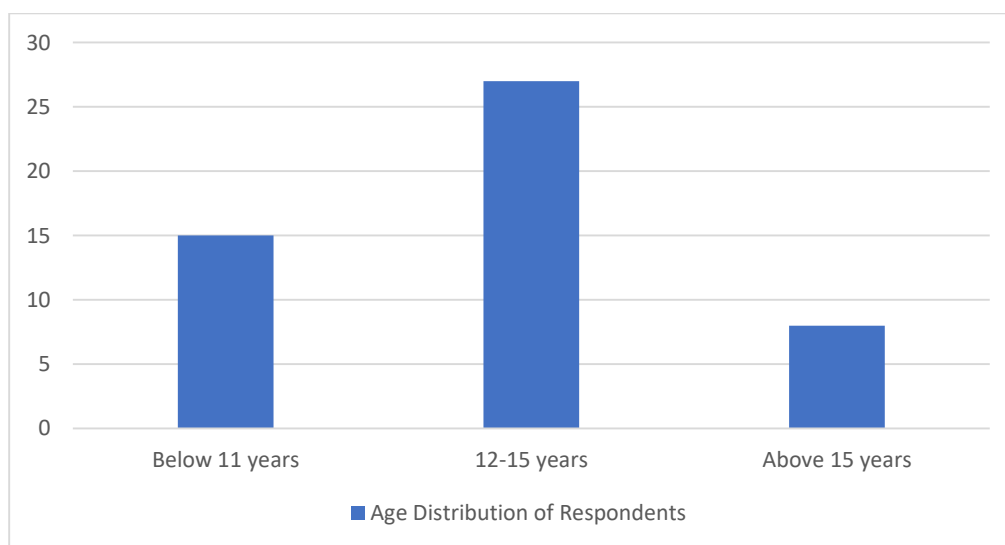


Figure 2: Age Distribution of Respondents

Table 1: Summary of ANCOVA Analysis of Students' Academic Performance

Group	Mean	SD	Std Error	95% confidence interval	
				Lower bond	Upper bond
Control	12.21	.83	0.25	11.69	12.72
CAI	15.98	1.58	0.26	15.46	16.51
Source	SS	df	MS	F	Sig.
Pretest	3.485	1	3.485	.875	.354
Methods	261.957	1	261.957	65.813	0.001
Error	187.075	47	3.980		

R Squared = .585 (Adjusted R Squared = .567)

The table 2 above, the mean scores of the CAI group was 15.98 while the mean score of the control group was 12.21. The finding shows that there was no significant difference in the pretest mean scores of the CAI and control group this shows that the students in both groups are on the same level academically. However, there was

significant difference in the post test mean scores of the two groups. This indicates that the treatment has effect on their academic performance. Adoption of computer assisted instruction improved the students' performance in Physical and Health Education.

Table 2: t-test Result of Students' Retention in Physical and Health Education

Group	N	Mean	SD	Df	t	p-value
CAI	25	64.60	9.70	48	9.84	0.038
Control	25	40.82	7.23			

The result of the t-test analysis as shown in table 2 reveals that there is significant difference $t(48) = 9.84$, $p < 0.05$ in the means retention of both groups. The CAI score

higher than the control, this implies that the CAI group have better retention compare to the control group.

Table 3: t-test Analysis of Students' Interest in Physical and Health Education

Group	N	Mean	SD	df	t-value	p-value
CAI	25	11.08	3.11	48	3.19	0.001
Control	25	8.22	3.01			

The result of the t-test analysis as shown in table 3 reveals that there is significant difference $t(48) = 9.84$, $p < 0.05$ in the mean interest of both groups. The mean score of interest of the CAI is higher than that of the control group, this implies that the CAI group has better interest compare to the control group.

Discussion

The result of the study revealed that the use computer assisted instruction has influence on the academic performance of students in Physical and Health Education. The CAI group recorded higher score in the achievement test than the control group.

The difference in the achievement test score of the two groups could be because CAI combined visuals, audio and text which appeals the students for learning. The CAI can be applied in Physical and Health Education to teach practical concepts where facilities and equipment are not available instead of teaching them in abstract. Zhonghong and Shukai (2021) opined that computer-assisted instruction is beneficial in the implementation of physical education programs, especially in teaching concepts and principles of academic nature. Similarly, Surajudeen (2019) reported that CAI has influence on students' concentration during teaching and learning

of Physical Education. Likewise, Davod and Behbod (2017) reported that CAI has a significant effect on student academic achievement. In the same vein, Okoro and Ekpo (2016) concluded that students performed well when taught through ICT as compared to those who were taught via conventional instructional strategy.

Results also revealed that there is significant difference in the retention of students in CAI and control group. The CAI group had higher average retention of 64.60 than the control which recorded average retention of 40.82, this implies that students taught with CAI are able to recall what was taught better than students in the control group. The reason for this could be because CAI combined text, audio and visual in presenting the content to the student. This result agrees with previous studies, for instance, Baker cited by Bhalla (2013), asserted that CAI enhances students' retention. He notes that students retain 30 percent of what they read in textbooks, 40 percent of teachers' lectures and 80-90 percent of computer learning. Also, the Digital Equipment Cooperation as cited by Lawal (2019), contends that people remember 25 percent of what they hear, 45 percent of what they hear and see and 70 percent of what they hear, see and do. Thus, CAI integrates hearing, seeing and doing for better understanding, retention and academic performance.

Furthermore, results revealed that there is significant difference in the mean score of interest between the CAI group and the control group. The mean score of interest of the CAI is higher than that of the control group, this implies that students taught with CAI have better interest in physical and Health Education class compare to the students in the control group. This suggests that students exposed with CAI tend to have more interest in learning Physical and Health Education than those taught with lecture teaching method. The implication of this finding therefore is that CAI is more effective than lecture teaching methods in enhancing

students' interest in Physical and Health Education. This finding is similar to the finding of Nwanne and Agommuoh (2017) who found that there was a significant difference in interest in physics of experimental group taught with CAI and control group taught with conventional teaching methods in favour of the experimental group.

Conclusion

The findings of this study showed that CAI has the possibility improving students' retention and academic performance in Physical and Health Education. If physical and Health Education teachers can adopt CAI in teaching and learning process, it will stimulate students' interest in the subject, improve better understanding of the content, which will help them to demonstrate and retain the concepts for good achievement in test and examination as well as in daily application of the skill and knowledge.

Recommendations

Based on the findings of this study, it is recommended that Physical and Health Education teachers should adopt CAI in content delivery especially for practical concepts where the equipment and facilities to teach such concept are not available. Government should provide make amenities such as power supply and internet access that are needed to facilities the adoption of CAI in teaching and learning process. Furthermore, PHE teachers should strive to acquire necessary knowledge to facilitate adoption of CAI in content delivery.

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FREE WEIGHTS TRAINING AND IMPACT ON SELECTED PHYSICAL PERFORMANCE VARIABLES OF SECONDARY SCHOOL STUDENTS IN ONDO, ONDO STATE, NIGERIA

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Abstract

The advent in technology makes people to spend less time doing physical work while incidence of sedentariness and musculoskeletal disorders increases rapidly. Since school students enjoy screen-based activities which is sedentariness, free weights training has the potentials of accommodating such personalities while training the body. Physical performance variables include: arm strength (AS), arm power (AP) and lower back flexibility (LBF) and are required in carrying out daily activities. The pretest-posttest control group quasi experimental design was used. Eighty participants (forty males and forty females) selected from two secondary schools in Ondo town were randomly assigned to free weights training (FWT) and control groups. The treatment lasted for twelve (12) weeks. Data were analysed using descriptive statistics of frequency count and percentages as well Analysis of Covariance to test the hypotheses at 0.05 level of significance. There were significant main effects of treatment on the physical fitness variables of AS ($F_{(1,77)}=136.526; P<.05; \eta^2=.639$), AP ($F_{(1,77)}=178.091; P<.05; \eta^2=.698$) and LBF ($F_{(1,77)}=294.186; P<.05; \eta^2=.793$). The FWT was potent at improving physical fitness variables; AS, AP and LBF of secondary school students. Therefore, the youth should engage in FWT for health benefits and improved physical fitness regardless of their stature.

Keywords: Free weights training, muscular strength, muscular power, lower back flexibility

Introduction

The youth need to live a healthy lifestyle so as to increase the chance of a good life as they grow into adulthood. This is the era of advancement in technology, especially the computer, internet, mobile phones and other information and communication technologies (Ogunleye, 2009; Ogunleye, 2010a) and young ones tend to indulge in the excessive use of such technologies thereby engaging with sedentary lifestyle that could eventually lead to diseases such as obesity, hypertension, heart disease, chronic diseases and diabetes at a young age. Maintaining a healthy lifestyle, promotion of people's health and improving the health and longevity of human species have been advocated in different studies by Ogunlela and Ogunleye (2014) and Ogunleye (2012).

However, most young people do not realize the benefits derivable from healthy living and the importance of engaging in physical exercises. Therefore, they are attracted to unhealthy activities such as smoking and drinking which could negatively affect health. This situation negates Ogunleye's (2010b) assertion that the products of science and improved technology needed to be managed effectively to human advantage with scientific knowledge available to the users and consumers of such products and technology.

Adequate physical fitness should be an aspiration of all, because of its immense contributions to a healthy life. Physical fitness is very important to all and sundry for good health and maximum efficiency as the American College of Sports and Medicine (2000) affirms that fitness means

different things to different people, organizations and medical personnel. Ogunleye and Ojo (2019) asserted that physical fitness activities do not only contribute to a healthy life but also the mental capacity and development among secondary school students. It must be seen as an individual matter and such has little meaning unless considered in relation to the specific needs and interests of each individual. More so, it is a desirable quality that can be developed in numerous ways for a variety of reasons. In today's world that is dominated by technological innovations, a high level of fitness may no longer be needed to work. Therefore, there is high rate of inactiveness among young ones.

Physical fitness is positively related to health status across the life span and to functional ability in all populations. Fitness abilities in adolescents are very paramount as it reflects in the process of carrying out daily activities carried out both by conscious and unconscious use of resources in the environment (Ogunleye, 2019). Strength and flexibility in the right combinations contribute immensely to individual activities of daily living comfortably and safely. According to Dahaband McCambridge (2009), children can improve strength by 30% to 50% after just 8 to 12 weeks of a well-designed strength training program.

The amount of muscle strength which can be achieved depends on gender, age and inherited physical attributes (Canadian Society for Exercise Physiology, 2003). It has been extensively documented that strong muscles of the legs, buttocks, back, abdomen, chest and shoulder provide a person with the strength to stand up straight and maintain good posture. More so, strong muscles enable functional movements associated with everyday living. Exercises that strengthen muscles are associated with strengthening bones. Also, strong muscles, tendons, ligaments and bones may decrease the risk of injury as the body is better able to respond to extra loads or falls which the body experiences.

Research has shown that the ability to generate maximal power typically results in enhanced athletic performance (Cormie, McGuigan and Newton, 2011). In youth fitness testing, different field tests probably assess different subdomains of muscle power, although the specific associations between individual fitness tests and the power subdomains are poorly defined. Peak muscle power depends on the rate of the action and is reciprocally associated with the external resistance against the action. Peak power has often generated an interval that varies from 40-90% of peak external resistance, or some 70% of individual's one repetition-maximum (1RM) (Reid and Fielding, 2012) and at submaximal velocity.

In males, it has been shown that strength and power increase quickly during the adolescent years, and peaks in the adult years (Balmer, Potter, Bird and Davison, 2005). Greater muscular improvements in pubescent boys, compared with pre-pubescent and elderly males in response to resistance training, are primarily due to an increase in anabolic hormones, specifically testosterone and growth hormone (Crewther et al., 2006). It is common for strength gains of approximately 30% to be obtained in adolescents over short, 8-20 weeks, training periods (Faigenbaum et al., 2009) with the greatest rate of improvement occurring early in training periods (Falk and Tenenbaum, 1996). This accelerated rate of improvement has been shown to slow down by the age of 16-17, particularly in population groups that have trained throughout their early pubescent years (Jagiello et al., 2004).

Flexibility varies between people, significantly in terms of variations in muscle length of multi-joint muscles. A lack of flexibility is related to issues in corporal punishment and sustaining motor activities in everyday life. For example, muscular low back pain may be caused by poor low back/hamstring muscle flexibility. Also, loss of flexibility can be a predisposing factor for physical issues such

as pain syndromes or balance disorders. The sit-and-reach test (SR) was developed to measure hamstring and lower back flexibility. Most SR tests include several varieties of a two-leg floor, raised platform or chair sit-and-reach with or without a box (Koen et al., 2003). Without flexibility, there is a decrease in the efficiency with which an individual could perform everyday activities. Improper body mechanics has been attributed to poor flexibility.

The use of free weights provides movement versatility and allows a greater specificity of training than weight machines. According to Power and Howley (2004), it also involves large muscle mass and multi-segment exercise, which forces the athlete to control both balance and stabilizing factors. It is often argued that free weight exercises are superior for precisely these reasons. Training using free weights can be an effective form of strength training because exercises can be chosen, and weights precisely adjusted, to safely exhaust each individual muscle group after the specific numbers of sets and repetitions that have been found to be the most effective for the individual. Possible disadvantages of using free weight include the potential for injury (dropping weights), extra people required for spotting and the amount of time required to learn proper lifting technique. Hence, this study examined free weights training and impact on selected physical performance variables of secondary school students in Ondo, Ondo State, Nigeria.

Hypotheses

1. There is no significant effect of treatment on the arm strength (AS) of secondary school students.
2. There is no significant effect of treatment on the arm power (AP) of secondary school students.
3. There is no significant effect of treatment on the lower back flexibility (LBF) of secondary school students.

Methodology

The randomized pretest -posttest control group experimental research design was used for this study. Two secondary schools in Ondo were used for the study. Forty female and forty male students volunteered to participate in this study as their parents' completing and submitting a consent form. The participants were randomly assigned to two groups; experimental group and control group. The experimental group was exposed to twelve weeks of FWT while the control group was exposed to indoor games such as playing *Ludo* games and cards playing.

The instruments used for this study were: Free weights of barbells, dumbbells, medicine balls, Hand-grip Dynamometer, and Flexibility Box.

Method of Data Analysis

Descriptive statistics of frequency count and percentages were used to analyse the demographic data while the inferential statistics of ANCOVA was used for the hypotheses at .05 level of significance. These are in line with the statistical prescriptions of Akinsola and Ogunleye (2004) and inference-making guidelines of Ogunleye (2008).

Results

Demographic Data

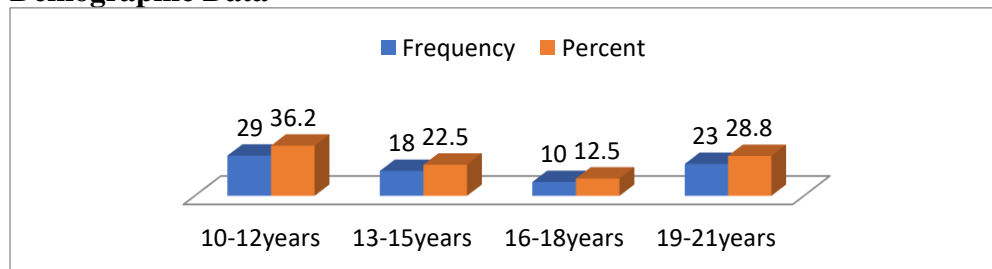


Figure 1: Bar Chart Showing Distribution of the Participants Age

Figure 1 shows that the participants were well represented across secondary school age bracket ranging from 10 years to 21 years.

Hypotheses Testing

Ho 1: There is no significant effect of treatment on the arm strength (AS) of secondary school students in Ondo.

Table 1: Summary of ANCOVA of Effect of Treatment on Arm Strength of Secondary School Students

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8627.036	2	4313.518	585.165	.000	.938
Intercept	230.181	1	230.181	31.226	.000	.289
Pretest	8152.698	1	8152.698	1.106E3	.000	.935
Treatment	1006.394	1	1006.394	136.526	.000*	.639
Error	567.602	77	7.371			
Total	110554.960	80				
Corrected Total	9194.638	79				

*significant

The result in table 1 shows a significant main effect of treatment on AS of the secondary school students in Ondo ($F_{(1,77)} = 136.526; P < .05; \eta^2 = .639$). Hence, the null

hypothesis is rejected. The partial eta square of .639 indicated that the effect of the treatment was large on AS.

Table 2: Estimated marginal mean of Arm Strength

			Lower Bound	Upper Bound
FWT	39.164	.431	38.307	40.022
Control	32.026	.431	31.168	32.883

Table 2 indicated FWT having higher ($\bar{x} = 39.16$) compared to the arm strength of ($\bar{x} = 32.03$) obtained by the control group. This implies that even though both the FWT and control group had strong AS, the FWT did better than the control group.

Ho 2: There is no significant effect of treatment on the arm power (AP) of secondary school students in Ondo

Table 3: Summary of ANCOVA of Effect of Treatment on Arm Power of Secondary School Students

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	22.628	2	11.314	1.723E3	.000	.978
Intercept	.054	1	.054	8.263	.005	.097
Pretest	20.725	1	20.725	3.156E3	.000	.976
Treatment	1.170	1	1.170	178.091	.000*	.698
Error	.506	77	.007			
Total	1720.353	80				
Corrected Total	23.134	79				

*significant

The result in table 2 shows a significant main effect of treatment on AP of the secondary school students in Ondo ($F_{(1,77)} = 178.091; P < .05; \eta^2 = .698$). Hence, the null

hypothesis is rejected. The partial eta square of .698 indicated that the effect of the treatment was large on AP.

Table 4: Estimated Marginal Mean of Arm Power

Treatment	Mean	Std. Error	Lower Bound	Upper Bound
FWT	4.727	.013	4.702	4.753
Control	4.485	.013	4.459	4.510

Table 4 indicated FWT having higher ($\bar{x} = 4.73$) compared to the arm power of ($\bar{x} = 4.49$) obtained by the control group. This implies that even though both the FWT and control group had an excellent

AP, the FWT did better than the control group.

Ho 3: There is no significant main effect of treatment on the lower back flexibility (LBF) of secondary school students in Ondo

Table 5: Summary of ANCOVA of Main Effect of Treatment on Lower Back Flexibility of Secondary School Students

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2332.772	2	1166.386	1.482E3	.000	.975
Intercept	116.736	1	116.736	148.367	.000	.658
Pretest	2332.194	1	2332.194	2.964E3	.000	.975
Treatment	231.467	1	231.467	294.186	.000*	.793
Error	60.584	77	.787			
Total	33574.660	80				
Corrected Total	2393.355	79				

*significant

The result in table 3 shows that there was a significant main effect of treatment on F of the secondary school students in Ondo ($F_{(1,77)} = 294.186; P < .05; \eta^2 = .793$). Hence,

the null hypothesis is rejected. The partial eta square of .793 indicated that the effect of the treatment was large on F.

Table 6: Estimated Marginal Mean of Lower Back Flexibility

			Lower Bound	Upper Bound
FWT	21.54	.144	21.25	21.83
Control	17.94	.144	17.65	18.22

From Table 6, there was an indication that FWT had higher LBF of (\bar{x} =21.54) compared to the LBF of (\bar{x} =17.94) obtained by the control group. This implies that even though both the FWT and control group had excellent LBF, the FWT did better than the control group.

Discussion

It was observed from this study that treatment had a significant effect on the AS of students with FWT group's mean higher than their counterparts in the control group. This implies that the arm exercises the FWT participants engaged with which strictly adopted the Frequency, Intensity, Type and Time (FITT) principle had significant improvement in developing the arm strength. In this direction, Alberga, et al. (2013) reported a significant increase in arm strength following twelve weeks training though did not specify the type of resistance training. In a study by Ojo and Oladipo (2018), it was reported that there was improvement in the arm strength of soccer players with body weight resistance exercises. Therefore, they would be able to carry out their daily activities appropriately with less fatigue and injury.

The findings of this study also revealed that treatment had significant effects on the arm power (AP) of the participants. The participants engaged in exercises that develop the arm power over the period of twelve weeks (i.e time and type of exercises based on the FITT theory of strength training). Therefore, participants in the FWT had the highest mean than their counterparts in the control groups. This means that the effect of the upper body exercises was effective on the Variable Resistance Training group. Ojo and Oladipo (2018) reported that body weight resistance training prompts greater performance improvements in arm power ability. Though, Bartolomeil, Hoffman,

Stout and Merni, (2016) reported no significant improvement of arm power after a six week of resistance training and measures of seated medicine ball throws. This study shows a significant improvement on the seated medicine ball throws of arm power after twelve weeks of training.

There was a significant main effect of treatment on the lower back flexibility of the participants who took part in this study and participants in the FWT had the highest mean than participants in the control group. This means that FWT was effective in developing lower back flexibility. It shows that FWT improves the muscles of the back, hip and thigh. Ribeiro et al. (2017) reported that resistance training improves the flexibility of different joint movements in young adult men and women. Also, free weights' training improves lower back flexibility better than other conventional resistance training (Ojo, 2019). Furthermore, this study reveals that there was a significant improvement on the flexibility of younger ones after twelve weeks of free weights training.

Conclusion

It has been established that FWT is important as a strategy for implementing the physical and health education programmes in secondary schools. The study has established the impact of free weights training on selected physical performance variables of secondary school students.

Recommendations

Based on the findings of this study, it is hereby recommended that:

- Free weight training should be adopted by trainers as a viable alternative training to other conventional training

techniques to improve young one's muscular strength and muscular power.

- Free weights training if properly supervised can be used to improve the lower back flexibility.
- If this strategy is employed, the effectiveness of physical activities towards muscular strength, muscular power and lower back flexibility will be guaranteed.

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PERCEIVED INFLUENCE OF AUTONOMY AND COMPETENCE ON COMPETITIVE ANXIETY AMONGST UNIVERSITY ATHLETES IN SOUTH WEST NIGERIA

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Abstract

University athleticism is geared towards competitiveness characterized by positive and negative behavioural outcomes which are determined by a psychological state called competitive anxiety. Hence, the sports psychologist has one of his prime roles ensuring athletes' wish of getting into flow is realizable. This necessitated the study which examined the influence of autonomy and competence on competitive anxiety amongst university athletes in South-west Nigeria. Three research hypotheses were formulated for the study. The multi-stage sampling technique was used to draw the sample for the study. The research instrument titled Competitive Anxiety Determinant Scale (CADS) was designed using two standardized instruments with reliability co efficient (α) of each above 0.75. CADS was administered to (N=1200) participants for data collection. All hypotheses were tested at 0.05 level of significance. The findings from the results of the study revealed that: there was a significant relationship between autonomy and competitive anxiety ($r = 0.305, p < 0.05$; $r = 0.063, p < 0.05$) and composite contributions to competitive anxiety. ($F\text{-value} = 63.420, p < \text{value } 0.05$). Autonomy and competence have specific contributions to competitive anxiety amongst university athletes in southwest Nigeria. It was recommended that University athletes' coaches should ensure appropriate motivational techniques that are individualized and adopted to meet needs of each athlete; planning and organizing anxiety management training for the athlete

Keywords: Autonomy, Competence, Competitive anxiety

Introduction

Athletes in their perfectionist built are open to nuances of stressors in and outside the field of sports and these circumstances precede adaptive and maladaptive behaviour. The self-determination construct is typically used to explain motivational styles and associated behaviour which implies the ability of an athlete to choose a goal-directed behaviour in achieving a set goal with either of the goal achievement dispositions learning/performance (Deci & Ryan 2012)

One of the most important sub-theories of self determination theory (SDT) is the basic psychological needs theory, which proposes that people have innate psychological needs that, when fulfilled,

have positive influences on personal growth, psychosocial adjustment, and eudaimonic well-being. SDT assumes that a strong sense of competence, relatedness, and autonomy make up the basic needs and constitute the essential input that nurtures motivation and well-being across a variety of situations and cultures. The need for autonomy reflects the desire to organize experiences and behaviour that is congruent with the integrated self. The need for competence reflects the desire to have an effect on the environment and attain valued outcome. A sports event is the activity that has a controlling aspect manifested through division and its informing character which is manifested through getting feedback on competence.

If the needs of autonomy and competence are satisfied, autonomous internal forms of motivation will encourage behaviour. However, if the needs are thwarted, then this will lead to more controlling external forms of motivational regulation of motivation. Furthermore, Deci and Ryan (2012) stated that it is within the social context that needs can be promoted or thwarted. According to SDT, the satisfaction of the basic psychological needs is fundamental to incorporating cultural norms and values into a coherent self-structure that is considered to be innate and universal in their positive influence on well-being, while need-thwarting events can diminish energy.

Autonomy is defined as freedom of choice and high when individuals feel they are engaging in exercise because they choose to do so, not because they feel pressured by other people or external factors. Ideally, athletes will engage in sports activities because they enjoy the experience. In reality, however, many people exercise to (Ryan, Patrick, Deci & Williams 2009) enhance their body image, but if athletes can balance that extrinsic motivational state with things they enjoy about participation in sports, this will promote an intrinsic motivational state which is more likely to keep them exercising.

Autonomy is an internal state, reflecting the integrated endorsement and organization of actions, yet the capacity to act autonomously is strongly impacted by the social environment which can vary from being controlling and coercive to supportive of autonomy self-regulation as it is the regulation by self (Ryan & Deci, 2017). The imposition of controlling reward or punishment contingencies may, for example, compromise the athletes' autonomy, as can the presence of evaluative contingencies in contrast when others appreciate an athlete's frame of reference, this provides rationale for action, and allows reflection and choice: the capacity for autonomy is facilitated as well as

potential to satisfy other basic psychological needs (Adie, Duda & Ntoungamis, 2012). The nature of modern sport requires a level of autonomy to ensure that it runs smoothly and continues to develop.

The sense of competence can be related not only to an athlete's skill and history with the domain of behaviour in focus but also to an aspect of social environment .thus when people around the athletes, be the coach, teammates, parents or others provide meaningful positive feedback, feelings of competence can be enhanced

Competence is a perceived self-belief in one's ability to perform well in an activity. Various other authors have also expressed that competent practice is of utmost importance for the field (Andersen, Van Raalte, & Brewer, 2000; Cropley, Hanton, Miles, & Niven, 2010; Fletcher, & Maher, 2013). Feedback is a great tool for influencing athletes' competence. This is the act a person needs to experience some level of effectiveness and confidence.

There are four stages of the competence described by (Robinson, Sparrow, Clegg and Birdi 2007; Dreyfus & Dreyfus, 2010; Hammer, Barnes and Buckland, 2011).

1. **Unconscious incompetence:** The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn.
2. **Conscious incompetence:** Though the individual does not understand or know how to do something, they recognize the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can

- be integral to the learning process at this stage.
3. **Conscious competence:** The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.
 4. **Unconscious competence:** The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned.

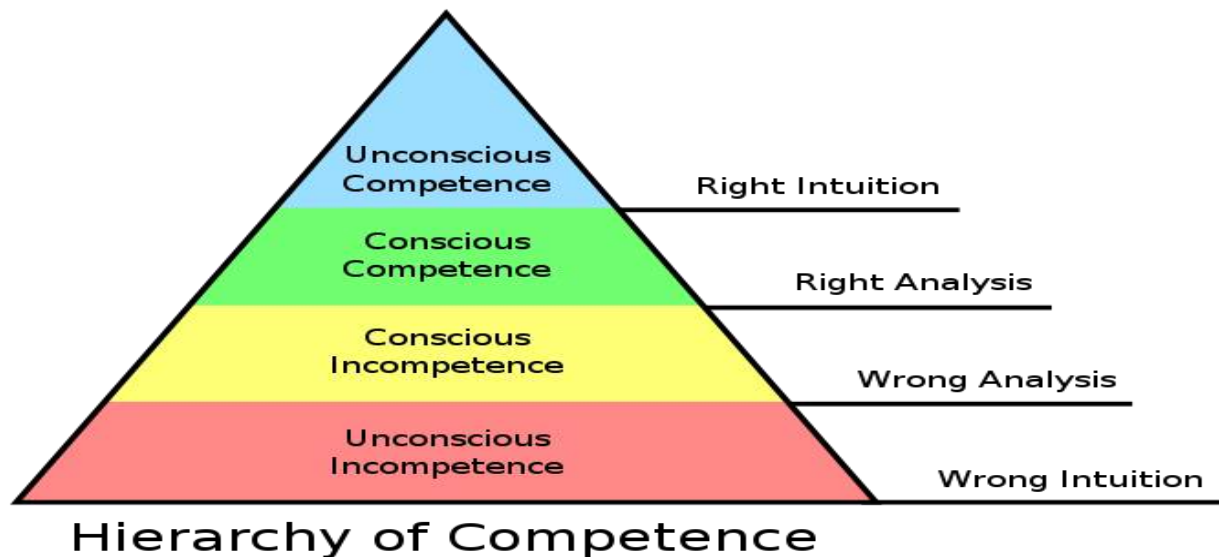


Fig 7: Hierarchy of Competence by Burch, N (2017).

Ryan and Deci (2011) buttressed that competence provides opportunities for success in training. While experiencing and learning to overcome failure during training is certainly valuable, it is important to keep it balanced with opportunities to succeed to maintain competence. Challenge your athletes, but also give them a chance to be reminded of their talent. Feedback is crucial in developing competence. A focus on individual improvement can be tremendous for a strong sense of competence. Use mistakes as an opportunity to instruct the athletes on how to be better instead of becoming angry over them.

Miller, Garganta, Santos & Teoldo (2018) emphasized feedback as effective if athletes feel personally responsible for the action. When athletes have low competence or have low competence in a particular area of their sport, it is important to identify

what they did well, be specific and considering competence is about athletes' perceived self-belief; If they believe they are weak, then they should be provided evidence to the contrary by giving feedback to that effect during and after training sessions.

Buttressing the complications of competitive anxiety, Abdali (2005), opined that the anxiety experienced can also affect an individual's overall level of self-confidence and negative response that takes place when players undermine their capabilities to manage certain circumstances.

Competitive anxiety is the tendency to determine antagonistic situations and take action accordingly with feelings of stress, pressure, and nervousness. The competitive anxiety instantly accelerates just before the competition and suddenly

decelerates after the competition (Ahsan, Ruru & Kumar 2014). Competitive anxiety is one of the factors to decrease athletes' performance (Esfahani & Soflu, 2010). Feelings of tension, thinking of upcoming events in their mind, nervousness, and worry involved in physiological changes such as increased heart rate response are common responses for the athletes before the competition. Generally, competitive anxiety is a result of an athlete's sentiment of stress, tension, and failure which is associated with sharp excitement of the automatic nervous system as this explicit phenomenon occurs before and during a sports competition (Hackfort & Schwenkmezger, 1989; Ahsan et al, 2014)

Competitive anxiety occurs as a negative emotional state that is characterized by nervousness, worry, and apprehension and is associated with activation or arousal of the body. Anxiety is triggered by stressful stimuli and manifests itself in an individual's lack of adaptability on physiological, behavioural, and cognitive levels. In this way, it also hinders athletic performance (Tamorri, 2004).

All nations leading in sports performance have used the university and other tertiary institutions to achieve world-class sports performance but in Nigeria, university sports have been very low in its contribution to the country's sport goals. Athletes in the tertiary institutions are confronted with the challenges of balancing studies and optimum performance in competitive sports. This study intends to examine the concrete impediments for optimal performance as to resist debilitating impact of competitive anxiety and right motivational climate that promotes excellence in sports amongst university athletes in South-west Nigeria.

Research hypotheses

1. There is no significant relationship between autonomy and competitive anxiety among University athletes in South-West Nigeria.

2. There is no significant correlation between competence and competitive anxiety among University athletes in South-West Nigeria.
3. There is no significant joint contribution of autonomy and competence to competitive anxiety among university athletes in South-west Nigeria

Methodology

The study adopted ex-post facto research design. The population for the study comprised all University athletes in public-owned Universities both by Federal and State governments in South-west Nigeria. A multi-stage sampling technique was used for the study. Random sampling techniques was used select the university for the study while the purposive sampling technique was used to select One thousand two hundred (1200) University athletes as respondents from the population.. The instruments were adapted and titled Competitive Anxiety Determinant Scale (CADS) using the properties of the two different standardised instruments (BPNS and SCAT). The demographic data of the participants were analyzed using the descriptive statistics of frequency counts, percentages and charts for illustrations.. The inferential statistics of Pearson Product Moment Correlation (PPMC), regression analysis using the SPSS package 19, were employed in testing the stated hypotheses. The hypotheses were tested at 0.05 level of significance

Table 1: Distribution of respondents by sex

Sex	Frequency	Percent
Male	573	47.8
Female	627	52.3
Total	1200	100.0

As shown in table 1 above, 47.8% of the total respondents were males, while

the remaining 52.3% representing the majority were females.

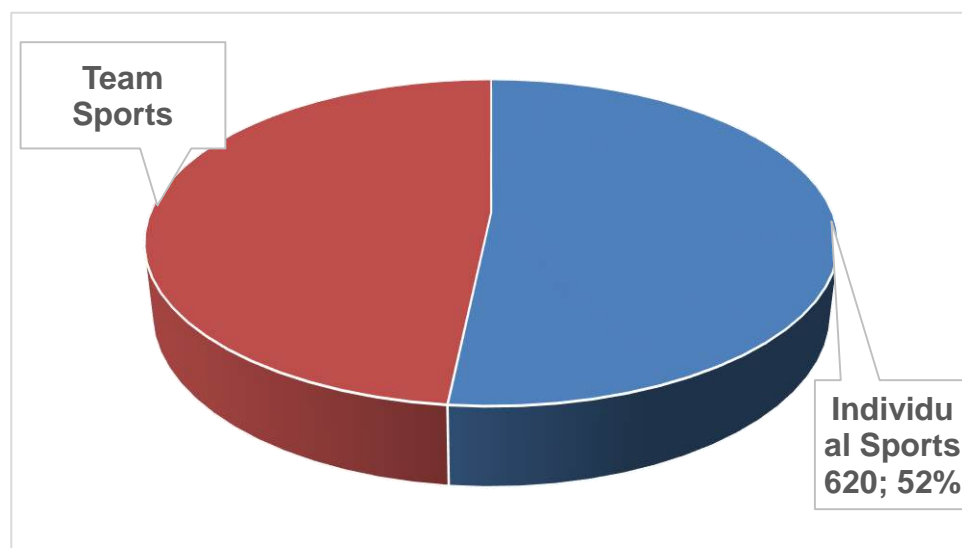


Fig 1.0: Distribution of respondents by type of sport

It could be observed from figure 1 above that 52% of the total respondents were athletes in individual sports, while the

remaining 48% were athletes in team sports.

Table 2: Distribution of respondents by age range

Age range	Frequency	Percent	Valid Percent	Cumulative Percent
17-19yrs	456	38.0	38.0	38.0
20-22yrs	637	53.1	53.1	91.1
23-25yrs	85	7.1	7.1	98.2
Above 25 years	22	1.8	1.8	100.0
Total	1200	100.0	100.0	

Hypothesis 1: There is no significant relationship between autonomy and competitive anxiety among University athletes in South-West Nigeria

Table 3: Relationship between autonomy and competitive anxiety

Variables	N	Mean	SD	SS & CP	CV	r _{value}	Sig.
Autonomy	1200	119.425	22.978	14090.100	11.752	0.063*	0.028
Competitive Anxiety	1200	31.590	7.746				

It could be observed from table 3 above, that a significant r-value was recorded at 0.05 level of significance ($r=0.063$; $P<0.05$). Therefore, hypothesis 1 stated above is hereby rejected. This implies that a significant relationship was recorded between Autonomy and

competitive anxiety among University athletes in South-West Nigeria. The positivity of the r-value indicates that the higher the level of autonomy among University athletes, the higher the competitive anxiety level.

Hypothesis 2 There is no significant correlation between competence and competitive anxiety among University athletes in South-West Nigeria.

Table 4: Relationship between competence and competitive anxiety

Variables	n	Mean	SD	SS & CP	CV	r-value	Sig.
Competence	120	40.806	13.354	37871.470	31.586	0.305*	0.000
Competitive Anxiety	120	31.590	7.746				

From table 4 above, it could be observed that a significant r-value was recorded at 0.05 level of significance ($r=0.305$; $P<0.05$). Therefore, hypothesis 2 stated above is hereby rejected. This implies that a significant relationship was recorded between competence and

competitive anxiety among University athletes in South-West Nigeria. The positivity of the r-value indicates that the higher the level of competence among University athletes, the higher the competitive anxiety level

Hypothesis 3: There will be no significant joint contribution of autonomy and competence to competitive anxiety among university athletes in southwest Nigeria

Table 5: Joint contributions of autonomy and competence to anxiety

Model Summary	R = 0.170	R Square = 0.029	AR Square = 0.026		
ANOVA	DF = 2 & 1195	F-value = 8.881	P-value = 0.05		
Coefficients					
Model	Unstandardized Coefficient		Standardized Coefficient	t-value	Sig
	B	Std. Error	Beta		
Constant	29.283	1.156		25.341	0.000
Autonomy	-0.094	0.027	-0.106	-3.518	0.000
Competence	-0.032	0.031	-0.037	-1.049	0.029

The model summary in table 5 above shows that the joint contribution autonomy and competence to competitive anxiety among University athletes ($R=0.170$) can be predicted at a rate of 13.3% ($R\text{ Square}= 0.029$). The table further shows that a significant F-value was obtained at 0.05 level of significance ($F=8.881$; $P<0.05$) with degrees of freedom 2 and 1195. Thus, hypothesis 3 is hereby rejected. This implies that significant joint contribution of autonomy and competence to competitive anxiety among university athletes in southwest Nigeria was recorded. Furthermore, significant t-values recorded for autonomy ($t=-4.808$; $P<0.05$); competence ($t=-3.435$; $P < 0.05$); indicates that each component makes specific contribution to athletes' competitive anxiety levels

Discussion

In testing hypothesis one, a significant r-value was recorded at 0.05 level of significance and hypothesis one

stated was rejected. Thus, a significant relationship was established between autonomy and competitive anxiety among University athletes in South-West Nigeria. The positivity of the r-value further explained that the higher the autonomy among University athletes, the higher the competitive anxiety level. The above finding agrees with the postulations of SDT by Deci and Ryan (2008), and that of Ponseti, Almeida, Lamerias, Martins, Olmedilla, Lopez Walle, Reyes and Garcia-mas, 2018: Garcia-mas, Ortega, Ponseti De Teresa and Cardenas, 2016 which reported that there are existing relationships between autonomy as one of the components of self determination and competitive anxiety related to sports competition. Surprisingly, self-determined athletes (in all aspects of the self-determination theory, like intrinsic, extrinsic motivation and amotivation) showed high sport competitive anxiety.

The significant r-value recorded at 0.05 level of significance, while testing

hypothesis two, led to the rejection of the hypothesis as stated. Therefore, a significant relationship was recorded between competence and competitive anxiety among University athletes in South-West Nigeria. Subsequently, the positivity of the r-value indicated that the higher the level of competence among University athletes, the higher the competitive anxiety level. The above finding corroborates that of Saadan, Hooi, Ali, and Jano, 2016; Mohammad Zamani and Azizi 2014; Jamshidi, Hossien, Sajadi, Safari and Zare 2011 which revealed that, with increase in competence competitive anxiety is increased.

In testing hypothesis three, it was observed that the joint contribution of autonomy and competence to competitive anxiety among University athletes could be predicted at a rate of 13.3%. It was further discovered that a significant F-value was obtained at 0.05 level of significance, hence, hypothesis three stated was rejected. It, therefore, implies that a significant joint contribution of autonomy and competence to competitive anxiety among university athletes in southwest Nigeria was recorded. Furthermore, significant t-values recorded for both autonomy and competence indicating their level contribution to competitive anxiety.

Conclusion

Based on the findings of this study, it was concluded that:

1. Autonomy and competence are related to competitive anxiety amongst university athletes in the South-west, Nigeria.
2. Autonomy and competence make specific joint contributions to competitive anxiety amongst university athletes in the South-west, Nigeria

Recommendations

University athletes in the southwest, Nigeria not only need to possess excellent technical skills and physical fitness but also

a strong psychological skills. Student-athletes' coaches should ensure appropriate motivational techniques that are individualized to meet the needs of each athlete. The sport psychologist should be involved early enough to assist in planning and organising anxiety management training for the athletes, analyse the psychological benefits and implications of each motivational climate engendering good understanding and interpretations of athletes' motivational profiles to cope with competitive anxiety amongst university athletes in the South-west, Nigeria.

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RELATIVE EFFECTIVENESS OF TEACHING, MOTIVATION, DRILL AND PRACTICE PACKAGE (TMDP²) ON STUDENTS' PERFORMANCE IN JUNIOR SECONDARY SCHOOL MATHEMATICS IN EKITI STATE

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Abstract

This study examined the relative effectiveness of teaching, motivation drill and practice package (TMDP) on students' performance in junior secondary school Mathematics in Ekiti State. The study adopted quasi experimental research design of pre-test, post-test control group. The population for this study consisted of all the Junior Secondary School (JSS 11) students. The sample consisted of intact classes of junior secondary schools using purposive sampling technique (considering the schools with computer facilities and internet for Youtube and TV based teaching). The students were categorised into experimental and control groups. The instrument used for the collection of data was Mathematics Performance Test (MPT) in Algebra. The validity of the instrument was ascertained and the reliability coefficient obtained was 0.72. The data collected were analysed using frequency counts, means and standard deviation to answer the research questions and the hypotheses formulated were tested using t-test, ANCOVA while Multiple Classification Analysis was used to locate where the significant F-ratio exist. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there was a significant effect of teaching, drilling and motivation package on students' performance in Mathematics. Also, there was significant effect of gender on students' performance when exposed to treatment in Mathematics. Based on the findings of this study, it was recommended that the teacher should incorporate motivation, drill and practice package for effective teaching to be actualised.

Keywords: Motivation, drill and practice, Teaching, Performance, Self efficacy

Introduction

Mathematics has become a tool for mental development that plays a significant role in the understanding of science, social science, art, management and language. Mathematics is a mechanism for communication and a veritable tool for human to organise their lives such that logical reasoning and abstract thinking become feasible. Mathematics influences modern development with latest technology trends, business ideas, digital marketing strategies which helps in the refinement of

personality through organisation and accuracy.

Mathematics is one of the compulsory subject and a prerequisite for admission into any higher institution in Nigeria today. Attempts have been made by researchers to improve students' understanding in the subject. Yeh et.al. (2019) remarked that the conventional teacher-led instruction remains dominant in most elementary mathematics classrooms. Under such instruction, the teacher can rarely take care of all students. Many students may then continue to fall behind

the standard of Mathematics performance and lose their interest in Mathematics; they eventually give up on learning the subject. There is always a certain tension between the intellectual preparation of teachers and the practice of teaching as manifested in student teaching. Oginni and Owolabi (2013) carried out an empirical assessment of the physically challenged students in Mathematics with a view of recognising and reintegrating the brains among them.

Researchers such as Bietenbeck (2011) and Clement (2013) noticed with dismay what happens often where some Mathematics teacher do not equip themselves with improved teaching methods in the classroom, most of them focus only on how to complete the main contents that are in the course syllabus, in which the basic concepts of Mathematics are haphazardly taught thereby makes the students get bored in the subject, and the required knowledge that should be mastered by the students becomes difficult to learn.

Teaching, Motivation, Drill and Practice Package (TMDP2) is tripartite in nature. It was designed in order to enhance self-efficacy and practice in the learning of Mathematics among the students through systematic and deliberate commitment on the part of the teacher to improve student self-confidence and reliance, which is an integral part of personal factors that contributes substantially to students' success in Mathematics. Its origin is traceable to Bandura's social cognitive theory that sees human functioning as an emergence of a dynamic interaction system between personal (self-efficacy) and behavioral (use of effective approaches to learning) (Bandura, 2012). Teaching, Motivation, Drill and Practice Package (TMDP2) is three in one package that is technology based. The development of TMDP2 is basically to enhance students' skills in Mathematics in its various aspects, using suitable techniques and teaching methods for making it interesting and attractive for the students.

Teaching is an activity or process of transferring knowledge and development of skills, attitudes, ideas and appreciation in learners. With the increasingly rapid technological advancements such as the birth of the industrial technology based teaching, thinking along the trend of 5G or 6G and is successive to the next generation technologies for teaching. Mathematics is the way to go in this era of technological revolution. There are suggestions, demands and even requirements that the traditional roles of classroom teachers should as well be re-examined and change along the way to adjust accordingly. There is no way any teacher can be teaching the same way and be expecting different result. This call for a paradigm shift from local talk and chalk teaching strategy to a modern technique that can arouse the curiosity of students and as well bring the best out of them.

Teaching with inspiring TED Talks, popular internet sites, TV based talk shows, World Wide Web, Internet connection or Google search engine, YouTube-based lectures would definitely increase the level of student competence with high quality teaching. Teachers can stay relevant and can continue to do so effectively by recognizing, appealing and utilizing traits that are trending and appealing to human emotions and having tendency to enjoy, having fun, humor use, playing music and even singing songs in the classroom. Teaching that make students different through the use of powerful-seemingly unlimited and apparently endless-high energy robotic machines based tools such as Google, YouTube or Facebook (Chesser, 2013). The term motivation was derived from the Latin verb "movere" which means "to move". What gets learners to move towards an activities and to describe the characteristics of these activities. "Motivation is referred to as a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process" (Md. Yunus, Wan Ali, 2009, Pintrich, 2003). The willingness of the present generation of students' lies in

technology based phenomenon, an activities that tinkle students' fancy towards learning Mathematics concept which culminate students' interest in order to achieve their desire result. Accordingly, the importance of student motivation is reflected in the realm of Mathematics education which treats motivation as a desirable outcome and a means to enhance understanding.

The complexity of teaching has led teacher educators to move toward developing a package in which teachers are provided with extensive training and support to implement new practices. A practice whereby teaching Mathematics is being taught technologically with extrinsic motivational tools that could enable problem-solving techniques becoming a worthwhile approach via infusing technology into the teaching (Pantziara and Philippou 2015). Students may joyfully experience formal Mathematics education for years and they can be motivated everywhere across the expansive Mathematics curricula because teaching often requires both cognitive and practical experiences throughout the continua of their Mathematics education to be productive 21st century citizens (Abramovich, et.al. 2019). When students are confident about their ability to do Mathematics, they are motivated to explore new concepts even if they are not immediately successful.

Drill and Practice are integral part of Mathematics teaching learning process. A creative teacher of 21st century would endeavour to weave drilling into the tapestry of Mathematics learning. Technology is a valuable tool for repeated practice and systematically integration of Drill and practice into teaching learning process would make the teaching interesting and joyful. The process of drilling would resuscitate the joy of learning Mathematics and thrill the learner to seek more. Drill and practice can be interesting if the teacher of Mathematics has the ingenuity to repeat teaching in

various ways. Several studies show that drill and practice must be coupled with periodic reviews to achieve tangible results (Kumar, 2010). Drilling has brought Mathematics, which is about playing with numbers to a limelight such that, the more familiar one is with digits and what they represent, the easier it is, to see relationships that exist between them. In fact, the world has become a digital arena where coding and decoding rest solely on data and information. Hence, it is important that children learn to count and are able to identify the number of things in a group either by counting or by patterns. The ability to recall basic Mathematics facts fluently is necessary for students to attain higher-order Mathematics skills. If this fluent retrieval does not develop then the development of higher-order Mathematics skills may be severely impaired.

Besides, if consideration is not giving to technological based teaching, motivation and drilling in Mathematics, it can create a lack of self-confidence in the child and also subject her to peer ridicule in the present era. Rapid Mathematics fact retrieval is an asset to perform well in Mathematics achievement tests. Studies in cognitive science (Lindsey et.al. 2007) also support continual practice, because it develops computational automaticity, it increases retrieval speed, reduces time required for recognition, and decreases interference.

Male scholars have consistently concluded that male students perform better on Mathematics tests than females do, while some female scholars still contest this assertion. To make a refined assessment of the magnitude of gender differences in mathematics performance, teaching, motivation drill and practice have its significant influence on gender. Rodriguez (2020) submitted that boys' results could be affected by the levels of anxiety inasmuch as they tend to be confident in their abilities, motivated to stand out, and interested in mathematics. Whereas despite girls reporting high rates of anxiety, what may

have a negative impact on their results might have more to do with a higher value placed on mathematics, as their perception of control may be low. The researchers wish to examine the influence of gender in teaching, motivation, drill and practice are apply simultaneously.

Statement of the Problem

The researchers observed that students who are the target of classroom activities seem to find classroom environment not interesting because of its monotonous in teacher's approach. The inability of most students to establish learning habits, lack of control over the speed at which teachers teach, not being able to get thing repeated, and problem of interpreting effectively seems to give students a lot of concern. Students' poor performance in mathematics has not been commendable because of low incentive in mathematics. The difficulty which students experience may be traced to inappropriate teaching, drilling and motivation on the part of their teachers. It is therefore imperative to examine the relative effectiveness of teaching, motivation, drill and practice package on students' performance in junior secondary school Mathematics.

Purpose of the study

The main purpose of this study is to determine the relative effectiveness of teaching, motivation, drill and practice package on students' performance in Mathematics in junior secondary school. Specifically the study would:

1. examine the influence of teaching, motivation and drill and practice package on students performance in Mathematics;
2. investigate the integration of teaching, motivation, drill and practice package effectiveness on students performance in Mathematics;
3. Found out gender differences and performance of students when teaching, motivation, drill and practice package is utilised.

Research Questions

The following research questions were raised for this study:

1. What is the influence of teaching on students' performance in Mathematics?
2. What is the influence of drill and practice on students' performance in Mathematics?
3. What is the influence of motivation on students' performance in Mathematics?

Research Hypotheses

The following research hypotheses were formulated to guide this study:

1. There is no significant difference in the performance mean scores of students in the experimental and control groups before treatment
2. There is no significant difference in the performance mean scores of students in the experimental and control group after treatment
3. There is no significant effect of treatment on gender of students' performance mean scores when exposed to teaching, motivation drill and practice package in Mathematics.

Methodology

This study adopted quasi - experimental pre- test, post-test control group research design. The experimental group was assigned to treatment while control group was not taught. The population for the study consisted of all JSS II students in Ekiti State. The sample for the study consisted of intact classes of junior secondary schools drawn from two secondary schools in Ikere local Government Area using purposive sampling technique(considering the schools with computer facilities and internet for You tube and TV BASED teaching), The students were categorised into experimental and control in the selected schools. Mathematics Performance Test (MPT) was used to collect data for this study. The instrument (MPT) was validated by seasoned Mathematics educators and the

reliability of the instrument was ascertained which yielded 0.72 reliability coefficient. The pre-test was administered on the control and experimental groups by the research assistants. After the results of their pretest revealed homogeneity, then the experimental group was treated by using package on effective teaching, motivation, drill and practice. A TV based talk shows and You-tube based lecture were used to teach the experimental class for two weeks in Algebra while the control group was taught conventionally. The performance test was re-administered on the two groups at the end of the experiment. The data collected were analysed using frequency,

means and standard deviation for the research questions and the hypotheses formulated were tested using ANCOVA all at 0.05 level of significance.

Results

Research Question 1: What is the influence of teaching on students' performance in Mathematics?

In order to answer the question, mean scores relating to performance of students in mathematics before and after being exposed to teaching pedagogy and conventional teaching method were computed and compared. The result is presented in Table 1.

Table 1: Mean and standard deviation of the effect of teaching on students' performance in Mathematics.

<i>Source of variation</i>		<i>Pre-test</i>		<i>Post-test</i>		<i>Mean Difference</i>
<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
TMDP ²	69	41.10	5.232	45.50	4.007	4.40
Control	114	40.01	4.012	42.70	4.165	2.69

The result in Table 1 revealed that students in the experimental group and control group had performance mean scores of 41.10 and 40.01 respectively for the pre-test score with respective measure of variability of 5.232 for the experimental group and 4.012 for the control group. The mean difference for the pre-test scores (1.09) is very marginal which underscore the homogeneity of the test. The mean score of students in experimental and control groups for the post test scores are 45.50 and 42.70 respectively with respective measure of variability of 4.007 and 4.165. The mean difference between the performance mean scores of students in the experimental group before and after treatment is 4.40 while that

of students in the control group is 2.69. This implies that those in the experimental group had the higher mean score than those in the conventional group. Hence, the use of teaching package has an effect on the performance of students in Mathematics.

Research Question 2: What is the influence of drill and practice on students' performance in Mathematics?

In order to answer the question, mean scores of students' performance in Mathematics before and after being exposed to drill and practice package and those in the conventional groups were computed and compared. The result is presented in Table 2.

Table 2: Mean and standard deviation of the effect of drill and practice on students' performance in Mathematics

<i>Source of variation</i>		<i>Pre-test</i>		<i>Post-test</i>		<i>Mean Difference</i>
<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
TMDP ²	69	21.40	3.239	42.30	4.855	20.9
Control	114	20.00	4.000	20.80	5.051	0.8

The result in Table 2 revealed that students in the experimental group and control group had performance mean scores of 21.40 and 20.00 respectively for the pre-test score with respective measure of variability of 3.239 for the experimental group and 4.000 for the control group. The mean difference for the pre-test scores (1.40) is very marginal which established the homogeneity of the test. The mean score of students in experimental and control groups for the post test scores are 42.30 and 20.80 respectively with respective measure of variability of 4.855 and 5.051. The mean difference between the performance mean scores of students in the experimental group before and after treatment is 20.9 while that of students in the control group is marginal

0.8. This implies that those in the experimental group had the higher mean score than those in the conventional group. Hence, the use of drill and practice package has an effect on the performance of students in Mathematics.

Research Question 3

What is the influence of motivation on students' performance in Mathematics?

In order to answer the question, mean scores of students' performance in Mathematics before and after being exposed to motivation package and those in the conventional groups were computed and compared. The result is presented in Table 3.

Table 3: Mean and standard deviation of the effect of motivation on students' performance in Mathematics

Groups	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
TMDP ²	69	21.20	3.490	41.20	3.327	20.0
Control	114	20.50	5.104	22.60	5.254	2.1

The result in Table 3 revealed that students in the experimental group and control group had performance mean scores of 21.20 and 20.50 respectively for the pre-test score with respective measure of variability of 3.490 for the experimental group and 5.104 for the control group. The mean difference for the pre-test scores (0.7) is very marginal which underline the homogeneity of the test. The mean score of students in experimental and control groups for the post test scores are 41.20 and 22.60 respectively with respective measure of variability of 3.327 and 5.254. The mean difference between the performance mean scores of students in the experimental group before and after treatment is 20.0 while that of students in the control group is marginal

2.1. This implies that those in the experimental group had the higher mean score than those in the conventional group. Hence, the use of motivation package has an effect on the performance of students in Mathematics.

Hypotheses Testing

Hypothesis 1:- There is no significant difference in the performance mean scores of students in the experimental and control groups before treatment

To test this hypothesis, the mean scores of students in the experimental and control groups were computed and compared for statistical significance using t-test at 0.05 level. The results presented as follows;

Table 4: t-test of mean scores in the experimental and control groups

Group	N	Mean	SD	Df	t	P
TMDP ²	69	3.81	1.46			
Control group	114	4.33	2.00	181	1.885	0.061

Table 4 shows that $t = 1.885$, $p > 0.05$. The null hypothesis was not rejected. This revealed that there was no significant difference in the performance mean score of the students in the experimental and control groups before treatment. Therefore, there was homogeneity in the performance of the two groups before treatment. Consequently, any significant effect recorded afterwards would not be ascribed to chance, but to the specific treatment applied.

Hypothesis 2

There is no significant difference in the performance mean scores of students in the experimental and control group after treatment

To test this hypothesis, performance mean scores of the students in the teaching, drill and practice and motivation strategies both in the experimental and control groups were computed and compared for statistical significance using a two-way Analysis of Covariance (ANCOVA) at 0.05 level. The results are presented in Table 5 as follows;

Table 5: ANCOVA of teaching, motivation drill and practice package and students' performance in Mathematics

Source	SS	df	MS	F	P
Corrected model	2136.127	2	1068.064	39.690	.000
Covariate (pretest)	1085.662	1	1085.662	40.344	.000
Group	1344.669	1	1344.669	49.969	.000
Error	4843.786	180	26.910		
total	29211.000	183			
Corrected total	6979.913	182			

* $p < 0.05$

Table 5 shows that $F_{1, 180} = 49.969$; $P < 0.05$. The null hypothesis was rejected. This implies that there was a significant difference in the performance mean score of the students exposed to teaching, motivation drill and practice package and

control group. In order to determine the effectiveness of the treatment at enhancing performance in Mathematics, Multiple Classification Analysis was carried out. The result is presented in Table 6.

Table 6: Multiple Classification Analysis of Students performance in teaching, motivation, drill and practice package.

motivation, drill and practice package.						
Variable + category	N	Grand mean = 11.02		Eta ²	Adjusted Independent + Beta covariate	Beta
		Unadjusted Devn'				
TMDP ²	69	3.08		31	3.46	.33
conventional	114	-1.86			-2.08	
Multiple R					0.337	
Multiple R ²					0.113	

Table 6 reveals that students exposed to teaching, motivation, drill and practice package had higher adjusted mean score of 14.48 (11.02+ 3.46) than their counterparts taught with conventional method 8.94 (11.02+ (-2.08). This implies that teaching, motivation, drill and practice package had effect on students' performance in Mathematics. The treatment also accounted for 31% ($\eta^2 = 0.31$) of the observed variance in students' performance in teaching, motivation, drill and practice package.

Hypotheses 3

There is no significant effect of treatment on gender of students' performance mean scores when exposed to teaching, motivation drill and practice package in Mathematics.

In order to test the hypothesis, pre-test mean scores of male and female students in experimental group were computed and compared for statistical significance using ANCOVA at the 0.05 level of significance. The result is presented in Table 7.

Table 7: ANCOVA Summary of gender and treatment on students' performance when exposed to teaching, motivation drill and practice package in Mathematics.

Source	SS	df	MS	F	P
Corrected model	2181.133	4	545.283	20.226	.000
Covariate (pretest)	1050.716	1	1050.716	38.974	.000
Gender	22.760	1	22.760	.844	.359
Group	1343.111	1	1343.111	49.820	.000
Gender *Group	11.435	1	11.453	.425	.515
Error	4798.780	178	26.959		
total	29211.000	183			
Corrected total	6979.913	182			

Table 7 shows that $F_{1,178} = 0.425$; $P > 0.05$. The null hypothesis is not rejected. This implies that there was no significant difference in the performance mean score between male and female students exposed to teaching, motivation drill and practice package and control group.

Discussion

The study revealed that the performance of students in Mathematics in both the experimental and control in pretest were relatively low and do not differ significantly, thus establishing the homogeneity of the two groups involved in the study prior to the experiment. The result revealed that teaching, motivation drill and practice package has an effect on the performance of students in Mathematics. This buttressed the study of Yeh et.al. (2019) that the conventional teacher-led instruction remains dominant in most elementary mathematics classrooms, hence no meaningful change is being recorded.

The study revealed that there was significant difference in the performance mean score of the students exposed to teaching, motivation drill and practice package and control group, in favour of the teaching, motivation and drill and practice package group. This corroborated the position of Kumar, (2010).that ingenuity to repeat teaching in various ways through drill and practice must be coupled with periodic reviews to achieve tangible results. The findings also is in line with the submission of Pintrich, (2003) that the importance of student motivation is reflected in the realm of mathematics education because of desirable outcome and a means to enhance understanding in the subject is sustained. The study revealed that teaching, motivation and drill and practice improve students' involvement in Mathematics when learning it and, grow their perceptions, principles and emotional response. Also, the study supported Odogwu (2015) who opined that motivation is the internal process which

spurs one to satisfy some need. More so, the findings of the study supported the findings of Arulmoly and Branavan (2017) who stated that motivation has a significant influence on academics performance on students.

The study revealed that there was no significant effect of gender and treatment on students' performance when exposed to teaching, motivation drill and practice package in Mathematics. This is in line with the work of Hyde et.al.(1990) that gender differences in mathematics performance are small. Nonetheless, the lower performance of women in problem solving that is evident in high school requires attention.

Conclusion

It was concluded that teachers should use effective teaching, motivation, drill and practice package on students when teaching Mathematics to enhance students 'performance. Also, the teacher's attention should be shifted to technology based tools in teaching Mathematics for effective teaching, motivation and drilling practice to be actualised while engaging students in Mathematics class.

Recommendations

It was based on the findings of this study, the teaching, motivation drill and practice package should be incorporated into the teaching of Mathematics in secondary schools in order to enhance students' better performance in the subject. Seminars should be organised for teachers on the technology based teaching package that are students friendly. Also Mathematics laboratory should be equipped with the current and relevant Mathematics teaching packages that are 21st century compliance.

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INFLUENCE OF MASS MEDIA ON THE ATTITUDE TOWARDS HIV/AIDS PREVENTION AMONG STUDENTS IN TERTIARY INSTITUTIONS IN ONDO STATE

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Abstract

This study investigated the Influence of Mass Media on the Attitude towards HIV/AIDS Prevention among Students in Tertiary Institutions in Ondo State, Nigeria. Descriptive research design was employed. The population consists of all males and female students in tertiary Institutions in Ondo State. A multistage sampling technique was used for the study. Purposive sampling technique was used to select one hundred respondents for the study. Questionnaire developed by the researcher was validated by three experts from Department of Human Kinetics and Health Education and Department of Test and Measurement; Ekiti State University, Ado Ekiti and the instrument was used for data collection. A correlation co-efficient was obtained through test-retest method using Pearson Product Moment Correlation. The instrument was administered by the researcher with two trained research assistants. The two postulated null hypotheses were tested, the findings from this study showed that there is a significant influence of mass media use on knowledge and attitude towards HIV/AIDS prevention among students in tertiary institution.

Keywords: HIV/AIDS, Knowledge, Attitude. Mass Media, Tertiary Institution, Prospect & Challenges

Introduction

Nigeria communities are at risk of HIV epidemics. The country's population of more than 160 million people, representing extraordinary ethnic and cultural diversity, faces an HIV epidemic that could easily spin out of control (World Health Organizations, 2017). The national HIV prevalence rate was cited at 4.4%, which is translated into more than 36.7 million people living with the virus and in need of services, and support, (National AIDS and Reproductive Health Survey, 2005). Over the years, HIV researchers and interventions have focused more on the clinical aspects without much regards for the role that non clinical indices play in the spread of HIV.

Acquired Immune Deficiency Syndrome (AIDS) is caused by Human Immune Deficiency Virus (HIV) which

breaks down the body immune system, leaving the carrier vulnerable to a host of life-threatening opportunistic infections, neurological disorder and cancer of various types. The term AIDS refers to the last stage of HIV infection. HIV infections have been recognized as one of the most worrisome killer diseases in the world today. (Chiamaka, 2008).

There is no doubt that the students of tertiary institutions may be vulnerable to HIV and AIDS due to the high rate of immoral sexual risk behaviour (Adefuye, 2009). The infection cuts across both sexes and all age groups. However, youths, particularly students between the ages of 15-25 years are more vulnerable and constitute a high-risk group (Alvermann, 2010). Lewis (2011) asserted that, students are very active physically, socially and sexually. They are eager to establish

relationship with opposite sex with strong desire to exploring each other sexually and this is the stage where boys/girls develop secondary sex characteristics which usually excite them and they subsequently take advantage of it to engage in unprotected sexual intercourse.

(Adefuye, 2009, & Waithera, 2010) observed that tertiary institutions have been found to provide great opportunities for the spread of HIV and AIDS due to sexual risk behaviours of students which includes; high rate of premarital sex, drug addiction, and cultism among others which are common phenomenon among students and are potential channels of HIV and AIDS infections

It seems that the modern society cannot operate without mass media more so that the whole world has become a global village. The broadcast media such as radio and television are impressive by African standards. Radio and television have expanded tremendously in the last 15 years. The combined use of these resources holds a lot of promises for the kind of public health campaign demands presented by HIV and AIDS. Nigeria is such a large and diverse country; therefore, media campaigns is needed to raise awareness of HIV in a practical way of reaching many people in different regions (Alverman, 2010). Radio has great advantages as a medium of mass communication and it helps an individual not just to erase the literacy barrier but also to alleviate physical barriers (Noar, 2010). It is noted that in the new millennium, radio is still the most important medium for reaching mass audiences in many poor nations. Television as a medium is generally more attuned to the elite and urban dwellers. Technically, without networking or satellite or cable connections, its signals reach is limited. In addition, in Nigeria where power failure is a perennial problem, television sets are quite often mere living room furniture for the lower middle class. The high cost of a television sets may also militate against their mass usage.

Social media interventions like Facebooks, Instagram, Twitter and WhatsApp have been used widely in Ghana to prevent HIV by increasing knowledge, improving risk perception, changing sexual behaviours, and questioning potentially harmful social norms (Noar, 2010). The social media have specifically targeted students and other youths because of their reported high patronage of these media of communication. While studies have shown high coverage rate of students and youth accessing HIV prevention messages through the social media, the impact of such messages in increasing the knowledge and changing behaviour of the students has been modest (Lewis, 2011). Most of the studies did not report differences in coverage and impact of social media among demographic variables such as age, sex, and school type.

The use of news media to raise knowledge has been boosted by mobile phones across Africa, which is said to have the world's fastest growth, with coverage soaring from just one in five people at the turn of the century to 28%. Nigeria, with 75 million subscribers (NARHS, 2015). As far back as 2005, United Nations International Children's Emergency Fund (UNICEF) tapped into the mobile phone revolution to send short message service text to 9 million Nigerian youth in the campaign to enhance their awareness about HIV/AIDS (Agha, 2003). With internet access also reaching 43.9 million, the prospects and paraphernalia for spreading health issue messages continue to expand.

The concept of knowledge implies the depth of awareness one has about an issue or subject matter. Knowledge is the level of understanding an individual gain as a result of learning and exposure to educational activities. In order to have adequate knowledge on HIV prevention the role of mass media cannot be under estimated. (Avert, 2016)

Allen, [2007] noted that HIV/AIDS has become a tropical issue that requires adequate knowledge especially for youths

in general and those in tertiary institutions in particular. According to him, messages about HIV and AIDS need to be carried to the door steps of all and sundry through radio, television, posters, billboards and leaflets. This will make all to have adequate knowledge on HIV and AIDS causes, treatment and prevention available for people tested positive. It is against this background that this study is designed to investigate the influence of mass media, on knowledge, attitude and prevention of HIV and AIDS among the students of tertiary institutions in Ondo State.

Despite the improvement of technology in renewed awareness and knowledge of prevention of HIV/AIDS, little have been achieved on the impact of media campaign on knowledge of prevention of HIV/AIDS among the students in tertiary institutions (Palmgreen 2008). Moreover, with the improvement in awareness of mode of transmissions, the severity and problems associated with HIV infection through mass media, yet, many students seem to engage in unprotected sex with multiple sexual partners, with the most vulnerable groups appear to be especially students of tertiary institutions who may not be listening to mass media messages on HIV/ AIDS. The use of appropriate mass media messages on HIV is desired to target youths especially students in tertiary institutions (UNAIDS, 2000). This is to help them increase their knowledge about HIV and AIDS and contribute to HIV prevention.

The priority of the National Agency for the Control of AIDS (ODSACA, 2012) was that 80% of sexually active adult and 80% of most-at-risk populations will have access to HIV mass media. However, most studies did not examine the influence of mass media especially news broadcasting and social media such as Facebook, WhatsApp and Instagram on the knowledge of HIV/AIDS and its prevention in Nigeria.

The need to educate people about HIV/AIDS through media campaign in

order to stem its tide has become a priority in all countries of the world. The conventional approach of using medical treatment alone has not been able to reduce the spread of HIV/AIDS in the developing countries, particularly in Africa (Wakefield, 2010). It is for this reason that a multiple approach is needed to tackle the pandemic. Before now, governments have been making efforts to get people aware about HIV/AIDS through the use of media campaign but little have been reported on the influence of such campaigns on knowledge and prevention of HIV/AIDS among the students in tertiary institutions in Ondo State.

It is against this background that this study investigated the Influence of Mass Media on the Attitude towards HIV/AIDS Prevention among Students in Tertiary Institutions in Ondo State,

Research Questions

1. What are the various types of mass media utilised to acquire knowledge on HIV/ AIDS prevention by students in tertiary institutions in Ondo State?
2. What is the attitude of students towards prevention of HIV/AIDS in tertiary institutions in Ondo State?

Research Hypotheses

The following hypotheses are formulated to guide the study:

1. There will not be any significant influence of print media (newspaper and magazine, handbills) on knowledge of HIV and AIDS prevention among students in tertiary institutions.
2. Attitude of students will not significantly prevent HIV and AIDS in tertiary institutions in Ondo State

Methodology

The study was a descriptive research design of survey type. The population of the study consisted of all the

students in all the tertiary institutions in Ondo State. The sample for the study consisted of 800 students which were randomly selected from two (2) Tertiary Institutions in Ondo State, Nigeria. Multistage sampling procedure was adopted to select the participants for the study. The first stage involved using random sampling technique of the fish bowl type for the selection of two (2) faculties from each of the institutions. The second stage involved the selection of two Tertiary Institutions in Ondo State through purposive sampling technique. The third stage involved using simple random sampling technique to select four (4) Departments from each Faculty. The fourth stage involved using simple random sampling technique to select two hundred (200) students from each of the four Departments of the selected Faculties, making 800 participants that constituted the sample for the study.

The instrument used for the study was a well-structured questionnaire to access the prospects and challenges of mass media use to HIV/AIDS prevention among students in tertiary institutions in ONDO State.

To ascertain the validity of the instrument, the researcher gave three copies to three experts in the relevant fields, the comments and suggestions were used to improve the quality of the instrument. To determine the reliability of the instrument, the researcher adopted a test re-test method to twenty (20 respondents outside the study area at two weeks interval. Both results were compared using Pearson product moment correlation (PPMC) Statistical analysis. A reliability coefficient 0.75 was obtained which was considered high enough for the study. The data for this study was collected, sorted, coded and subjected to appropriate descriptive statistical analysis and inferential statically method. Chi-square were used to analyse the data.

Data Analysis

The data collected from the field survey were analysed. Relevant statistical tools were used in the presentation and analysis of data derived from the questionnaire (frequency distribution table, mean scores and percentages were used to analyse the data

Research question 1: what are the various types of mass media utilized by students of tertiary institution to acquire knowledge of HIV/AIDS prevention?

Table I: Types of mass media utilized by students to acquire knowledge of HIV/AIDS prevention.

Types of mass media	Never (o/o)	Occasionally (o/o)	Regularly (o/o)	Mean±SD
Television	78 (9.8)	386(48.2)	336(42.0)	2.323±0.64
Radio	99(12.4)	425(53.1)	276(34.5)	2.221±0.65
Internet	100(12.5)	305(38.1)	395(49.4)	2.369±0.70
Newspaper	122(15.2)	350(43.8)	328(41.0)	2.258±0.70
Leaflets	156(19.5)	300(32.5)	344(43.0)	2.235±0.76
Bill board	148	339 (42.4)	313(39.1)	2.206±0.73
News letter	170 (21.3)	279 (34.9)	357 (43.9)	2.219±0.79

Table I presents the extent to which various Mass media were utilized by students to acquire knowledge of HIV/AIDS prevention in tertiary institutions. The result shows that 336 (42.0) regularly utilized television. 386

(48.2) occasionally utilized it, while 78 (9.8) never utilized television by students of tertiary institutions to acquire knowledge of HIV/AIDS prevention. 276 (34.5) regularly utilized Radio, 425 (53.1) occasionally utilized it, while 99 (12.4) never utilized

radio by students of tertiary institution to acquire knowledge of HIV/AIDS prevention. 395 (49.4) regularly utilized internet, 305 (38.1) occasionally utilized it, while 100(12.5) never utilized internet by the students in tertiary institution to acquire knowledge of HIV/AIDS prevention. 3328 (41.0) regularly utilized Newspaper, 350 (43.8) occasionally utilized it, while 122 (15.2) never utilized newspaper by students of tertiary institution to acquire knowledge of HIV/AIDS prevention. 344 (43.0) regularly utilized leaflets, 300 (32.5) occasionally utilized it, while 156 (19.5) never utilized leaflets by students of tertiary institution to acquire knowledge of HIV/AIDS prevention. 313 (39.1) regularly utilized bill board, 339 (42.4) occasionally utilized it, while 148 (18.5) never used bill board by students of tertiary institution to acquire knowledge of HIV/AIDS prevention. 351 (43.9) regularly utilized newsletter, 279 (34.9) occasionally utilized it, while 170 (21.3) never utilized newsletter by students of tertiary institution to acquire knowledge of HIV/AIDS prevention. From the analysis above, out of the seven mass media utilised by the students in tertiary institution to acquire knowledge of HIV/ADS prevention, internet was the most regularly utilized with

Meant \pm SD of 2.369 ± 0.70 that utilized it. Television ranked 2nd with mean \pm SD of 2.323 ± 0.64 , Newspaper ranked 3rd with mean \pm SD of 2.258 ± 0.70 , leaflets ranked 4th with mean \pm SD of 2.235 ± 0.76 , radio ranked 5th with mean \pm SD of 2.221 ± 0.65 , Newsletter ranked 6th with mean \pm SD of 2.219 ± 0.79 while bill board ranked 7th and was the least media utilized with means \pm SD of 2.206 ± 0.73 mass media utilized by the student of tertiary institution to acquire knowledge of HIV/AIDS prevention.

From the analysis above, it shows that all items had mean scores above 0.05 alpha level. This shows a positive influence of combined mass media used among the students of tertiary institution to acquire knowledge of HIV/ADS prevention.

1. **Research question 2:** What is the attitude of students towards prevention of HIV/AIDS in tertiary institutions in Ondo State

In answering the question, responses from fifteen grouped items 51-65 section B of Questionnaire were collated and computed using mean and standard deviation. The result is presented below in Table 2.

Table 2: Mean and Standard Deviation on attitude of respondents towards HIV/AIDS prevention.

Items	Yes	No	Mean \pm SD
Do you know your HIV status	557 (69.7%)	243 (30.3%)	1.696 \pm 0.466

Do you think it is better for people to know their HIV status	661 (82.7%)	139 (17.3%)	1.825±0.385
Will you share meal with PLWHA	459 (57.4%)	341 (42.6%)	1.573±0.500
Will you be comfortable in taking care of PLWHA?	469 (58.7%)	331 (41.3%)	1.585±0.496
Will you buy food from PLWHA?	377 (47.1%)	423 (52.9%)	1.470±0.503
Do you wish to be counselled and tested for HIV after this training?	647 (80.9%)	153 (19.1%)	1.808±0.398
Do you recommend HCT to other training students?	669 (83.1%)	131 (16.4%)	1.826±0.405
Can you voluntarily to go for HCT?	551 (68.9%)	249 (31.1%)	1.685±0.478
Do you know where to go for HCT?	621 (77.7%)	179 (22.3%)	1.779±0.430
Do you know any existing programme on AIDS in your LGA/State?	565 (70.7%)	235 (29.3%)	1.706±0.461
Is HCT available for students in your institution?	611 (76.2%)	190 (23.8%)	1.764±0.428
Do health agencies visit your institution to educate students on HIV/AIDS?	611 (76.4%)	189 (23.6%)	1.764±0.425
Is the adequate facilities and equipment for HCT in your institution?	568 (71.0%)	232 (29.0%)	1.715±0.468
Do you have access to HIV related services in your institution or state?	608 (76.6%)	192 (24.0%)	1.761±0.430
Do you feel that HCT services is necessary?	672 (84.0%)	128 (16.0%)	1.840±0.367

Table 2 reveals that 557 (69.7%) of the respondent showed positive attitude for prevention of HIV, while 243 (30%) of the respondent did not show positive attitude for prevention of HIV. 661 (82.7%) of the total respondent agree that it is better for people to know their HIV status, while 139 (17.3%) say it is not necessary for people to know HIV status. 439 (57.4%) can share meal with PLWHA, while 341 (42.6%) did not agree to share meal with PLWHA. 469 (58.7%) respondents are comfortable to take care of PLWHA, while 331 (41.3%) are not comfortable to take care PLWHA. 377 (47.1) agree to buy food from PLWHA, while 423 (52.9) did not agree to buy food from PLWHA. 647 (80.9) wish to be counselled and tested after the training while 153 (19.1) did not agree to be counselled, tested for HIV after the training. 669 (83.1) recommend HCT for other student, while 131 (16.4) did not recommend HCT for other students. 557 (68.9) agree to voluntary go for HCT while 249 (31.1%) cannot voluntarily go for testing. 621 (77.7%) know the screening centres for HIV, while 179 (22.3) did not know where to go for testing. 565 (70.7%) know and are aware of existing HIV programme in the LGA and state, while 235 (29.3%) are not aware and not know any

existing HIV programme in the LGA and state. 611 (76.2%) agree that HCT services are available in their tertiary institution, while 190 (23.3%) did not aware of HCT service in the tertiary institution. 611 (76.4%) agreed that health agencies visit their institution to educate the students, while 189 (23.6) said No Health agencies visit their institution to educate students. 568 (71.0%) agree that their institutions have adequate facilities and equipment for HCT, while 232 (29.0%) said there are no adequate HCT facilities and equipment in their institution. 608 (76.0%) said they have free access to HIV services in their institution while 192 (24.0%) said they don't have free access to any HIV related service in their various tertiary institution. 672 (84.0%) respondents feel that HCT service is quite necessary in their tertiary institution while 128 (16.0) said that they did not feel HCT service is necessary in their institution. In the analysis above, majority of the respondents have positive attitude towards HIV/AIDS prevention because all the items had mean scores above 0.05 Alpha level, this implies that students of tertiary institution in Abuja had positive attitude towards HIV/AIDS prevention OR it can be deduced from the above results that students in tertiary

institution have better knowledge and positive attitude towards HIV/AIDS prevention, knowledge, access and available screening services in the tertiary institutions.

From the analysis above, it shows that all the items had mean scores above 0.05 alpha level, thus shows positive attitude towards prevention of HIV/AIDs among students of tertiary institution in Ondo State.

Discussion

The findings of this study on influence of mass media on HIV/AIDS knowledge and prevention revealed that all items had mean score above 0.05 alpha levels. This shows a positive influence of combined mass media use among the students of tertiary institution to acquire knowledge of HIV/AIDS preventions.

This study was supported by Alvermann, (2010) who asserted that one of the methods of acquiring knowledge about HIV/AIDS is the use of mass media. This notion was equally supported by Palgreen, (2008) who opined that mass media are communication devices, which can be used to communicate and interact with a large number of audiences in different languages.

The findings of this study also showed positive attitude for prevention of HIV/AIDS among students of tertiary institution, the combined use of these resources, hold a lot of promises for the kind of public health campaign demand. Presented by HIV/AIDS. This is corroborated by the observation in Ghana newspaper who reported that mass media intervention like television, radio, internet, newspaper leaflet, billboard and newsletter have been used widely to prevent HIV by increasing knowledge improving risks perception, changing sexual behaviours, and questioning potentially harmful social norms (Agha, 2003).

Conclusion

Based on the findings of this study mass media use contributed significantly to

the knowledge of HIV/AIDS prevention among students in tertiary institution, it is also concluded that there is a significant influence of mass media use on student attitude and knowledge towards HIV/AIDS prevention.

Recommendations

Based on the findings of this study, the following recommendations are made:

- The use of appropriate mass media messages on HIV/AIDS could be designed to target youths especially students in tertiary institution that will increase their knowledge about HIV/AIDs and contribute to behavioural change.
- Adaptation of information delivery to the needs of the students by lifting bureaucratic obstacles on mass media production and utilization is encouraged.
- Designing press conference and other media events to bring up the standard of reporting in a way that maximized understanding the quality of information and students needs for HIV/AIDS prevention in tertiary institution is encouraged

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MASS MEDIA: THE USE AND MISUSE AMONG STUDENTS IN HIGHER INSTITUTIONS IN EKITI STATE

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Abstract

The study examined the use and misuse of mass media among students in higher institutions in Ekiti State. The study also identified the types of mass media, characteristics of mass media. The paper adopted descriptive analytical research design of data collection since it is basically an evaluative study. It was concluded that, mass media has been playing an important aspect that cannot be pushed aside in this generation among the students in higher institutions which seems to contribute either positively or negatively to their academic performance. It was also concluded that the ideas and beliefs of students in higher institutions are shaped by increasing the use of mass media around the globe. It was recommended that parents should be alert of the student's activities on social media and visual media. It was also recommended that lecturers should spend time with the students and pay attention to the student's behavior. It was further recommended that teacher should motivate the students to participate in media awareness programs in communities and schools.

Keyword: Mass Media, Use, Misuse, Institutions, Students, Learning

Introduction

The world is becoming a global village at a faster rate, that is very influenced by the use of mass media. There are various forms of mass media in a given society that gives useful information to humanity. Mass media are forms of communication, that could be printed, airing, or verbal which could be used to reach large number of audience at the same time, mass media has significant influence in this modern society and culture all through the world, especially Nigeria. Mass media can be well-defined by way of "forms of electronic communication as websites for social networking and microblogging through which users create online communities to share information, ideas, personal messages, and other content as videos" ("social media"). Mass Media is all over the society, community, homes, cars, and in educational institutes. In early 70s', Television set was one of the most popular form of mass media and an important fragment of every household.

Mass media refers to a type of technology that include radio set, television set, newsprint, and so on that is usually used as the foremost ways of communication to reach a large number of people, i.e. general public. Mass media can be referred also to a various collection of media technologies that reach a large listener through mass communication. Communication takes place through technologies which include variety of channels.

In this new era of technology, mass media is one of the ways that dictates how people conducts and behaves in their day-to-day activities. Mass media makes people's performance indifferent in the presence of others in attempt to get their interest. This act makes oneself feel better than others in the society. ICT as one of the major aspects of mass media has shrunken walls and promoted fast communication and interactions across boundaries. Hence, the need for a sound mind with the ability to produce sound responses under pressure is essential to

meet the daily responsibilities and challenges of life. The need to meet these basic challenges and responsibilities has also informed the invention and the use of information technologies (Ademodi and Adepoju, 2009)

Humans have resorted to leisure and recreation as much as they have developed in scientific advancements and technologies. Since the age of globalization when technology has gotten almost every nook and cranny of the sphere, there are no areas of life left where electronic mediums of information are unapproachable. Getting television set and computer system is not an issue this present day. It is very easy for students to move around with their gadgets in their pockets which bring them closer to the outside world e.g. cell phones. Students inculcate mass media into their everyday schedule in order to communicate with people outside the time zone. Mass media is also a medium that provides various kinds of information where necessary. The existence of mass media made it possible for students to listen and watch favorite news and shows on Television sets and radio set.

Society and community which include the literates and non-literates see mass media as a source of getting information, this source of getting information could include newsprint, publications, internet, television sets, radio sets and so on. Television sets and radio sets are not totally mass media per se, however, these become mass media only when they have the connection and capable of accessing the media as their sources of information. Mass media is one of the major sources that encourage cultural circulation and multi-culture consciousness. Mass media avail students' the opportunities to know how fellow students from another institution within the country and other parts of the world learn, behave, look like, their lifestyles and their cultural heritages which ultimately enriches their knowledge about different cultures.

Before the advent of technologies, people make use of drums, flame of fire, town criers to invite the residents of a community where they would gather and pass the news to them accordingly. Then gradually people learn how they could write, they would paste the news on places where majority could read and update others. Mass media became more popular with the passage of time and there are internets and social media which is the most advanced form of mass media around the globe. Mass media develops awareness among people regarding social and political issues. Mass media is also a medium of educating, entertaining and connecting with people that out of reach immediately. Mass media has strengthened the methods of accessibility with different types of information.

Mass Media usually build ups the rudimentary proofs or information and presents the facts in order to increase the superficial appeal of things. The importance which mass media lay emphasis on are materialistic; and the people who are engross with the materials possession largely superficial and artificial. Consequently, the cultural and moral values that the media encourages and which are eaten deep down society in this modern periods are superficial and concerned with making money, materials possession and living a charming lives. The point is that, be it television sets, publications, journals or the internet, media is always everywhere, affecting various areas of life. For instance, the events and products advertised by the media and the manners they were advertised are inevitable to affect the practices and ways of the people. Television sets majorly has a way of impacting the young ones, even toddlers, as it stimulates their viewing cultures throughout their lives times.

Violent television programmes are complemented by intense production characters; children are prone to seek out and pay attention to sections of sex and violence they watched—even in comics! It

is regularly seen that young girls and boys emulate their role models thoughtlessly. The undesirable actions and characters of the celebrities are always talked about. The hullabalos in the lives of the celebrities are often mentioned by the media. This gives to a visionless imitation of what appears in the news. The negative side effects of media in especially on children are manifested in terms of their changing mental set-up and the declining quality of their lifestyle. Students who should give attention to reading good books, studying, playing outdoors, exercising and engaging in productive social activities are seen today using their fruitful evenings attached to the television sets. The accessibility of mass media to students exposes them to what is yet to be known and will not understand. Virtuousness is being eroded at the tennage, thanks to the film, music and dance shows in which children are encouraged to participate and imitate the attitudes and actions of adults. The harmful psychological side effects of media are viewed in terms of media changing the people's outlook on life. Mass media have altered the arts, ways of culture and moral values of the society. Majority of the students believe in what is been heard, viewed and portrayed by the media. Students tend to mix the non-factual and the real world under the sway of the mass media.

Mass Media also affects the mental well-being of students to a certain level in their academic performance. Students that spend more time watching television sets or surfing the Internet are likely to obese and suffer from eye problems. Extensive period of hours' exposed to mass media add to the sedentary nature of one's way of lifestyle. What it may result in can be termed a 'cultural lethargy of sorts'. Culture is a lively and energetic integral part of a society. It is good for the society when it evolves with satisfying good characters, and moral values; and when culture fosters lifestyle, attitude and consciousness aimed at improvement of society in the long run.

Culture could also be seen as a way of living which includes beliefs, aesthetics and institutions of a civilization. Bearing in mind that today's way of life, mass media is surely seeing as prominent thing that affect our culture. In recent times, media theories that regard the students as a passive individual have been superfluous, and advanced media theories take into consideration the students' reaction. Despite the cognitive abilities of the students, the mass media has been productively instilling numerous moral values and elements into a large sector of the society. The researchers believe that mass media outlines programmes and activities reflected in our society. Most times, mass media do much more than echo the environments—they amplify, overstate and even highlight what is of utmost importance to make way for entertainment. The media produces celebrities; it fashions idols for students to imitate. A particular type of series shows; music and movies are made current by the media for students to pattern their life after. The acceptance of violent and abusive rap songs amongst students could be traced to mass media publicity. The exposure of students to mass media activities such as murder, stealing, violence, drug abuse, sex and other unhealthy practices and lifestyles have played key roles in the surge of ugly incidents where students got extremely violent and out of control behaviours.

Television sets are parts of mass media publicizing activities that personify cultural, tribal and encourage communal prejudices that show case violence, sexually explicit content and abusive language, they are all embedded in electronic media at presence. There are lots of visual, audio visual music that promotes message that alcohol, drugs and sex are an unavoidable, and part of enjoying life. These kinds of notions portrayed by the mass media may not be suitable, but, owing to their apparent mass acceptance, more students' accepted it as a part of today's culture. Television sets has become one of

the most accepted part of the modern day lifestyle. At the point of understanding the effect of television on society, is the significant relationship between television and the users. Television sets give room for students to digest pictures that otherwise majority of students would not have access to laid hands on in life. This might look like advantage, television sets are not about watching different and diverse things. The television stations control this give-and-take by class advertising surveys to modify programmes to what they perceive as the interests of students. Meanwhile, students believe that they are at home watching the television sets forgetting that they are being traded in the marketplace of watching television sets. Television has twisted the sense of hyper-reality: the reality of television seems to be more real to viewers than the real reality experience. Since the automated pictures viewed on the television set screen seems real, the mind of majority of students been fooled.

Types of Mass Media

There are innumerable categories of Mass media, which are as follows:

1. Transmission media convey information electronically via media such as films show, programmes on radio, playing recorded music, or television sets.
2. Digitalizing media consist of both Internet and mobile mass communication.
3. World Wide Web media include such services as e-mail address, social media sites, websites, and Internet-based radio and television. Many other mass media outlets have an additional presence on the web, by such means as linking to or running Television advertisements online, or distributing QR Codes in outdoor or print media to direct mobile users to a website. In this way, they can use the easy accessibility and outreach capabilities the Internet affords,

thereby easily broadcasting information throughout many different regions of the world simultaneously and cost-efficiently.

4. Open-air media communicates information through such media as AR advertising; hoardings; blimps; flying billboards (signs in tow of airplanes); boards or kiosks placed inside and outside buses, commercial buildings, shops, sports stadiums, subway cars, or trains; signs; or skywriting
5. Reproduction media convey information via physical objects, such as books, cartoons, publications, correspondents, or leaflets. Activities organization and free public speaking could be seen as forms of mass media.
6. The groups that control these technologies, such as movie studios, publishing companies, and radio and television stations, are also known as the mass media.

Overall, mass media has been playing an important aspect that cannot be pushed aside in this generation among the students in higher institutions which seems to contribute either positively or negatively to their academic performance. Human being are found of interacting with one another - social animal, with this, there is frequent need to socialize with the world to know what exactly is going on.

Characteristics of Mass Media

As a result of the advancements achieved by mass media over time, and assignificant influence of mass media, it is important to know the characteristics of mass media.

- ★ At the present time, internet is the most used mass media for students in higher institutions all over the countries of the globe.
- ★ WhatsApp, Facebook and Twitter are the largest social media platform that work as the mass media for the students in higher institution to

interact and conduct their assignment and other academic activities.

- ★ Print media such as journals, publications, textbooks, newspapers and magazines are now internet based and becoming less printing.
- ★ People of the world could get news from different sources such as Facebook, Twitter, WhatsApp, Telegram and so on.
- ★ Twitter is one the most used mass media by the politicians and all types of celebrities.

The ideas and beliefs of students of higher institutions are shaping by increased use of mass media. The researchers believe that students in higher institution's social, physical, and mental development and academic life as drastically improved due to continuous exposure to mass media.

The study of multimedia has given insight to know the advantages and setbacks of mass media around the globe. It seems that there are about 32,000 transmission radio and Television stations in the United State of America along with hundreds of internet cable Television and satellite radio stations. With this figures, daily correspondents, magazines are available all over the internet for every students (readers) at their comfort zone. It appears that mass media is the ways that students of higher institution get their information and this information reach them than in the time past where students needs to visit library to consult textbooks to get their assignment done. The effect of mass media on students of higher institutions with some germane information on how to tame mass media influence on students in higher Institutions of Learning.

The Use of Mass Media to students of higher Institutions

Students in higher institutions being exposed to mass media is not at all times a bad idea as people thought of. Mass Media at long run can have a constructive

influence on student's behaviour, attitudes and positive reason to face their academic squarely. The quality of times and the content of what the student is watching on mass media will depend on its positiveness. The types of entertainment and self-expression; Mass media as a source of inspiration; Mass media aids improve social skills; Mass media will increase social and political sense; Mass media will avail students with the important information of health; Mass media could guide in forming an identity; Mass media connects people to the globe; Mass media gives room for business expansion; Mass media promotes Arts and Cultures of a particular community and Mass media serves as a medium that offer voice to the voiceless

Effects of the Misuse of Mass Media among students in higher Institutions

There are several ways in which visual media and social media use can become a source of negative influence. Mass media might lead to health and developmental issues; mass media could develop unrealistic body image: mass media might instill wrong perceptions; mass media might develop erroneous beliefs; mass media may develop mental health concerns; students often get exposed to bullying, rumor spreading, unrealistic views of other people's lives, and peer pressure through the mass media. All these factors can cause a negative ripple effect on the student's mental health. Such student's may become depressed, anxious, isolated, and possibly suicidal; Mass media might develop violent behaviour:

A study showed that watching violent television shows and an increase in children's violent and erratic behaviours are positively correlated (Rowell, 2007). Similarly, studies show that playing violent video games alters a student's behavior and could make them aggressive (Rong and Yungiang, 2019); Mass media might cause addiction: Habitual viewing or gaming may be the most speculated negative effect of the mass media, especially social media.

Research shows that the overuse of social media network could lead to stimulation that is similar to other addictive behaviors. Most students post pictures or feelings online and eagerly wait for likes, shares, and positive comments from friends. These experiences activate the brain's reward system and increase the levels of dopamine. It can raise the likelihood of mass media addiction in the long run (Eduardo, 2016); Mass media could empower the already powerful; Mass media could be used for disinformation and hate; Mass media could homogenize culture; Mass media could overtake personal connections.

The effects of mass media on students in higher institutions in Ekiti State could be subjected to the quantity of time spent on social media and how well the social media regulates the student's exposure to it. Personalities on media are commanding influencers that have become an unavoidable part of the media. These personalities use their power of influence to promote and advertise an idea, belief, behavior, or product. Most especially, the students of higher institutions are the most vulnerable viewers that easily get engrossed to lifestyles, products, or behavior that these personalities display on social media. These influences of mass media could be positive, at times, they could also be negative, as well.

Conclusion

Based on the studies reviewed, it is therefore concluded that:

1. mass media has been playing an important role that cannot be pushed aside in this generation among the students in higher institutions which seems to contribute either positively or negatively to their academic performance;
2. the ideas and beliefs of students in higher institutions are shaping by

increased use of mass media around the globe;

3. students in higher institutions being exposed to mass media is not at all times a bad idea as people thought of;
4. there are several ways in which visual media and social media use can become a source of positive and negative influence on student's attitude in the society.

Recommendations

The following recommendations were made:

1. parents should be alert of the children's activities on social media and visual media;
2. lecturers should spend time with the students and pay attention to the student's behaviour.
3. lecturers should discuss the pros and cons of mass media with the students and encourage students to express their feelings about various programs and media outlets watching;
4. students should choose their role model wisely based on the public figures they watching on social media;
5. lecturers should talk about media messages to help guide the students on the ways to handle the influences of mass media in life;
6. teachers should motivate the students to participate in media awareness programs in communities and schools.

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EXPLORING DIMENSIONS OF INTELLIGENCE FOR EFFECTIVE COMBAT SPORTS COACHING IN NIGERIA

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Abstract

This paper examined some facets of aptitudes required by combat sports coaches to function effectively in the coaching career. The study examined three dimensions of intelligence viz, academic intelligence, professional intelligence, and emotional intelligence. It discussed these three dimensions of intelligence vis-à-vis their contribution to the success of combat sports coaching profession. The study involved a review of literature on the dynamics of coaching in the face of multiple aptitudes such as cognitive, practical, and affective mastery. The paper reviewed the benefits of being academically, professionally, and emotionally intelligent, and further examined how these dimensions of intelligence can contribute to the success of combat sports coaching. Drawing from current on-field experience and practices in combat sports coaching in Nigeria, the paper recommended that coaches should, at all times, bring these three dimensions of intelligence to bear in the discharge of their coaching duties. It is expected that when this is done, combat sports coaches will become more proficient in the overall discharge of their duties and become more impactful in the sports industry.

Keywords: Academic intelligence, professional intelligence, emotional intelligence, combat sports, effective coaching.

Introduction

The popularity enjoyed by combat sports in recent times is largely owed to the ability of the sport to appeal to the diverse taste of persons from all walks of life. Like all other sports in contemporary times, combat sports are practiced by different people for different reasons. Such reasons include the need for self-defence, physical fitness, recreation and fun, and for sports competition. Irrespective of the motivating factors behind participation in combat sports, any practitioner that intends to make a success of their combat sports practice must enlist the service of a professional trainer. In the case of persons practicing the sport for competition, they must enlist the service of a coach. Thus, the role of a coach is vital to the success of combat sports.

Given the core role of coaches in facilitating the success of combat sports, it is expected that, for a coach to be able to make any meaningful impact on, and

contribute to the growth and development of combat sports practitioners, and by extension, the sport, such coach must be amply equipped with a good measure of all-round intelligence. That is, the coach should have the minimum academic requirement to function effectively as a coach, must possess sufficient on-the-job experience and the technical and tactical-know-how to discharge his duties effectively, and must be able to sufficiently understand the dynamics of human temperament and how to manage humans under various psychophysiological conditions to bring out the best in them. However, everyday experience in the world of sports, especially combat sports, has revealed a worrisome situation where coaching has become an all-comers profession with discordant practices arising from shallow levels of intelligence.

It is now commonplace for any retired sports star to take up coaching

irrespective of what background coaching training they may or may not have. This singular practice has ushered into the world of sports, particularly combat sports, a plethora of unhealthy, discordant, and uncoordinated practices that can sometimes degenerate into embarrassment. This development goes to suggest that, though some of the coaches may have possessed sufficient skills to excel in competition as athletes, they however, do not have the complete package of skills required to function effectively as a coach. Practical experience in the field has shown that a good number of combat sports coaches in major cities in Nigeria can hardly demonstrate all-round coaching abilities. Some lack sufficient academic background while others lack the ability to effectively coach athletes to desired levels of skill proficiency. Furthermore, many of these coaches do not have adequate understanding of the delicate pathways and workings of human psychology, and as such, are unable to employ, control, and manipulate their emotions in relation to other people's emotion for maximum service delivery. It is against this backdrop that it has become necessary to examine the various dimensions of intelligence needed for effective sports coaching and how possession of these abilities can translate into effective coaching career in combat sports.

Effective Coaching in Combat Sports

As the name implies, combat sports are sports involving physical aggression and fights. Some examples include kickboxing, mixed martial arts, karate, kung-fu, Muay Thai, wrestling, and boxing. Though the origin of some of these combat sports dates far back, however, a few are relatively new in competitive sports as they originated from a blend of older versions of combat sports. For instance, kickboxing is a new combat sport which involves a modified blend of Japanese karate, Western boxing, and Muay Thai (Rousseau, 2019). In the same vein, mixed martial art (MMA)

is a relatively new sport involving a blend of karate, boxing, Muay Thai, and wrestling. Though some of these combat sports are relatively new, they have begun to gain so much popularity across various nations of the world due to their ability to appeal to the diverse sports taste of people from all walks of life. Combat sports are governed by various rules in accordance with the principles of each combat sport. Some involve only kicking and punching such as kickboxing. Some involve only grappling and tumbling such as wrestling. Furthermore, some involve only punching such as western boxing while others involve all fighting techniques such as mixed martial arts.

Majority of athletes who practice combat sports do so for competition purpose. However, there are other persons who practice the sport for less rigorous purpose such as for recreation, physical fitness, and self-defence. Like all other sports, the ability to attain peak performance in combat sports requires the input of a coach. Irrespective of the innate abilities of the athlete, the service of the coach is needed to identify, develop, and hone such abilities towards peak performance (Starr, 2016). A sports coach is a certified professional with the requisite academic and practical expertise needed to facilitate the acquisition and development of motor skills and knowledge in a specific sport. The coach specializes in a particular sport wherein he is an expert. While the coach's major concern is the acquisition and development of motor proficiency towards peak performance for sports competition, he also plays some roles in helping to manage the personality traits and personal affairs of athletes (Martens, 2012; Palmer & Whybrow, 2008; Starr, 2016). Such affairs include emotional problems, financial problems, and other problems that are likely to affect the athletes' sports performance. The coach may employ various methods of training to sharpen the motor skills of athletes. But such methods must be directed at improving motor

proficiency in the specific sports of concern.

The term coaching, can be applied to diverse fields of human endeavour where there is need to build in a person with less experience in a defined field, a set of skills, knowledge, aptitude, and attitude needed to excel in the specific field of concern. In the world of sports performance, coaching can be described as the development of skills, knowledge, aptitude, and attitude in athletes for the purpose of building in them, a set of attributes needed to excel in a specific sport (Martens, 2012). The success and effectiveness of coaching is reflected in the ability of the coach to thoroughly understand the technical and tactical details of their sports, and to be able to transfer such details to the athletes while also developing the athletes' personality profile towards peak performance in the sport of concern (Martens, 2012). Though, the success and effectiveness of a coach is generally determined by their ability to win competition, it must be noted, however, that in addition to winning competition, the coach should be able to develop the athletes' cognitive, affective, as well as psychomotor capacities that will transform the athlete into a well-rounded sportsman. Furthermore, beyond the ability to initiate positive changes in the motor skills and personality of athletes, a coach's success and effectiveness can also be measured by the extent to which he possesses and demonstrates cognate technical and tactical experience, motor skill proficiency, and positive personality traits to function maximally in the field of concern.

The future of combat sports is largely in the hands of coaches. This is owed to the fact that it takes a good coach to bring out the best in any combat sports athlete. Notwithstanding the natural aptitude of the athlete, a lot of the athlete's success or otherwise depends on the ability and personality of the coach. History has shown that a good coach can bring out the best performance in a bad athlete, and a bad coach can ruin the sporting career of a good

athlete. Thus, the fate of the athlete, and by extension, the sport itself, hangs on a delicate balance between the coach's ability and personality. It is evident that coaching ability goes beyond possessing adequate academic information and qualification in the sport of concern to include sufficient technical and tactical field experience in the selfsame sport. Thus, the coach's ability is a combination of academic proficiency and practical experience. These, combined with appropriate personality can constitute the needed intelligence package for a coach to be effective and successful in combat sports.

Dimensions of Intelligence

Over the years, it has been a common practice to measure intelligence through academic proficiency. However, in recent times, this practice and notion that intelligence is only determined through academic prowess has largely been questioned. In addition to academic intelligence which is determined by cognitive ability, some authorities have examined other dimensions of intelligence with a view to understanding and defining abilities beyond cognitive prowess (Gardner, 2011; Jago, 2013). This development has given rise to such notions as emotional intelligence, professional intelligence, naturalist intelligence, musical intelligence, logical-mathematical intelligence, existential intelligence, interpersonal intelligence, bodily-kinesthetic intelligence, linguistic intelligence, intra-personal intelligence, and spatial intelligence (Gardner, 2011; Jago, 2013). These various dimensions of intelligence attempt to give due recognition to certain traits that may be easily overlooked when determining intelligence. Though some authorities have questioned the applicability of these various dimensions of intelligence, however, the weight of evidence that have been used to support the existence of other dimensions of intelligence have convinced many scholars to accept the position. Thus, the

possession of a good number of these various dimensions of intelligence can go a long way to determine the extent to which a person can succeed under any given situation, including combat sports coaching.

Given the peculiarity of sports performance coaching, especially in combat sports, a successful coach will need ample measure of cognitive ability, adequate technical and tactical experience, bodily-kinesthetic prowess, and a good degree of emotional stability to effectively discharge their coaching duties. Thus, the coach should possess and demonstrate ample level of academic intelligence, professional intelligence, and emotional intelligence.

Academic Intelligence

Academic intelligence is a measure of the extent to which an individual possesses requisite intellectual abilities in a specific area of expertise. This is usually defined by level of academic achievement in terms of grades and qualifications obtained (Grigorenko et al., 2004; Pam, 2013). Gardener's (2011) logical-mathematical intelligence has a similar definition with academic intelligence, and can be assumed to be based on the same premise. This premise holds that academic intelligence involves the ability to perform abstract reasoning, compute, analyze, understand propositions and hypotheses, perceive relationship between concepts, understand logical sequencing, and inductive and deductive reasoning. These abilities have been shown to impact positively on leadership roles and organizational effectiveness (Polat, 2011; Bhuyan, 2018). Thus, it can be granted that a good measure of academic ability can positively impact on the success and effectiveness of a coaching profession, including combat sports coaching. Consequent upon this premise, it is expected that a combat sport coach should possess a minimum acceptable academic requirement in coaching, and should be

able to show sufficient knowledge and understanding of combat sports to be able to function maximally in the sport. While cognate experience is often deemed invaluable in any area of concern, experience borne out of past athletic glory alone without the necessary academic qualification and intelligence is not sufficient to make an effective combat sports coach. It is thus necessary for combat sports coaches to acquire adequate level of knowledge and academic qualification in order to be successful in the coaching profession.

The rate of growth in the sports industry today is such that, in no distant time, coaches without the minimum academic requirements for coaching profession will be faced with the option of either leaving the system, or get certified. This development is owed to the continued recognition of the importance of academic proficiency in the success of any profession. Such drive, apart from ensuring quality service delivery in the sports industry, particularly in combat sports, will also protect the integrity of the sport and other practitioners therein. However, on the bright side of things, there are several academic training programmes in coaching offered by recognized bodies and institutions in different areas of coaching that coaches can take advantages of. Apart from providing the required academic qualification needed to remain relevant in the sports industry, these programmes can also provide the coach with relevant up-to-date information and knowledge to keep abreast with current changes and innovations in their sports of concern. Nonetheless, it has been amply demonstrated that academic qualification alone is not sufficient to ensure peak organizational performance in any setting without the contributory impact of practical experience (Grigorenko et al., 2004). Thus, it is suggested that, in addition to possessing academic proficiency, combat sports coaches should also possess and demonstrate ample measure of practical

and professional proficiency in combat sports in order to make meaningful contribution to the development of their athletes and the sport industry.

Professional Intelligence

Professional intelligence is used to describe the extent to which an individual possesses and demonstrates skills, attitude, and aptitudes that are needed to function effectively in a given occupation. This definition is in consonance with the definition of practical intelligence offered by Grigorenko et al. (2004). In describing the attributes needed to perform effectively in an organizational setting, Jago (2013), highlighted and explained 21 principles of professional intelligence as key constructs for successful performance. Some principles discussed in her submission include listening with all senses, never replying in anger, not getting caught up in other people's battles, not shying away from making the wrong decision, not challenging or undermining anyone in front of others, and the need to always have a plan. In addition to these principles, it can be submitted that adequate possession and demonstration of requisite physical performance skills needed in skill-oriented occupation is part of professional intelligence. Gardener (2011) described such possession and demonstration of physical performance skills as bodily-kinesthetic intelligence. Consequently, professional intelligence in sports setting can be said to include bodily-kinesthetic intelligence and some aspect of academic intelligence.

On-field experience has severally shown that academic intelligence alone is not enough to make a good coach. For combat sports coaches to be able to amply discharge their needed coaching duties, they need to have the necessary occupational skills in addition to the required academic qualification. This is especially so as it is the occupational skills that are more visible in the discharge of a combat sport coaching duties. This

underlines the importance of professional intelligence in the world of sports coaching, especially in combat sports. However, having the requisite academic qualification and knowledge in addition to ample practical field experience may not completely prepare combat sports coaches for the assortment of personality traits demonstrated by their athletes. In the light of this, a coach needs to have sufficient mastery of his emotional characteristics and those of his athletes to be able to adequately address the plethora of psychological issues confronting sports persons. Thus, in addition to the set of aptitudes that a combat sport coach needs for a successful service delivery, the coach also needs to possess emotional intelligence.

Emotional Intelligence

Emotional intelligence is the ability to understand, master, and be in control of one's feelings in relation to other people's feelings and sentiments, and to use such understanding to make informed decisions. Simply put, emotional intelligence is likened to putting one's self in other people's shoes (Sharma & Sehwat, 2014). Emotional intelligence has a similar premise with Gardener's (2011) interpersonal and intra-personal intelligence in that it is concerned with an understanding of one's emotions and the emotions of others, and how to use such understanding for the advancement of better relationship and communication towards the achievement of goals. It has been severally argued that emotional intelligence is the core factor that determines the success of a leader, and that in leadership and organizational performance, emotional intelligence plays crucial role in determining extent of success and effectiveness (Temaismithi, 2013; Sharma & Sehwat, 2014). These submissions clearly highlight the importance of emotional intelligence to any leader and, of course, coaches. A good measure of emotional intelligence can

facilitate successful on-time achievement of set goals.

Given that combat sport often requires the demonstration of instrumental aggression, it is expected that such display of aggression may sometimes make emotions and tempers high. Thus, a combat sport coach must, at all times, have sufficient understanding of how to manage other people's temperament, and to have sufficient grip on his own emotions in the face of athletes' demonstration of diverse tempers. Besides on-field application of emotional intelligence, combat sports coaches also need such construct to be able to handle the various personality and emotional problems of their athletes in order to prevent the incursion of personality issues on sports performance.

The Versatile Coach

It is evident that academic, professional, and emotional intelligence contribute to bringing out superlative performance in coaches and athletes alike.

Thus, these traits are needed, especially in coaches since they assume leadership roles, to propel athletes towards attaining peak performance. For lack of sufficient empirical evidence, it cannot be outrightly declared that any of the three dimensions of intelligence is superior to another, and thus, emphasis cannot be placed more on one against another. Irrespective of what type of intelligence is given prominence by any school of thought, it is absolutely necessary that any person in a leadership position, particularly combat sports coaches, should possess a considerable measure of academic, professional, and emotional intelligence. It is not sufficient to be highly endowed with one or two of these three traits and lacking in the other(s). Having a combination of these three traits will help to bring out the best qualities and skills in the coach and ensure a healthy balance between theoretical expertise, technical and tactical know-how, and personality disposition in the discharge of the coach's duties. This is illustrated in Figure 1 using Venn diagram and set notation.

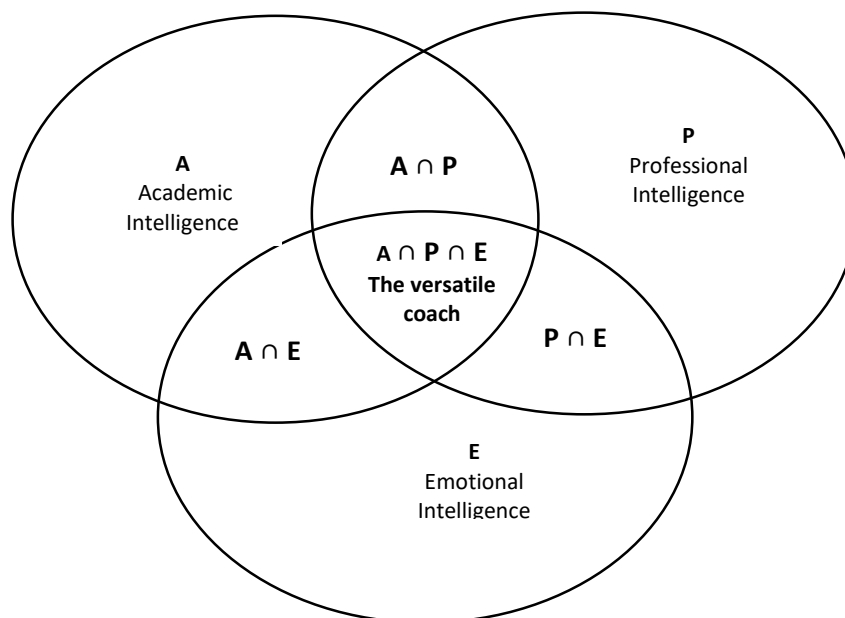


Figure 1: The versatile coach

Figure 1 depicts three dimensions of intelligence necessary for effective coaching in combat sports. Sections A, P, and E represent coaches who predominantly possess and demonstrate academic, professional, and emotional

intelligence respectively. This means, for example, that coaches in section A only manifest a preponderance of cognitive prowess with an insignificant measure of on-field technical and tactical know-how and emotional intelligence. The same

applies to coaches in sections P whose sole area of strength is in the possession and demonstration of on-field practical expertise with no show of intellectual and emotional understanding. In the same vein, coaches in section E are those with high level of emotional intelligence with no observable manifestation of academic and on-field practical experience. Sections $A \cap P$, $P \cap E$, and $A \cap E$ represent coaches who predominantly possess and demonstrate academic and professional intelligence, professional and emotional intelligence, and academic and emotional intelligence respectively. In these cases, the coach is only strongly endowed in two out of the three traits. Thus, the coach's performance will be hinged on demonstrating the only two areas of strength while his performance may be grossly undermined by the area where he is lacking in proficiency. The point, $A \cap P \cap E$, at which all three dimensions of intelligence intersect represent coaches who possess and demonstrate a balanced measure of the three traits. This is the versatile coach. The coach is sufficiently equipped with the academic proficiency, professional skills, and emotional intelligence needed to prove their versatility in their specific sport.

Conclusion

Effective coaching is, without doubt, a function of adequate academic, professional, and emotional intelligence. These constructs serve to provide the needed elements for driving the successful implementation of all coaching programmes, and as such, are essential to the success of coaches and coaching duties in every area of sports. For combat sports coaches to function effectively, they need to be academically, professionally, and emotionally intelligent. Without baseline academic qualification, sound knowledge and theoretical understanding, a robust technical and tactical know-how, and an appreciable level of emotional intelligence, combat sports coaches will not be able to make any appreciable impact on, and

contributions to the sports industry and their sports of concern. Thus, all combat sports coaches must have all three traits in good measure to be able to impact positively on the growth and development of combat sports in order to steer the sports in the right direction.

The Way Forward

A look at everyday combat sports coaching practices in sports arena around some major cities in Nigeria will reveal series of unwholesome and uncoordinated practices. A good number of combat sports coaches hardly demonstrate a modicum of proficiency in core coaching abilities. If this is allowed to continue unaddressed, it can negatively affect the development of combat sports and bring the sports to disrepute in the face of global best practices. To forestall this, the following recommendations are deemed apt:

1. Combat sports coaches should, as a matter of necessity, acquire the needed academic qualification to function as a coach. This will ensure that combat sports coaches have the academic requirement to engage in the profession of coaching the sport. Such academic qualification may provide the coaches with the necessary knowledge and understanding of the sport, thereby reducing their possibility of offering poor services in the line of their duties.
2. Coaches should endeavour to update their knowledge and expertise in combat sports by frequently attending conferences, workshops, seminars, and other academic fora. Beyond attending these programmes, the coaches should also strive to actively participate as such participation will provide opportunities to identify their shortcomings and hone their academic and professional skills.
3. Combat sports coaches should, beyond verbally instructing athletes, endeavour to get involved in practicing what they coach. It is usually not good enough to stand on the side lines and verbally instruct athletes on what to do. Getting

involved in the action will provide opportunities for the coach to identify and sharpen rusty personal motor skills and improve their professional intelligence. Such involvement can also instill more confidence in the athletes while building the coaches' credibility before the athletes.

4. Combat sports coaches must endeavour to adequately understand, use, and control such emotional constructs as selflessness, self-esteem, fear, anxiety, stress, motivation, active listening, sympathy, empathy, confidence, and other traits that can considerably improve their emotional relationship with athletes, fellow officials, and of course, with themselves.

It is expected that if the forgoing recommendations are adhered to, there may be some improvement in the services of combat sports coaches in Nigeria. Such improvement may translate into better performance for combat sports athletes and promote the development of the sport in Nigeria.

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A LEGAL SYNERGY BETWEEN THE FINALITY OF THE DECISION OF THE SUPREME COURT AND THE POWER OF THE STATE TO CREATE AUTONOMOUS COMMUNITIES: A CASE STUDY OF OMUO EKITI, EKITI STATE, NIGERIA

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Abstract

Conflicts are inevitable integral part of human existence. To forestall an unrestrained reign of anarchy whenever conflicts occur, dispute resolution mechanism is proactively put in place and indeed forms an essential component of human society. A number of factors usually precipitate human conflicts. In the contemporary society, the law court plays a pivotal role in settling existential conflicts. In Nigeria, the judicial powers are donated to the courts by the Nigerian Constitution and other relevant statutes. The court as judicial umpire performs two basic functions. The first one is the resolution of disputes duly submitted to it by the aggrieved parties whilst the second one which is intractably knitted to the first function deals with the sacred duty of ensuring strict conformity of all actions both private and governmental; with the established legal order in the society. Public policy dictates an end to litigation. Hence, where parties have submitted themselves to the jurisdiction of the court in relation to dispute between them and a verdict is eventually pronounced by the court, the doctrine of res judicata will operate as bar against either of the parties from subsequently re opening the same disputes with the party in another litigation. This is however without prejudice to the constitutional right of appeal as an appeal is a continuation of trial and not the initiation of a fresh suit. By the hierarchy of courts in Nigeria, the Supreme Court is the apex and this status renders its decision final on any matter litigated before it. However, notwithstanding the finality of the decision of the Supreme Court, parties may still mutually resort to administrative remedy to re- open and amicably settle dispute earlier adjudicated upon by the Supreme Court. The foregoing development as it occurred in the subsequent creation of Omuo Oke Ekiti as an autonomous community from Omuo Ekiti despite the extant Supreme Court decision that Omuo Oke is a quarter in Omuo Ekiti constitutes the thrust of this work.

Keywords: Autonomy, Finality, Self-determination, Paramount, Commission of Inquiry, Res judicata, Declaration.

Introduction

The creation of autonomous communities by the government out of the existing communities generally involve tripartite interests which are the government, the requesting communities and the existing communities from which the new autonomous communities are to emerge.

More often than not, the existing communities are not warmly disposed to carving out some other autonomous communities from them as such an exercise is regarded as a diminution of their area of control and influence.

A specious argument commonly canvassed by the existing community

against creation of autonomous community is that it promotes fragmentation and bastardization of the traditional institution where people without royal lineage history or background suddenly become custodian of the traditional institution under the doctrine of necessity to provide traditional leadership in the newly created community. This argument is however; not without merit as it seems to be in tandem with the position of the government as expressed in the White Paper issued pursuant to the Morgan Chieftaincy Review Commission of 1977 where the government of the then old Ondo State hinted on the imperativeness of membership of royal lineage before assuming the status of traditional rulers and paraphernalia of office thus:

For the avoidance of doubt Government neither creates crowns nor confers the right to wear crowns where such right do not exist. Recognition of a Chieftaincy under the relevant portion of the Chiefs Law/Edict, as the case may be, is not an automatic endorsement of or approval for the acquisition of paraphernalia which do not historically belong to Chieftaincies, crowns and other paraphernalia of office are supposed to be inherited and not created. Therefore, where such paraphernalia do not exist by right of inheritance Government has no intention of conferring that right as of now.

If the foregoing position of the government is to be strictly adhered to as one of the criterion for creating autonomous communities, it then means that only community with history of royal lineage will be qualified to agitate for autonomous community. Undoubtedly, this development will suffocate the statutory

power of the government to freely create additional communities within the State whenever the need for such exercise arises. Such a requirement will equally prejudice the legitimate right of some communities to self-determination as a people. In reality, the flexibility of customary law and customs has however proffered the opportunity to the government to circumvent this stringent requirement as government can now modify, restructure, amend existing Chieftaincy Declaration or outrightly create an entirely new traditional order as the circumstances lend themselves to doing that. After all, traditional history, like any other genre of history begins at a particular point in time in the course of human existence.

A painstaking consideration of the position of the government as exemplified in the foregoing White Paper will unveil its impracticability in a situation where a new community is created by the government. This is because whenever an autonomous community emerges, there is bound to be an establishment and approval by the government of a recognized chieftaincy that would constitute traditional institution and through which the traditional ruler for such community would be produced. It follows therefore that whenever government through the relevant Chiefs Law/Edict recognized any chieftaincy for a new community, it has by necessary implication given endorsement of or approval to such community for the acquisition of paraphernalia of office which had hitherto not existed prior to the creation of such new community.

It is indisputable that the traditional institution is not an independent or self-sustaining body that can exist on its own without government interference and or backing. Indeed, it is the government that provides the financial and regulatory legal back bone for the existence and sustainability of the institution. It is therefore nothing but a sheer truism that government does not create crown nor confer the right to wear crowns; after all,

the right to wear crown by any traditional ruler flows from due recognition and approval by the government.** (For instance, after the affected community must have chosen the traditional ruler, he cannot begin to function in the capacity of an Oba save and except upon approval of such appointment by the government that will equally give the appointed traditional ruler staff of office and other insignia of office as a traditional ruler. The government equally reserves the right to depose any installed Oba whenever the occasion warrants such deposition.)

The fact that the government in deserving cases usually accedes to the clamour for creation of autonomous communities is itself an attestation of its relevance and nuisance value for administrative convenience. It follows therefore that any cold receptive attitude of the existing communities towards the creation of autonomous communities whenever the government so desires becomes inconsequential.

Agitation for Creation of Omuo Oke as an Autonomous Community in Omuo-Ekiti

Agitation for creation of Omuo Oke as an autonomous community in Omuo

Ekiti has a chequered history. Omuo Ekiti as a town, was originally made up of several quarters and each quarter had a head chief who were responsible to the Olomuo as the paramount ruler of Omuo Ekiti. The paramountcy of Olomuo was never challenged by any of the constituting quarters from time immemorial until sometimes in 1975 when the Olomu-Oke, His Highness, V. A. Otitoju laid claim to be the paramount ruler of Omuo Oke and equally claimed that Omuo-Oke was an autonomous town from the rest of Omuo Ekiti. In order to ascertain these claims, a Commission of Inquiry under the Chairmanship of Hon. Justice E.A. Ojuolape was set up by the then Military Administrator. The terms of reference of the Commission, otherwise called Ojuolape Commission, were to determine whether or not the Olomuo-Oke has a separate paramountcy different from Olomuo and whether Omuo-Oke as constituted was a separate town from Omuo.

The Commission made series of findings after reviewing both the oral and written evidences together with other documents tendered by the parties involved¹

The White Paper issued pursuant to the said Commission confirmed the

¹There is overwhelming believable evidence that Omuo or Omuo Oke was a small village, like all other village including, Kota, Igbesi, Iludofin, Isaiya, Ahan, Iworo, Ilisa, Ijero, Oruju and Iloro under Omuo before or about 1930. 2. The small villages were scattered all over the place and many of them had separate or corporate existence as a town on its own. They were all loosely referred to, as occasion demanded, variously as town, village, quarter or settlement. 3. "Omooke" as it was then spelt had a more prominent existence than others because of the following reasons: (a) it was a junction settlement, all roads from Kabba, Ikare, IKole, Iyamoye converge at Omooke. (b) There was an important market facing the junction; (c) The Royal Niger Company had a trading station as early as 1900 at Omooke; (d) A European died and was buried near the market; and (e) Many of all these small settlements that made up Omuo were and are still shown on even ordinance survey map of Nigeria even though the villages had re-grouped over the years. But by about 1940, the villages knew themselves as quarters in Omuo. 4. Although some documents like the Log Books of St. Silas Church, Omuo-Oke-referred to Olomuo as head Chief and Omuo-Oke as "Ilu" meaning a town, other more important records of the old British Administrators

and the staff of the Royal Niger Company contained no such references. In fact, the General Information sheet for Omuo village group compiled by J.H. Becley, A.D.O for Owo Division on 7-11-33 showed that Omuo was divided into three main quarters under which there were eighteen groups. 5. The petition written to the District Officer, Owo Division, Owo dated 22-2-43 by Chiefs, Elders and people from Omuo-Oke was in respect of a candidate to fill the Olomuo vacant stool. It was signed by Chiefs and people from Omuo-Oke. 6. ON the other hand, all the other quarter heads chiefs supported the candidacy of the present Olomuo of Omuo. 7. The evidence of the Olomuo-Oke is not reliable because it was concocted to back up his pretentious claim. On the other hand, the evidence of the Olomuo is impressive and is reinforced by the evidence of Chief J.F. Okoro and the Olishua of Ishua who were not only eye-witnesses but also knew the background history of the area and the issues at stake. 8. According to native law and custom, the Olomuo-Oke is not and has never been an Oba. He was a quarter head all along under Olomuo. He claim is dangerously ambitious and must not be allowed to materialize. 9. After an inspection tour of the whole of Omuo, it was found that Omuo-Oke had no separate existence and there is no natural feature

acceptance by the Government of the above recommendations of the Commission. The people of Omuo-Oke were however dissatisfied with the decision of the government, hence they challenged same in the High Court² seeking a number of reliefs.

At the trial of the suit, both parties presented their case and tendered several documents in support of their respective positions. According to Olomuo Oke the Western State Government in 1975 by Order published in the Gazette as Western State Legal Notice³ he became a paramount ruler of Omuo-Oke instead of a minor that he was. The said Order which took effect from 20th March, 1975 was tendered as Exhibit A at the trial. The Olomuo-Oke also said that later in 1976, the same Western State Government also approved his appointment as the Olomuo Oke of Omuo Oke Ekiti with effect from 10th March, 1976. The approval notice was also published in the Gazette as the Western State Notice.⁴ The said approval notice was tendered in the proceedings as Exhibit B.

It was however the Defendants' case Omuo Oke had no separate existence from Omuo Ekiti and that there were no natural features demarcating it as such. The defendants further contended that Omuo Oke was just by Western State Laws of Nigeria⁵ titled (The Recognized Chieftaincies Revocation and Miscellaneous Provisions) Order the list of recognized chieftaincies in Ondo State listed in the schedule to the said Orders excluded the Olomuo Oke Chieftaincy as one of the recognized Chieftaincies in Ondo State.

Upon conclusion of trial, the said court in its reserved judgment held thus:

I prefer the evidence of records tendered by the witnesses for the defence that Omuo Oke has always been a quarter in Omuo. This has always been the view of Omuo Oke elements until the plaintiff began to nurse his ambition for paramountcy. The claim of paramountcy by the Olomuo-Oke led to the Ojuolape Commission of Inquiry and Government acceptance of the findings. I hold the same view as did Ojuolape Commission that the claim of the Olomuo-Oke as an Oba is false Omuo Oke is not a separate town from Omuo.... In view of my conclusion, I refuse to make the 1st, 2nd, 3rd and 4th declarations sought by the plaintiff. I also refuse to grant him an injunction.

Being dissatisfied with the judgment of the trial court, the people of Omuo Oke consequently lodged an appeal against same to the Court of Appeal. The Court of Appeal in its lead judgment delivered by Uche Omo J.C.A. (as he then was) dismissed the said appeal.

The decision of the Court of Appeal was further challenged by the people of Omuo Oke vide an appeal to the Supreme Court.

In its lead judgment delivered by I. L. Kutigi J.S.C (as he then was) the Supreme Court resolved all the issues formulated in the appeal against the Appellant (i.e the people of Omuo Oke

demarcating in from the corporate existence of Omuo. 10. Contrary to the unfortunate attack launched on some government functionaries by the Counsel to the Olomuo-Oke, there is no scintilla of evidence before the Commission to confirm the allegation that the government functionaries interfere in the headship tussle in favour of the Olomuo.,

² Suit No AK/89/82 i.e His Highness V.A. Otitoju (Olomuo-Oke of Omuo-Oke on behalf of himself and

Omuo-Oke Community) vs. Governor of Ondo State and 2 others

³No: 31 of 1975

⁴No: 183

⁵No. 6 Vol. 25 of 1976 contained at page 278 Cap. 20 Chiefs Law of Ondo State and W.S.L.N 23 of 1979 re-enacting W.S.L.N. No. 6 of 1976,

quarter). With specific reference to issue 5 formulated by the Appellants which bordered on the constitutional right of freedom of association as then enshrined in the Constitution,⁶ the court held as follows:

This is the issue of whether the provision of Section 37 of the 1979 constitution applies only to individuals and not the group rights of a quarter or town. This issue arose, I think, out of misconception of a passage in the lead judgment of Uche Omo, J.C.A. wherein he said on page 324 of the judgment thus:

The answers to their submission briefly are:

- (a) That what is primarily contemplated here is the right of an individual and not the group rights of a quarter/town;*
- (b) That the 1976/1979 notices do not in any way interfere with the rights of the Omuo-Oke people to freedom of association. There is nothing preventing them from refusing to associate with the rest of Omuo socially, whilst the government reserves the right to treat them as part of Omuo for its own administrative purposes.*

It is clear at once that it is nowhere stated in the passage above that Section 37 of the Constitution applies only to individual and not the group of a quarter or town. There is nothing in the passage read as a whole which suggests that town/quarter/group rights would not be recognized if and when one is shown to exist. On the contrary, the

passage recognized the right of Omuo-Oke people as a quarter or group to associate or not to associate with the rest of Omuo. Individuals in Omuo-Oke may likewise do the same. But as rightly put by the learned Justice of Appeal, it is the right of individuals that is of primary concern. It is only when individuals join together or gang up to exercise their common rights together that one talks of group or quarter rights as such. But as rightly stated above, the 1976/1979 notices do not in any way interfere with the freedom of association of Omuo-Oke people while the government reserves the right to treat them as part of Omuo for its own administrative purposes. That is how it should be. And I believe that is how it has been. This issue also fails. In conclusion, all the issues for determination having been resolved against the appellant, this appeal fails and is hereby dismissed with costs of ₦1,000.00 each to the 1st and 2nd respondents joint and to the 3rd respondent alone.

As can be gleaned from the above that notwithstanding the position by the Supreme Court to the effect that the people of Omuo-Oke reserved the constitutional right as a quarter or group to associate or not to associate with the rest of Omuo, the court nevertheless resolved all the issues formulated in the appeal against the people of Omuo-Oke. The reason for this development is not far-fetched as there is a fundamental legal distinction between the

⁶(S.37. 1979 CFRN)

quest for autonomous status as a town and exercise of right to freedom of association. Put differently, right to freedom of association does not automatically translate to right to autonomy as erroneously believed by the people of Omuo Oke who had thought that Section 37 of the 1979 Constitution ought to avail them in their request for autonomy.

The Finality of the Judgment of the Supreme Court and the Subsequent Creation of Omuo Oke Ekiti as an Autonomous Town

In the judicature hierarchy in Nigeria, the Supreme Court is the apex court and its decision is final. This position has been confirmed in a number of cases. In *OLANIYI v. OLAYIOYE*⁷ the court held thus:

By the provisions of Section 235 of the Constitution, the Supreme Court, being at the zenith of judicial ladder in Nigeria, its decisions enjoys the monopoly of finality in any proceedings in the Nigeria legal system.

It follows therefore that once a party has exercised his constitutional right of appeal to the Supreme Court and a decision is pronounced by the court, such a decision becomes final and cannot be appealed to any other court in Nigeria. The finality of the decision of the Supreme Court is in consonance with the public policy that there should be an end to litigation. In *UNITED CC NIGERIA LIMITED V. ITITA*⁸ the court held thus:

There must be an end to litigation as a rule of public policy and in the interest of common good. This is covered by the latin maxim—interest

reipublicaeut sit finis litium. Public policy demands that there should be an end to litigation once a court of competent jurisdiction had settled by a final decision. Not only must the court not encourage prolongation of a dispute, it must also discourage prolongation of litigations.

In the case under reference, the people of Omuo-Oke pursued their appeal against the judgment of the High Court that refused to recognize them as autonomous community in Omuo Ekiti up to the Supreme Court. By its judgment delivered in the suit⁹ the Supreme Court upheld the decision of the Court of Appeal which had earlier upheld the decision of the High Court. Following the dismissal of the appeal of the people of Omuo-Oke by the Supreme Court, it can rightly be assumed that such a decision marked the end of their efforts to secure autonomous status in Omuo-Ekiti through judicial means. Up till date, the said judgment of the Supreme Court has not been reviewed or varied by the Court.

By virtue of Section 2(1) of the Commission of Inquiry Law¹⁰ the Governor of the State is empowered to set up Commission of Inquiry whenever he deems it desirable to inquire into the conduct of any officer in the civil service of the State, or of any chief or the management of any department of the public service, or any local institution, or into any matter in respect of which, in his opinion, an inquiry would be for the public welfare.

The creation of autonomous communities in the State is usually preceded by the setting up of Commission of Inquiry which Commission will receive

⁷(2014) All FWLR (Pt. 745) pg 363 at 409 paras D-E See also *ENTERPRISE BANK LTD v. AROSO* (2015) All FWLR (Pt. 795) at 314.

⁸(2018) All FWLR (Pt. 934) Pg. 1193 at 1209 Paras. F-H

⁹*His Highness V. A. Otitoju (Olomuo Oke of Omuo Oke on behalf of himself and Omuo Oke Community) v. Governor of Ondo State and 2 others.* Suit No:

SC.269/1990

¹⁰Cap C10, Laws of Ekiti State)

memorandum from any community that is desirous of becoming an autonomous town. Upon the defence of such memorandum by the requesting community, the Commission will make its recommendation and submit same to the Governor who will in turn present same to the Executive Council of the State for necessary consideration before approving or rejecting the recommendation as appropriate. If the recommendation of the Commission for creating an autonomous community receives the approval of the Executive Council of the State, a new community then comes into existence and this will be followed by the issuance of Government White Paper to back the creation.

It was pursuant to the above statute and procedures that the Ekiti State Government created Omuo Oke as an autonomous town in 2013.¹¹ The eventual creation of Omuo-Oke Ekiti as autonomous community with Olomuo Oke as the paramount ruler now raises the issue of the legal status of the Supreme Court judgment as delivered in the suit instituted by the people of Omuo-Oke. The legal concern becomes much more complex given the fact that the government was a party in the suit that culminated in the judgment of the Supreme Court thereby rendering the government to be bound by same.¹²

The question begging for answer is that if the Ekiti State government has the legal competence to create autonomous communities, can such power be circumvented by the earlier decision of the Supreme Court that Omuo-Ekiti was one town with Omuo-Oke as one the constituent quarters? Or can it be argued that the action of the Ekiti State Government to create Omuo Oke Ekiti amounts to a review of the

decision of the Supreme Court in the said suit? It is hardly of any moment to stress that the Ekiti State Government or any institution in the country lacks the vires to vary, review or set aside the decision of the Supreme Court as it is only the Supreme Court that reserves the power to vary, review or overrule its own decision in deserving cases. In *ITEOGU v. L.P.D.C*¹³ the Supreme Court per Peter Odili JSC; inter alia held thus:

The Supreme Court can set aside its judgment, in appropriate cases, when certain things are shown. Otherwise, its decision is final. As a matter of fact, Order 8 rule 16 of the Supreme Court Rules, 1985 and the three principles enshrined therein demonstrates, unequivocally, a clear prohibition on the interference subsequently with the operative and substantive judgment of a Supreme Court or any part thereof except under the Slip Rule. It is therefore, now firmly settled that the judgment of the Supreme Court cannot be reviewed. In other words, the Supreme Court enjoys finality of its decisions. Except for clerical mistakes or accidental slips or omissions, it seldom re-visits its decision by way of review, variation or setting aside. Once the Supreme Court has entered judgment in a case, that decision is final and will

¹¹Following the creation of Omuo Oke Ekiti as an autonomous community, the government approved Chieftaincy Declaration for Omuo Oke Ekiti pursuant to Section 4 of the Chiefs Laws Cap E 5 Law of Ekiti State, 2010 and the Customary Law regulating the selection of the Olomuo-Oke of Omuo-Oke Ekiti Chieftaincy.

¹²*A.G. RIVERS STATE v. IKALAMA* (2016) All FWLR (Pt. 842) pg 1721 at 1741 paras A-C. An order of court remains valid and binding until set aside by a competent court. The party affected by the judicial order does not

have discretion, nor does it lie in his wisdom, to decide whether or not to submit to it. To do otherwise will be an open invitation to anarchy. Once a court gives a ruling or makes an order, it remains subsisting and binding until set aside either by the court or on appeal. So long as an order remains in force and enforceable, the law compels the parties to comply with and obey it

¹³(2019) All FWLR (Pt. 984) pg. 272 at 301-305 paras. B-B

remain so forever. The law may in the future be amended to affect further matters on the same subject, but for cases decided, that is the end of the matter.

With the creation of Omuo-Oke as autonomous community the status of the Supreme Court judgment earlier delivered on the quest of Omuo-Oke for autonomy remains dicey in view of the settled principle of law that the judgment of the court subsists until same is set aside or reviewed. In *EDLICON (NIG) LTD V UBA PLC*¹⁴ the court held thus

A judgment or ruling of a court of law, no matter how incorrectly arrived at is valid, binding and subsisting until it is set aside by the same court through a judicial review or by appellate proceedings.

It appears that the decision of the Supreme Court in the case under reference was informed by the peculiarity that interfaced in the case. The people of Omuo Oke as shown in their originating processes categorically asserted their autonomy while still being part of Omuo Ekiti as opposed to a formal agitation process for autonomy through the government. The first and second reliefs being sought by the people of Omuo Oke are confirmatory of this assertion. For ease of reference, the said reliefs are here below reproduced to wit:

- (a) A declaration that Olomuo-Oke is the traditional and paramount ruler of Omuo Oke in Ondo State.
- (b) A declaration that Omuo Oke is a distinct town in Ondo State.

The above two reliefs ran through the issues formulated for determination by the people of Omuo-Oke from the High Court to the Supreme Court. It is

noteworthy to observe that the Governor and Attorney General of Ondo State were made co-defendants in the suit filed by the people of Omuo-Oke. The import of this is that the government was an adversary in the suit. A community cannot unilaterally pronounce itself a recognized autonomous entity save and except with the approval of the government.

The Supreme Court decision underscored the foregoing assertion in the case when it held thus:

...But as rightly stated above the 1976/1979 notices do not in any way interfere with the freedom of association of Omuo-Oke people while the government reserves the right to treat them as part of Omuo for its own administrative purposes. That is how it should be. And I believe that is how it has been.

It is noteworthy to observe here that the Olomuo Oke and his people anchored their paramountcy and autonomous claims on the premises of the earlier recognition granted to the Olomuo Oke as a recognized chief in 1976. With the subsequent de-recognition of the Olomuo Oke as a recognized chief, the implication in law is that Olomuo Oke was no longer a recognized chief more so as the effective date for the earlier recognition granted was yet to become mature before same was cancelled. Therefore, the position being asserted by the Olomuo Oke and his people to autonomous status was patently erroneous as it lacked legal basis. The law is trite that you cannot put something on nothing and expect it to stand.

The law is settled that when a statute includes a list of specific items that is presumed to be exclusive; the statute applies only to these listed items and to no others. The only exception is where the

¹⁴(2017) ALL FWLR (Pt 901) Pg 581 at 600-601 paras H-A; See also: *PDP V OKOROCHA* (2012) ALL FWLR (Pt

626) Pg 449 at 469 para B. *OBINECHE V AKUSOBI* (2010) ALL FWLR (Pt 533) Pg 1839.

statute starts with a phase like “at a minimum” or “including” or “such as” or ending with a general terms, then the court will be entitled to interpret such list as illustrating the types of things the statute applies to and not as exhaustive list.

The implicit import of the provisions of the Legal Notices of 1976 and 1979 is that the earlier Legal Notices admitted as Exhibits A and B which had earlier granted recognition to the Olomuo Oke as a recognized chieftaincy stand repealed and become otiose. It is equally settled principle of law that in the interpretation of the provisions of two irreconcilable statutes, the later in time prevails.¹⁵

The Doctrine of Res Judicata and the Creation of Omuo Oke Ekiti as an Autonomous Community

Aside from the issue of finality of the judgment of the Supreme Court above considered, another equally weighty issue of law thrown up by the eventual creation of Omuo Oke as autonomous community by the State Government is the applicability of the doctrine of res judicata. The doctrine of res judicata applies where a final judicial decision has been pronounced by a judicial tribunal or court having competent jurisdiction over the cause or matter in litigation and over the parties thereto disposes once for all of the matters decided so that they cannot afterwards be raised or re-litigation between the same parties or their privies.¹⁶

Res judicata, a Latinism means a matter adjudged, a thing judicially acted upon or decided, a thing or matter settled by

judgment.¹⁷The rule is that a final judgment rendered by a court of competent jurisdiction on the merit is conclusive as to the rights of the parties and their privies and that constitutes an absolute bar to a subsequent action involving the same claim, demand or cause of action between the parties or their privies by a court or tribunal of competent jurisdiction in the matter and the same issue comes directly in question in a subsequent proceeding between the parties or their privies. In *RESSEL L.Y. DAKOLO & ORS vs. GREGORY REWANE-DAKOLO*¹⁸ the Supreme Court held thus:

The fundamental effect of estoppel per rem judicatam or estoppel by record is that where an issue of fact has been judicially determined in a final manner between the parties or their privies by a court or tribunal having jurisdiction in the matter and the same issue comes directly in question in subsequent proceedings between the parties or their privies, the principle of res judicata effectively precludes a party to an action or his privies from disputing against the other party in a subsequent suit, matter or issue which had been adjudicated upon previously by a court of competent jurisdiction between him and his adversary involving the same

¹⁵AQUA v. ONDO S.S.C (1988) 4 N.W.L.R. (Pt. 91) 622. Later laws prevail over those which preceded them. By such a process, the preceding laws are taken to have been repealed except where the Legislators expressly provide for a ‘savings’ clause in the later laws. However, by virtue of the Interpretation Law, the repeal of an enactment shall not affect the previous operation of the enactment or anything done or suffered under the enactment. See: *OSADEBEY v. ATTORNEY-GENERAL BENDEL STATE* (1991) 1 N.W.L.R (Pt. 169) 525, at pg. 580.

¹⁶ASU v. IKEMBA 1991 4 SCNJ 56. This is why it is established that Estoppel per rem judicatam or estoppel of

record is said to arise where an issue of fact has been judicially determined in a final. The rule of res judicata is derived from the maxim of memo debet bis vexari proceaclem causa (No man should be twice troubled for the same cause).

¹⁷AFOLABI v. GOVERNOR OF OSUN STATE (2013) 12 NWLR (Pt. 836) 119 at 130-132

¹⁸(2011) 50 WRN 1 See also *OSURINDE AND 7ORS v. AJOMOGUN AND 5 ORS* (1992) 6 NWLR (Pt. 246) 156 at 183-184, *ALHAJI LADIMEJI AND ANOR v. SALAMI AND 2 ORS* (1998) 5 NWLR (Pt. 548) 1 at 13.

issue. The attributes in short are: (a) parties or their privies must be the same with those in the previous suit (b) issues for determination must be the same (c) adjudication in the previous case must have been by a court of competent jurisdiction (d) previous decision must have finally decided the issues between the parties.

This is why, once an issue has been raised and distinctly decided between the parties, then as a general rule, neither party can be allowed to fight the issue all over again¹⁹ MAYA v. OSHUNTOKUN.

Given the above highlighted elements of the doctrine of res judicata, can it be said that the doctrine will fatally apply to the subsequent demand through the Commission of Inquiry by the people of Omuo-Oke for autonomy? The answer may not be in the affirmative. To begin with, the procedure for submission of Memorandum to the Commission of Inquiry for autonomy is usually by the requesting community and does not necessarily involve two parties like a suit before a regular court. In this vein therefore, the issue of parties or their privies in the previous case and the present one being the same will not arise as it takes two to tango. The other three conditions of the doctrine will only apply where there is another party and not when the party is unilateral as in the case of submitting and defending Memorandum before the Commission of Inquiry. It should be noted that cause of action estoppel requires identity not only of subject matter but also of parties and issues in the latter and earlier proceedings.²⁰

As earlier indicated, the State Government was a party to the suit instituted by the people of Omuo-Oke on its autonomy quest. Thus, even though it may be legally difficult to raise the doctrine of

res judicata at the Commission of Inquiry level by the people of Omuo-Ekiti who certainly would not be favourably disposed to such a request, the government that has the final say may upon the receipt of the Commission's recommendations exercise its discretion to take cognizance of the fact that the Supreme Court has made a final pronouncement on the request of Omuo Oke for autonomy and thereby decline to grant autonomy even if the Commission has recommended the grant of autonomy to Omuo-Oke. This seems to be the only way by which the doctrine of res judicata can be of moment in the circumstance.

Conclusion

A critical perusal of the judgment of the Supreme Court will reveal that the subsequent creation of Omuo-Oke as an autonomous town does not necessarily vitiate or run foul of the said judgment. This is because what the court actually resolved was that Omuo-Oke was a quarter in Omuo-Ekiti and not autonomous town as being claimed by the people of Omuo-Oke. The Supreme Court however went further to hold that the government reserved the prerogative to continue to treat and regard Omuo-Oke as part of Omuo-Ekiti for administrative purposes or convenience.

The imputed body language of the court is that treating Omuo-Oke as part of Omuo-Ekiti for administrative purposes or convenience is at the discretion of the government. The logical and commonsensical import of the foregoing is that the government equally reserved the right not to continue to treat Omuo Oke as part of Omuo Oke by granting it autonomy as it has been done by the government.

The foregoing position is fortified by the fact that it is only the government that can create a new autonomous town out of the existing town and not by self-declaration as was originally done by the people of Omuo-Oke in the instant case.²¹ Reasoning along this submission

¹⁹(2011) FWLR (Pt. 81) 1777

²⁰IKENI vs. EFAMO (2001) 10 NWLR (Pt. 720) 1

²¹The situation in the instant case was quite similar to the occurrence orchestrated by the acclaimed winner of June

therefore it stands to observe that the subsequent creation of Omuo-Oke out of Omuo-Ekiti as an autonomous town was proper and has not done any violence to the judgment of the Supreme Court earlier delivered rather the action of the government gave effect to the said judgment in a way.

The sanctity of the judgment of the Supreme Court in the case instituted by the people of Omuo Oke still remains and is not detracted from and which in summation is that it is the government that reserves the right to determine the status of the people of Omuo-Oke in relation to Omuo Ekiti. In other words, autonomous status is not just by self-pronouncement or declaration but by government bestowal which gives it legitimacy.²²

The manner in which the issue of autonomy to the people of Omuo-Oke was eventually handled and resolved notwithstanding the extant Supreme Court judgment constitutes an eye opener to the effect that in any suit and at whatever stage, the possibility exists that the warring parties may still come together after the delivery of court judgment and harmoniously resolve their differences and have their respective goals achieved as in the instant case. In the final analyses, the finality of the judgment of the Supreme Court in any matter may only be in respect of judicial pronouncement *simpliciter* and may ultimately not be the final resolve in such a matter but what the parties eventually and mutually decide.

12 presidential election held in Nigeria, when late Chief M.K.O. Abiola declared himself the winner of the said election notwithstanding the prior annulment of the result of the election by the Federal Military Government.

²²It is the government that gives staff of office and instrument of appointment to the traditional ruler of such

community. It is also the government that approves and registers any Chieftaincy Declaration of such community among other things.

DETERMINATION OF HEALTH STATUS OF SCHOOL CHILDREN IN A UNIVERSITY SCHOOL IN NIGERIA: A PILOT STUDY

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Abstract

The observed general decline in physical activity among children in a University Model School could increase the risk of health problems particularly, childhood obesity that has become a global risk factor for cardiometabolic diseases among children. Therefore, this study was conducted to determine the health status of children in a University Model School in Kwara State, Nigeria. Ex-post Facto research design was used. Purposive sampling was used to select all the 85 pupils in primary 4–6, aged 9 and below age 11 years who were present in school at time of the study. Standardized instruments: body weight scale, body height scale and non-elastic tape rule were used for measurements of body weight (in kg), height (in metre) and waist circumference (in cm) respectively. These data were used to compute body mass index and waist-to-height ratio using appropriate formulae. Informed consent was obtained from the school Head Teacher and the children's parents before the study was conducted. Data were analysed using mean and standard deviation for answering the research question and independent sample t-test for testing the hypothesis at 0.05 alpha level using SPSS 20.0. Finding of the study revealed that majority of the children were healthy. However, many of them especially the females were unhealthy: BMI for male (obesity n 2, 8.0%; obesity n 3, 12.0%), female (n 8, 14.0%; obesity n 18; 31.6%); high risk WC male (n 3, 12.0%), female (n 14, 24.6%); unhealthy WHtR male (n 5, 17.9%), female (n 20, 35.1%). There was significant difference in health status between male and female MD 9.00, $t(83) = 3.005$, $p < .004$. In conclusion, many of the children in University School, University of Ilorin have high total body fat and abdominal adiposity which might be associated with their level of physical activity. Therefore, urgent exercise intervention programme to improve the health status of the children is recommended.

Keywords: Children, body fat, Health, Physical activity

Introduction

The amount of daily physical activity is a basic determinant of energy expenditure, the proportion of body fat and fat-free mass. Insufficient utilization of energy consumed from food due to low level of physical activity leads to energy surplus and body fat accumulation. Excess accumulation of body is an important consideration for health status

because it increases the risk of becoming obese.

Obesity is a non-communicable disease that has become a global health problem of both children and adults. Obesity increases the risk of other non-communicable diseases particularly cardiovascular and metabolic diseases and premature mortality (Ramya, Goutham & Pragyee, 2017).

Obesity is defined as a metabolic disorder characterised by chronic inflammatory and excessive accumulation of body fat, which is a health risk and contributes to development of diseases such as type 2 diabetes mellitus, hypercholesterolemia, arterial hypertension, cardiovascular disease, obstructive sleep apnea syndrome, musculoskeletal impairments and several types of cancers (Pereira-Lancha, Campos-Ferraz & Lancha, 2012; Litwin, 2014). This implies obesity is one of the causes of poor health status and may have implication for academic performance of children, their quality of life with a possibility of extending into adulthood. Modern lifestyle in which so much emphasis is placed on the use of technology such as Information Communication Technology (ICT) devices, time saving equipment for house chores, automobiles and lack of physically enhancing environment all contribute to increased sedentary behaviours in Nigeria and other parts of the world.

Heredity has been shown to have influence on physical activity level of individuals. Moore-Harrison and Lightfoot (2010) revealed that self-reported measures of physical activity in a Canadian fitness survey revealed that low correlations between heredity and physical fitness (0.08 – 0.38, $n = 13,804$) and a study of 1,364 Mexican-American families revealed only 9% hereditary effects of physical activity. Objectively measured physical activity level with the use of accelerometer however, indicated higher hereditary influence on physical activity. Mitchel, Rainwater, Hsueh and Stern (2003) reported 0.32 – 0.60 correlation between heredity and physical activity level of 631 Hispanic parents and 1,030 of their children. Also Kujala's study (2011) of 100 parents and their children found that physical activity level was likely to increase by 5.8% in the children if both of their parents were physically active. These

studies thus suggests that individuals' heredity have significant influence on their physical activity level, physical fitness, health and wellbeing from childhood to adulthood.

Physical activity is a positive health behaviour that is confirmed to have overwhelming benefits regardless of age and physical abilities. Children who persistently participate in physical activity up to adulthood have reduced chances of falling ill, suffering disability from chronic diseases in later life due to improvement in their quality of life (Kujala, 2011). Despite these evidences, recent practices in Africa continue to undermine physical activity leading to increase in childhood sedentary (physical inactivity) resulting from adoption of technology by schools, parent and the society towards enhancement of academic performance and moral conduct of children (Dominic & Adu, 2018). As such, most children particularly those in urban locations like Ilorin, have abandoned their natural behaviour of moving around playfully to more regulated mode of movement that is environmentally induced. Many children now engage less in house chores, recreational physical activity and plays that are required for tissue, organ and systemic development and their overall wellbeing.

Regarding the health status of children, Kujala (2011) noted that randomized control trial studies prove physical activity induced minimal improvement in body weight of normal weight children and significantly decreased visceral fat of obese children. In addition, bone loading physical activity induced increase in bone mineral content and density in children accounting for strength development. The World Health Organisation (WHO, 1998) defined health status as a general term for the state of health of an individual, group or population measured against defined standards. Some

common standard for measuring population health status include Body Mass Index (BMI), Waist-to-Hip Ratio (WHR), Waist Circumference (WC) and Waist-to-Height Ratio (WHtR).

In children these measurements of health status have been used to evaluate growth rate, nutritional status, physical activity and chronic disease status. Moreover, environmental, genetic and cultural variations affect the accuracy of these measures in detecting health risks across races. Recently, studies have demonstrated that BMI underestimates body fatness in South Asian children and overestimates it in black African children (Nightingale, Rudnicka, Owen, Cook & Whincup, 2011; Nightingale, Rudnicka, Owen, Donin, Newton & Furness, 2013; Hudda *et al.*, 2017). Ramya, Goutham and Pragyee (2017) reported that combination of BMI, WHR, WC and body fat measurements had high sensitivity (85 – 92% in boys; 73 – 87% in girls) and specificity (35 – 70% in boys; 47 – 63% in girls) in predicting the risk of pre-diabetes and hypertension of Indian adolescents 11 – 17 years old. Studies carried out in Nigeria revealed the prevalence of childhood obesity (most of them females) was 4.2% using BMI, while WHR revealed 37.2% (Sabageh & Ojofeitimi, 2013). Over three decades (1983 – 2013) study of childhood obesity mostly using BMI, indicated a prevalence rate of 0.0 to 2.8% in adolescents alone and 0.0 to 5.8% for both children and adolescents (Ejike, 2014). Ahmad, Ahmad and Airede (2013) noted that the highest prevalence of obesity 18%, among Nigeria children was reported by Owa and Adejuyigbe (1997) who combined the assessment of BMI, body fat mass, body fat mass percentage and upper arm circumference of 904 children aged 5 – 15 years. The outcomes of these studies suggests that adjustments for race or a combination of two or more measures of body composition

as used in the Nigerian studies, ensures greater accuracy in assessing health status of children and adults. Most recent studies however, established that the WHtR is a more preferable solution to measurement of health status independent of age, gender and ethnicity (Browning, Hsieh & Ashwell, 2010; Ashwell, Mayhew, Richardson & Rickayzen, 2014; Fredriksen, Skar, Mamen, 2018). This discovery provides a new dimension towards easy and accurate measurement for monitoring obesity and accumulation of visceral adipose tissue, which can go a long way in recommendation of physical activity regimen for improving population health and wellness.

Statement of the Problem

Modern life generally exposes children to the factors that increase accumulation of body fat leading to overweight and obesity. This include the reduction in physical activity in school and at home, consumption of fast foods particularly, snacks with high caloric content and saturated fats and increase in screen-based activities (like using computer, television, electronic games and mobile phones) and other time saving appliances. Recent health status assessment of secondary school students in Ilorin Metropolis showed high prevalence of obesity and cardiometabolic disease risk and low compliance to the WHO recommendation for physical activity (Adeoye, Dominic & Yusuf, 2017). Since physical inactivity is inversely correlated with the risk of obesity and chronic diseases, it is expected that increasing physical activity right from primary school will go a long way in decreasing the prevalence of obesity among students in secondary school and by extension in adulthood. However, the researcher observed that diminished attention to physical activity in the University primary school and the distance pupils travel in vehicle to and from school increases

sedentary time and might have implication for their health and fitness. Therefore, the researchers assessed the BMI, WC and WHtR in order to ascertain the health status of school children in a University Model School and possibly initiate an intervention for improvements.

Study Objective

The objective of the study was to determine the health status of school children in a University Model School in Nigeria- A Pilot Study.

Research Question

What is the health status of school children in a University Model School in Nigeria as determined by their BMI, WC and WHtR?

Hypothesis

H₀: There is no significant difference in the health status of male and female children in University School, University of Ilorin.

Methodology

Ex-post facto research design was adopted. The population consisted of 320 pupils in the University Model School, Based on school attendance at the time of the study, purposive sampling was used to select all 85 pupils in primary four, five and six since they were closer to completing their primary education. Standardised instrument were used for data collection. This included body weight scale calibrated in kilogram (Kg) for measuring body weight, height scale calibrated in metres for body height and non-elastic tape rule calibrated in centimetre for measuring waist circumference. The study commenced by seeking permission from the school's Head Teacher and obtaining consent from the children's parents through informed consent form, which they took to their parents for permission. The researchers' phone number and email were written on the

informed consent form which enabled some of the parents to make necessary clarifications about the study as well as easy access to the researchers during the study.

Data collection procedure required the participants to wear light clothes, bare footed and stand in anatomical position during the measurements. Data obtained from measurements of body weight, height and WC were used to calculate BMI and WHtR using the following formulae: BMI =

$$\frac{\text{weight (kg)}}{\text{height (m}^2\text{)}}, \text{ WHtR} = \frac{\text{Waist}}{\text{height}}$$

BMI cut-off for health was based on the recommendation of National Centre for Health Statistics in collaboration with the National Centre for Chronic Disease Prevention and Health Promotion growth chart (2000) for male and female children 2 to 20 years old, which suggests that: BMI of 5th to 85th percentile is healthy, 85th to 95th percentile is overweight and > 95th percentile is obese. WC was based on (Bacopoulou, Efthymiou, Landis, Rentoumis & Chrousos, 2015) that for abdominal is \geq 85th percentile is the cut-off, WHtR cut-off was based on the findings of (Browning *et al.*, 2010; Ashwell *et al.*, 2014; Fredriksen *et al.*, 2018) that WHtR of 0.5 is indicative of high overall obesity and abdominal adiposity regardless of age, gender and ethnicity. Data were analysed using the Statistical package for Social Sciences (SPSS) and statistical analysis conducted were frequency, percentage, mean and standard deviation for answering the research question and independent sample t-test for testing the hypothesis at 0.05 alpha level.

Results

Research Question

What is the health status of school children in University Model School, in Nigeria as determined by their BMI, WC and WHtR?

Table 1: Body Mass Index Analysis of Health Status of Children in University School, University of Ilorin

Male (n = 28)						Female (n = 57)					
Age	N	BMI	Percentile	RT	HS	Age	n	BMI	Percentile	RT	HS
10.5 ± 1.8	23	18.6 ± 2.5	5 th – 85 th	N	H	9.7 ± 1.4	31	17.6 ± 1.5	5 th – 85 th	N	H
10.0 ± .0	2	19.4 ± .0	85 th – 95 th	O	U(R)	10.0 ± 1.3	8	20.9 ± 1.4	85 th – 95 th	O	U(R)
10.0 ± .0	3	24.0 ± .5	≥ 95 th	Ob	VR	10.8 ± 1.2	18	29.0 ± 4.6	≥ 95 th	Ob	U(VR)

RT = Rating, N = Normal, O = Overweight, Ob = Obese, HS = Health Status, H = Healthy, U = unhealthy, R = Risky, VR = Very Risky

Table 1 shows the statistical analysis of BMI assessment conducted to determine the health status of school children (n = 85) in University Primary School. Percentile rank of BMI scores were determined based on age and gender of the children. Majority of the 23 (82.1%) male children with an average of 10.5 ± 1.8 years have normal BMI 18.6 ± 2.5 kg/m² that range from the 5th - 85th percentile, which is the rank for healthy BMI. The second group of male children 2 (7.1%), age 10.0 ± 0.0 years have overweight BMI 19.4 ± .0 kg/m² and in the percentile range of 85th – 95th, which means they are unhealthy and predisposed to risk of chronic disease. The third group of male children 3 (10.7%), aged 10.0 ± 0.0 years have obese BMI 24.0 ± .5 kg/m² with percentile ≥ 95th, which is not healthy and predispose them to very high risk of chronic diseases. For the female children, majority of them 31 (54.4%), aged 9.7 ± 1.4 years have normal BMI 17.6 ± 1.5 kg/m² with

a percentile ranging from 5th – 85th; the second group of female children 8 (14.0%), aged 10.0 ± 1.3 years have overweight BMI 20.9 ± 1.4 kg/m² in the 85th – 95th percentile and predisposed to risk of chronic diseases. The third group of female children 18 (31.6%), aged 10.8 ± 1.2 years have obese BMI 29.0 ± 4.6 kg/m² and above the 95th percentile. This is also unhealthy with very high risk of chronic disease. This result implies that 63.5% of the children in University Model School have normal weight based on their BMI percentile rank while 36.5% are overweight and obese indicating unhealthy status. Majority of those who have unhealthy health status based on their BMI percentile are females (45.6%) with those overweight between 10.0 ± 1.3 years and obese age 10.8 ± 1.2 years indicating that female children are prone to overweight and obesity as soon as they are approaching the age of 10 years and above.

Table 2: Waist Circumference (WC) Analysis of Health Status of Children in University Model School

Male					Female				
Age	n	WC	P	HSR	Age	N	WC	P	HSR
10.4 ± 1.7	25	63.2 ± 3.0	≤ 85 th	low	10.0 ± 1.4	43	65.1 ± 5.6	≤ 85 th	low
10.0 ± .0	3	71.0 ± .0	> 85 th	high	10.6 ± 1.4	14	80.4 ± 9.1	> 85 th	high

Key: HSR=Health Status Risk

Table 2 shows the WC analysis of children in University Model School. Majority of the males; 25 (89.3%), aged 10.4 ± 1.7 years were below the 85th percentile, WC 63.2 ± 3.0 cm, which indicates healthy

low risk of chronic disease. The 3 males in the minority (11.1%) aged 10.0 ± .0 years were above 85th percentile, with WC 71.0 ± .0 indicating unhealthy and predisposing them to high risk of chronic diseases. For the

female, majority of them 43 (75.4%), aged 10.0 ± 1.4 years were below 85th percentile WC 65.5 ± 6.1 indicating healthy low risk of chronic disease. The remaining 14 (24.6%), aged 10.6 ± 1.4 years were above 85th

percentile, indicating they are unhealthy and predisposed to high risk of chronic disease. This WC result also suggests the female children are more predisposed to risk of chronic disease than male.

Table 3: Waist-to-Height Ratio Analysis of Health Status of Children in University School, University of Ilorin

Both Gender (n = 85)				Male (n = 28)			Female (n = 57)		
Rating	Mean \pm SD	Freq	%	Mean \pm SD	Freq	%	Mean \pm SD	Freq	%
Unhealthy	54.8 ± 4.8	25	31.6	$50.9 \pm .8$	5	17.9	55.8 ± 4.8	20	35.1
Healthy	46.0 ± 2.0	60	68.4	47.0 ± 1.1	23	82.1	45.4 ± 2.2	37	64.9

The result in table 3 show WHtR analysis of health status of children in University Model School. This finding revealed that majority of the children 60 (68.4%) have healthy WHtR 46.0 ± 2.0 while 25 (31.6%) of them have unhealthy WHtR 54.8 ± 4.8 . Considering the male children, majority 23 (82.1%) of them have healthy WHtR 47.0 ± 1.1 while 5 (17.9%) of them have unhealthy WHtR $50.9 \pm .8$. For the

female children, majority also have healthy WHtR 45.4 ± 2.2 . Again, this result shows that there are more unhealthy female children than the male children in University Model School.

Hypothesis Testing

There is no significant difference in the health status of male and female children in University School, University of Ilorin.

Table 4: t-Test Analysis of Difference between Health Status of Male and Female Children in University School, University of Ilorin.

Health Status	n	Mean \pm SD	Mean Diff. (MD)	t	df	SED	Sig	η^2
Female	57	139.97 ± 2.71	9.00	3.005	83	2.99	.004	.31
Male	28	130.97 ± 1.26						

$p \leq 0.05$

Table 4 shows result of t-test analysis conducted to determine the difference between health status of male and female children in University School, University of Ilorin (n = 85). Finding from this test revealed that that on average, the female children have significantly higher body fat accumulation scores with Mean \pm SD (139.97 ± 2.71) than male children Mean \pm SD (130.97 ± 1.26). This showed a significant difference in health status MD 9.00, $t(83) = 3.005$, $p < .004$. Based on this, the stated hypothesis was rejected. The result also indicates a moderate amount of difference between the groups

with a medium effect size η^2 .31. This results suggests that body fat mass of female school children in University Model School, predisposes than to higher risk of overall obesity and visceral adiposity than the male children.

Discussion

The objective of this study was to determine the health status of 85 school children in a University Model School with an average age of 10.2 years using common body composition methods (BMI, WC and

WHtR) for assessing body fat and abdominal adiposity known to cause several cardiometabolic diseases (such as obesity, cardiac disease, type 2 diabetes, hypercholesterolemia, arterial hypertension, cardiovascular disease, obstructive sleep apnea syndrome, musculoskeletal impairments and several types of cancers) that have recently become high among children (Donin *et al.*, 2013; Adeoye *et al.*, 2017; Ramya *et al.*, 2017). Generally the findings of this study suggests that many of the children might be at risk of these diseases especially female children as they are approaching adolescent age. Males tend to have lower risk as they age while female have more adipose tissues as their ages increase needing attention to ensure their lifestyle are monitored.

Two of the methods of assessment used in this study, BMI and WC are age and gender dependent for children. BMI revealed that 31 (36.5%) of the children were unhealthy, among them, 21 (24.7%) were already having childhood obesity and mainly female children. Finding from WC assessment also indicated many of the children were having high risk of cardiometabolic diseases but the number was less 17 (20%) compared to the result for obesity using BMI. However, similar to BMI assessment majority of children with unhealthy WC which is an indicator of high abdominal adiposity were females. This finding corresponds with Adeoye *et al.* (2017) that overweight and obesity was prevalent among school children in Ilorin Metropolis of Kwara State.

Another important fact noted in this study was that male children who were classified to be unhealthy (overweight and obese) were younger 10.0 ± 0.0 years than those who were healthy 10.5 ± 1.8 years. On the other hand, the unhealthy female children were older 10.0 ± 1.3 to 10.8 ± 1.2 years. The researcher thus proposed two possible

interpretations to this age difference in body fat and abdominal adiposity. First, it could be that more male children engaged in physical activity than the female or secondly, it could be a new trend that male children are becoming obese at a younger age than the female children. A more detailed study, possibly considering genetic influences as suggested by (Kujala, 2011) is required to explain this puzzling discovery.

The third method that was used for assessment of health status in this study is WHtR. Although this method is independent of age and gender (Browning *et al.*, 2010; Mamen *et al.*, 2018), the researchers have separated the results by age in order to be able to establish properly its suitability in determining health status of obesity and abdominal adiposity in this population. Like the first two methods, WHtR revealed that many of the children 25 (31.6%) were unhealthy in both gender combined which is quite close to 21 obese children that was found using BMI. While it is noteworthy that BMI reports overall body fat with respect to height, WC reports abdominal adiposity and WHtR reports total body obesity and abdominal adiposity together. Therefore, this finding proves the suitability of WHtR in measuring health status in the children and was in line with previous studies that reported high rate of childhood obesity and risk of cardiometabolic diseases among children (Ahmad *et al.*, 2013; Ashwell *et al.*, 2014; Mamen *et al.*, 2018). When examined by gender, WHtR also revealed that more female 20 (35.1%) were unhealthy than male 5 (17.9%). Hence, it is glaring that female children in University School, University of Ilorin were unhealthier compared to the male children.

The hypothesis that “there is no significant difference between the health status of school children in University School, University of Ilorin”, was rejected because the *t*-test analysis indicated a

significant difference. The number of female children who were unhealthy far outnumber the unhealthy male children. As revealed by

the effect size (η^2) of this study the magnitude of the difference in body fat accumulation between female and male children has gotten to average level. By implication, this study confirms the assertion of Dominic and Adu (2018) that the rate of total body fat accumulation as well as abdominal adiposity could increase as the children grow older if they are not exposed to movement behaviour that inculcates physically active lifestyle. This call for an intervention of physical activity programme and general lifestyle modification to ensure that these children grow up healthy and become healthy adults who perform efficiently in their life endeavours. The popular slogan “catch them young”, need to be applied to give these children a life full of health and wellness.

Conclusion

Based on the finding of this study it was concluded that:

1. 63.5% of the children in University Model School have normal weight based on their BMI percentile rank while 36.5% are overweight and obese indicating unhealthy status.
2. Based on gender, majority of those who have unhealthy health status females (45.6%) with those overweight between 10.0 ± 1.3 years and obese age 10.8 ± 1.2 years indicating that female children are prone to overweight and obesity as soon as they are approaching the age of 10 years and above.
3. As female increase in age they tends towards overweight and obesity while as male increase in age they reduce adipose tissue and have normal weight indicating physiological make-up implication.

4. The combination of BMI, WC and WHtR are suitable to determine obesity and abdominal adiposity but WHtR is more suitable since it can reveal the combined obesity and abdominal adiposity to determine health status.

Recommendations

Based on the findings of this study it is recommended that:

1. There should be regular assessment of health status of children in order to detect the risk of chronic diseases among them.
2. Despite the suitability of WHtR in detecting the combined total body obesity and abdominal adiposity, combination of other methods would bring about a better interpretation of results and a greater comparison of findings.
3. There is urgent need for an exercise intervention programme to increase physical activity lifestyle behaviour in order to reduce the risk of cardiometabolic diseases among children in University School, University of Ilorin.

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HUMAN RESOURCE MANAGEMENT CHALLENGES IN THE NIGERIA PROFESSIONAL FOOTBALL LEAGUE CLUBS IN SOUTH-SOUTH, NIGERIA

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Abstract

Professional football leagues in Nigeria have inspired some scholarly works, especially, the enthusiasm of football lovers during competitions. Extant studies have acknowledged the organizational structure of such leagues but little or no attention has been paid to the management of human personnel which constitutes a significant structural component of the league. This study adopted the descriptive survey of the ex-post-facto design. The population of the study comprises clubs' administrators and players. A representative sample size of 385 was used for the study. The proportional stratified and random sampling techniques were adopted to select the sample size, and a validated and reliable Cronbach alpha coefficient of 0.70 was deployed. With the aid of six research assistants, copies of the questionnaire were administered to respondents. Data were collected through the use of questionnaire. The data were subjected to quantitative and qualitative analysis. The analysis revealed high level of indiscipline and poor remuneration as challenges to the human resources management of the Nigeria professional football league clubs in the South-South, Nigeria. Conclusion was drawn based on the findings and recommendations were made amongst others that club management should instill discipline in the club by counselling and meting out punishments to people who flout the rules of the club; club members should always be encouraged and be well remunerated to serve as motivation which will help boost their morale towards ensuring effective and efficient services to their clubs.

Introduction

Football, as a competitive sport started in Nigeria in the early part of the 20th century, its emergence is traced to the Britain's who organized weekly matches between European and Nigerian Youths in Lagos. Today, we have football league that focuses on football performance efficiency and effectiveness. The football league system is contested by several clubs, while, operate on a system of promotion and relegation of football clubs. All the clubs that compete in a football league system can qualify to play. In Nigeria, there are two main leagues, the Nigeria Professional Football League (NPFL) and the Nigeria National league

(NNL). Football is probably the single most influential means of communications in the world today. It is a strong instrument of national integration. In recent times, it has undergone a radical change and has become a big industry globally. It is no longer a game for mere entertainment of the public but has become a lucrative commercialized business that creates job opportunities.

Nigerian Professional Football League is a corporation in which clubs act as shareholders (Complete Sports, 2018). The winner of the Nigerian Professional Football League is expected to represent the country at the continental league football competition. This is an indicator that the clubs could be

facing some related human resource management challenges (Eboh 2019). League football clubs in Nigeria must respond to the globalization of football /effectiveness and efficiency in performance as it is the use in advanced nations of the world, where technological innovation, administrative and managerial skills have witnessed over weighted influences on management challenges. One of the most important human activities in any organization such as football league club, is effective management that come on with challenges.

For any football league based clubs to survive in a global socioeconomic sporting activity, they need to exploit all the available human and material resources as a means of achieving competitive advantage. In the words of Orunaloka (2016), one resource in soccer, recently recognized as providing a source of competitive advantage, is the human resource of the football clubs, and it is widely accepted that stakeholders in football clubs are important source of competitive advantage for their clubs (Iwuala, 2016).

Human resource Management {HRM} is a function in organizations designed to maximize employee performance of an employers' strategic objectives (Johnson, 2009) In the sporting industry of sport organization, human resource management has four essential resource which can make or mar the organization. These include human, financial, materials and physical. The human resources are so essential in that, it can manipulate and direct other resources towards achieving the football organization goal (Eboh, 2010) Fasan (2009) listed activities in human resources management of sports to include wages and salaries, training and development, career opportunities, discipline, division of rules, tasks and function loyalty, distribution of power, communication, use of technology industrial

relation and knowledge of management and so on.

Garba and Njidda (2009) stated that People significantly affect the success of an organization, depending on how they are chosen, required and maintain, which may bring few or many problems to covers the broad spectrum of the life of the chairmen, team managers, technical advisers, coaches players and supporters of professional football clubs at the beginning of new season to the end of season, Nwosu and Ugwreua (2015), observed that human resource management is concerned with the people dimension in management. According to Eboh (2010), the importance of human resource management in professional league includes competitive advantage and social responsibility towards employee literature.

Fasan, (2009); Iwuala (2016) and Erhinyodavwa (2018); have stated that the cause of low productivity in professional football clubs sides in Nigeria include; poor management and ineffective supervision, low level of skill and negative attitude of player insufficient and poor quality equipment and facilities and misplaced value, while human resource is conceived with the management of people and material while Human resource management practice, according to Johnson (2009) and Ikhioya (2001) include practice or activities such as employment, security, extensive , training, office arrangement, wages difference across levels, discipline, sharing of financial status, language, sharing of performance information, exhibition of administrative skills of global best practices and so on

Statement of the Problem

The winner of the Nigeria Professional Football League (NPFL) is expected to represents the country at the continent's premier league football competition. In the past ten years, of the

professional football league clubs, only Akwa United and Warri Wolves of the South-South geo-political zone have been competed at the continental premier league football competition. For the 2019 session, out of the 20 Football clubs (FC) playing in the professional football league clubs, only three are from the South-South (Akwa United and Bendel Insurance, and Warri Wolves). This is an indication that the football clubs may be facing some related human resource challenges

Purpose of the Study

The purpose of this paper is to ascertain the human resource management challenges in the Nigeria Professional Football League Clubs in South – South Nigeria. Specifically, this paper seeks to:

1. ascertain the extent to which there are human resource management challenges in the Nigeria Professional Football League Clubs in south-South Nigeria;
2. establish the extent to which indiscipline would constitute a human resource management challenge in the Nigeria Professional Football League Clubs in South – South Nigeria;
3. determine the extent to which poor remuneration would constitute a human resource management challenge in the Nigeria Professional Football League Clubs in South – South Nigeria;

Research Questions

The following research questions were raised to guide the study:

1. To what extent does indiscipline constitute a human resource management challenge in the Nigeria Professional Football League Clubs in South-South Nigeria?

2. To what extent does poor remuneration constitute a human resource management challenge in the Nigeria Professional Football League Clubs in South – South Nigeria?

Methodology

This study adopted the descriptive survey research design of the ex-post-facto design. It helps the researcher to elicit information on the extent to which the human resource management challenges on the professional football League clubs in south-south Nigeria. The target population for the study, was one thousand, one hundred and nine (1,109) comprised of proprietors, administrators, coaches, officially registered players, standby players as well as recognized supporters/fans that have been considered as stakeholders of the Nigeria professional football league clubs in the 2019 season in South-South Nigeria. The sample size for the study is Three hundred and eighty - five (385) respondents in the professional football league clubs of the South – South geo-political zone.

Target population is 385. The stratified convenient and random sampling techniques were adopted for the selection of the respondents for the study. Questionnaire Titled, Human Resource Management Questionnaire (HRMQ) was used as the instrument to collect data for the study. The questionnaire is divided into four sections “A – D”. Section A which contains eight items, seeks information on the demographic data of respondents, section ‘B’ contains twenty-six (26) items, seek information on the identification of the challenges of human Resource Management in a Football Club. Section ‘C’ contains twenty-nine (29) items seek information on the Perceived status of Human Resource Management Practices of Nigeria professional football league. Section ‘D’ contained thirty-three (33) items seeks

information on the Human Resource Management Challenges of Nigeria Professional Football League Clubs. The instrument is structured on a four point Likert type scale of measurement with point to be attached ranging from very high (4 points) to very low (1 point). Each of the items will have four alternative responses with point to be attached thus, VH – Very High 4points; H – High 3points; L – Low 2points and VL- Very Low 1point.

Respondents were requested to tick the response suitable to the items. The face and content validity of the questionnaire were established by the three other experts, two in the Human Kinetics, Recreation and Sports Science and Health safety Education Departments of the Delta State University, Abraka and one in the Heartland football club, Owerri, Imo State for scrutiny.

The instrument was administered to thirty (30) respondents (officials and players) of the Heartland Football Club, Owerri, Imo State, who were deemed to be similar to the group of respondents to be used for this study. This was done so as to avoid response contamination. Responses from respondents were used to determine the reliability of the instrument. The reliability had a cronbach alpha value of 0.85 and a cronbach alpha based on standardized items value of 0.91 with 88 items from the initial 96 items

indicating that the research instrument was very reliable. Also it shows that the developed instrument has a high intra-class correlation coefficient ($icc = 0.96$ for single measures and 0.85 for average measures). The administration of the instrument was carried out by the researcher and six research assistants that have been trained for the purpose. Completed copies of the questionnaire were retrieved on the spot and where it not possible, a repeat visit was made so as to retrieve same. Data generated from the responses, were analyzed, using frequency count percentage, mean and standard deviation, and t- test statistics. The demographic variable was analyzed with simple percentage, the stated research questions were answered with mean and standard deviation, mean benchmark, the cut-off mark is 2.50. Any mean and standard deviation value that is below 2.50 were rejected while value ranges from 2.50 was accepted. While the hypotheses were tested using t – test statistics at 0.05 alpha levels.

Results

Research question 1: To what extent does indiscipline constitute a human resource management challenge on the Nigeria Professional Football League clubs in south-south Nigeria?

Table 1: Indiscipline and human resource management in Nigeria Professional Football Clubs (N = 385)

Indiscipline Items	Responses to Items on Low Morale				Mean	Std. Dev.
	Very Low	Low	High	Very High		

Disobedience to constituted authority	1 (0.3%)	237 (61.6%)	35 (9.1%)	112 (29.1%)	2.70	0.90
Disobedience to rules and regulations of the football club (FC)	18 (4.7%)	148 (38.4%)	218 (56.6%)	1 (0.3%)	2.55	0.59
Financial embezzlement	129(33.5%)	219 (56.9%)	1 (0.3%)	36 (9.4%)	1.89	0.83
Encouragement of football human resource management personnel of drug use by players	106 (27.5%)	1 (0.3%)	18 (4.7%)	260 (67.5%)	3.16	1.33
Encouragement of football club human resource management personnel of lateness to training and practice	1 (0.3%)	18 (4.7%)	148(38.4%)	218 (56.6%)	3.56	0.60
Grand Mean	51 (13.2%)	125 (32.4%)	84 (21.8%)	125 (32.6%)	2.77	0.85

Table 1 shows the responses on extent to which indiscipline constitutes a human resource management challenge on the Nigeria professional football league clubs in South-South, Nigeria. The table shows that 51 (13.2%) respondents responded a very low extent to which indiscipline constitutes a human resource management challenge on the Nigeria professional football league clubs in South-South, Nigeria, 125 (32.4%) responded a low extent, 84 (21.8%) responded a high extent while 125 (32.6%) responded a very high extent with a grand

mean response value of 2.77 and a grand standard deviation of 0.85. Since this grand mean value of 2.77 is higher than the criterion mean value of 2.50. It implies that indiscipline in human resource management is a challenge to the Nigeria professional football league clubs in South-South Nigeria.

Research question 2: To what extent does poor remuneration constitute a human resource management challenge on the Nigeria professional football league clubs in south – south Nigeria?

Table2: Poor Remuneration and human resource management in the Nigeria professional football league club.

(N = 385)

Poor Remuneration Items	Responses to Items on Low Morale				Mean	Std. Dev.
	Very Low	Low	High	Very High		
Poor incentive schemes	5 (1.3%)	55 (14.3%)	225 (58.4%)	100 (25.9%)	3.09	0.64
Poor wages to human resources	6 (1.6%)	54 (14.0%)	236 (61.3%)	89 (23.1%)	3.06	0.66
Poor fringe benefits	3 (0.8%)	55 (14.3%)	226 (58.7%)	101 (26.2%)	3.10	1.08
Inadequate fringe benefits	28 (7.3%)	56 (14.5%)	174 (45.2%)	127 (33.0%)	3.38	0.87
Grand Mean	11 (2.9%)	55 (14.3%)	215 (55.8%)	104 (27.0%)	3.16	0.81

Table 2 shows the responses on extent to which poor remuneration constitutes a human resource management challenge in the Nigeria professional football league clubs in south – south Nigeria. The table shows that 11 (2.9%) of the respondents responded a very low extent to which poor remuneration constitutes a human resource management challenge in the Nigeria Professional Football League Clubs in South – South Nigeria, 55 (14.3%) responded a low extent, 215 (55.8%) responded a high extent while 104 (27.0%) responded a very high extent with a grand mean response value of 3.16 and a grand standard deviation of 0.81. Since this grand mean value of 3.16 is higher than the criterion mean value of 2.50. This implies that poor remuneration in human resource management is a challenge to the Nigeria professional football league clubs in south – south Nigeria.

Discussion

The findings revealed a high level of indiscipline in human resource management in the Nigeria Professional Football League Clubs. This finding is in line with that of Abubaka's (2010) who asserted that indiscipline is a serious human resource management challenge in Nigeria sports. He added that indiscipline has negatively

affected football performances worldwide. According to him, poor attitudes to human resource management practices have negative impact on football productivity in Nigeria. Similarly, the finding also corroborated the assertion of Marho (2010) who found that in footballing and other sporting activities, acts of carelessness and disobedience to rules and regulation, engender poor productivity, as it is the case in developing nations of the world. It equally confirms that of Erhinyodavwe (2018) who maintained that any unsuccessful football performance is hindered by indiscipline on the part of the football managers when they fail to instill discipline on players during training, practices and competition.

Another key findings revealed a high level of poor remuneration of human resource management in the Nigeria Professional Football League Clubs. This finding is in line with that of McNamara (2008) who asserted that poor remuneration is a challenge in the area of compensation and benefits of human resource personnel. He stated that, since football is a lucrative business in the United States, sports managers and players are highly remunerated and this gives the owners of clubs serious problems. Similarly, the finding also corroborated the assertion of Fasan (2004)

who stated that poor remuneration of football technical officials has serious impact on their tactical and technical competency in the football clubs in the under-developed and developing nations. He added that poor remuneration posed a big challenge to human resource personnel in football clubs. It is obvious that poor remuneration is a human resource management challenge on the professional football league clubs in South – South, Nigeria.

Conclusion

Based on the findings of the study, it is hereby concluded that indiscipline and poor remuneration of the human resource management are challenges to the Nigeria Professional Football League Clubs in South South, Nigeria

Recommendations

Based on the findings of the study, the following recommendations are made:

The study has shown that it is exigent and imperative for the Nigeria Football Federation to curb the human resource management challenges in the Nigeria Professional Football League Clubs by putting in place disciplinary mechanisms to appropriately sanction erring members.

The human resources management of the Nigeria football clubs should be given adequate remuneration and funded to help motivate and boost their morale as well as to create enabling and healthy environment for improving on the day to day running of the clubs.

It is therefore envisaged that proper implementation of the above will eliminate or effectively reduce issues of absenteeism and tardiness by club members.

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AWARENESS OF HEALTH PROMOTION THROUGH PHYSICAL EXERCISES AMONG UNDERGRADUATE STUDENTS IN TERTIARY INSTITUTIONS, EKITI STATE, NIGERIA

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Abstract

The study investigated the awareness of health promotion through physical exercises among undergraduate students in tertiary institutions, Ekiti State, Nigeria. Seven hundred and twenty respondents were used for the study from the selected tertiary institutions using accidental sampling technique to represent the sampled population. Such tertiary institutions were NCE, polytechnic, and university. Validated self-structured questionnaire with a reliability coefficient of 0.86 was used for the study. The structured questionnaire was designed on a 4 point Likert type format. The data collected were subjected to statistical computation using simple percentage, chi-square and t-test analyses at 0.05 alpha level of significance. The findings showed that the students were aware of the positive effects of physical exercise on health promotion of individuals, promotes social well-being, happiness and emotional well-being but were not aware that physical exercise can help the body to resist diseases/and illness. Majority of the respondents did not engage in physical exercises. Based on the findings, there is the need for the management of tertiary institutions to introduce physical fitness education as compulsory elective course in the curriculum.

Keywords: Awareness, Physical exercise, Health promotion, Undergraduate students, Tertiary Institutions

Introduction

The part of physical exercise in health promotion cannot be disputed as it has worth on individuals' health and fitness. Health of the people do not only contribute to better quality of lives but very essential for the continued economic and social development of a country and particularly globally in general. Regular exercise has been seen to improve health, free from diseases, living a positive life, promote physical appearance and mental competence and alertness. The health benefits of exercise can be attained through regular and moderate exercise cum

health promotion. The authors further enumerated various ways regular physical activities can help prevent chronic diseases that can affect both longevity and quality of life. Such diseases are risk of cardiovascular diseases, stroke, hypertension, colon cancer, dementia, and obesity. University health programmes could help individual seek the optimal stages of physical fitness and wellness (Department of Physical and Health Education, Delta State University, Abraka, 2011). Lack of exercise among people would certainly be a severe problem generally

(Olubayo-Fatiregun, Olorunsola, Ayodele, and Aderonmu 2010).

Human being survival can be influenced by the ability to regularly participate in sustainable physical exercises to make them physically fit. The habits of maintaining a healthy lifestyle comprise regular exercise and nutritious diet, when sedentary lifestyles escalate the causes of various diseases (WHO 2002). Eating of good and balanced foods can aid exercise participation. These balanced foods include fruits, whole grains, vegetables, proteins foods like beans, carbohydrates (Dana, 2019). In a study conducted by Hebat-Allah, Maha, and Waleed (2020), it was reported that many of the respondents who were obese and overweight never engaged in physical exercise.

Nurses are primarily committed to health promotion by working towards diseases prevention and to adjust the individuals' negative behaviours to positive healthy behaviours. Nurses are in optimum situation by playing convincing role in stimulating public health. (Kemppainen, Tossavainen and Turunen 2013). According to World Health Organization (2021), globally, the vital cause of obesity and overweight is an energy alteration between calories consumed and calories used, which could result to threat to life of various degrees ranging from diseases such as obesity, heart attack, high blood pressure, heart failure, and even death. Regular exercise helps to avoid diseases and will also help to increase individual endurance to work and events done, this could also help individuals to be able to deal with stress, also have a sound sleep and a sense of positive well-being (Elmagd 2016).

Niels, Eco, Toos, Dorret, and Meike (2010) reported that Regular exercise can be a key contributor to good health while sedentary lifestyle is when one keeps himself/herself idle and not able to engage in

any activities that can keep the body and soul together. Therefore, sedentary life is the main cause of increase in obesity starting from younger age and possess as health threat to old age in our today's society as health threat. Regular physical activity is proven to help prevent and maintain healthy body weight which can be as a result of sedentary life. Therefore, exercises can improve mental health and good wellbeing of individual (WHO 2020). According to Daniels (2021), exercise has both physical and mental health benefits. Physical exercises help individual to be for physically fit. This can help the body to be competence of the carrying the body for daily tasks with strength and readiness without unwarranted tiredness.

Average exercise done by individual ranging from improving the control of blood glucose, improve mental health, build and strengthen muscles. Increases chance of having a longer life span, maintain moderate weight, improves brain function, it also improves cardiovascular health. In a study conducted by Sas-Nowosielski and Nowicka (2018), it was revealed that exercise has a lot to give individuals such as human happiness, positive mood, decreased anxiety, depression and elevated level of self-esteem. Favorable outcomes of engaging in physical exercise help to increase positively the mental and emotional wellness of human beings (Reed 2021). Facilities and equipment offer avenue for people to participate in physical activity and should also provide for the decrease in injuries during use (Gray, Keyzer, Norton, and Dietrich 2014).

Exercise is seen to be very vital for a hale and hearty life and that one should be enthusiastic to protect his/her health to achieve a good health promotion. According to Cunningham and Sullivan (2021), healthcare experts have a key role to play in promoting physical activity mostly among population of poor health due to physical sedentariness. In a study conducted by

Cunningham and Sullivan (2021), it was revealed that 347 (70.3%) of the respondents agreed that working or keeping fit the body for physical fitness is their occupation. A total of 81.6% respondents agreed that healthcare experts can play a rise role in inspiring physical fitness, while 30.0% agreed that they received suitable training on physical ability.

Regular exercise can aid food strength in the body through the digestive system and the general health and quality of life of an individual can be improved (Pietrangelo, 2019). In a study conducted by Cunningham and Sullivan (2021), it was revealed that not many of the respondents were aware of the objectives of national guidelines for physical fitness. Regular exercise can aid food intake through the digestive system and increase the general health and quality of life of individuals (Pietrangelo, 2019).

Based on the background, the study investigated students' awareness in health promotion, and, also determined the extent of students' engagement in physical exercises.

Research Question

1. To what extent do students engaged in physical exercises?

Hypotheses

1. Students will not significantly aware that physical exercise can have positive influence on health promotion of individuals.
2. Students will not significantly aware that physical exercise can help the body to eliminate diseases/illness in individuals
3. Students will not be significantly aware that physical exercise can promotes social wellbeing of individuals.

4. Students will not significantly aware that physical exercise can promote human happiness and emotional wellbeing of individuals.
5. There is no significant difference between male and female students in the physical exercise engagement.

Methodology

Research Design

The descriptive survey research design was adopted for the study. This will enable information to be obtained from a representative sample of the population, describe situations as they exist, and to also express their opinion as it is.

Sample Population

The population for the study consisted of 720 undergraduate students from National Certificate of Education (NCE), Polytechnics, and Universities in Ekiti State, Nigeria. A total of 120 males and 80 females from NCE, one hundred and forty males and 120 females were selected also selected from polytechnics, while 140 male respondents and 120 female respondents were further selected from the university using accidental sampling for all the respondents selected. The total of 400 (55.6%) male and 360 (44.4%) female undergraduate students participated in this study.

Research Instrument

A self –developed questionnaire tagged (**HPPEQ**) was used to collect data for the study. The questionnaire was divided into two sections. Section A contained items on personal data of the respondents, and section B contained questions that provided information on health promotion and physical exercises. The questions were based on a four point. Likert scale of strongly agree (4), agree (3), disagree (3) and strongly disagree (1). Likewise, always (4),

sometimes (3), rarely (2), and never (1) and rated as seen here. A reliability co-efficient of 0.86 was recorded on the instrument when it was pre-tested using the test retest for reliability using Pearson Product moment

Correlation Coefficient method. The value obtained was deemed fit for the study. The data collected were analyzed using simple percentages, Chi-square (χ^2) and t-test analyses to test the hypotheses.

Research question 1: To what extent do students engaged in physical exercises?

Table1: Percentage distribution of respondents engaged in physical exercises.

Responses	Always		Sometimes		Rarely		Never		Total
	M	F	M	F	M	F	M	F	
Number	26	18	40	36	66	50	268	216	720
Percentage	3.6	2.5	5.6	5.0	9.2	6.9	32.5	34.7	100

Table 1 showed that a total of 44 (6.1%) respondents agreed that they always engaged in physical exercises, 76 (10.6%) respondents agreed that they sometimes engaged in physical exercises, 116 (16.1%) respondents agreed that they rarely engaged in physical exercises, while a total of 484 (67.2%) respondents agreed that they never engaged in physical exercises. The above statement might be that the respondents were

not knowledgeable about the benefits of physical exercise to the body or that they decided not to participate in physical exercise workout.

Hypotheses Testing

Hypothesis 1: Students will not significantly aware that physical exercise can have positive influence on health promotion of individuals.

Table 2: Chi-square analysis on awareness of respondents' on the positive influence of physical exercise in health promotion

Responses	Frequency	%	χ^2 Cal	χ^2 Tab	df	Remark
SA.	324	45	226.42	7.82	3	Significant
A	224	31.1				
D	112	15.6				
SD	60	8.3				

$\chi^2 = 226.42$, critical value = 7.82; df 3; $p < 0.05$.

Table 2 showed that 558 (76.1%) respondents were adequately aware of the positive influence of physical exercise on health promotion while the remaining 172 (23.9%) respondents were not aware. In order to test if the differences observed were statistically significant the data were subjected to Chi-square analysis. The calculated χ^2 cal value 226.42 was found to be greater than χ^2 tab=7.82 with df=3 at 0.05 level of significance. Thus, the hypothesis

which stated students will not significantly aware that physical exercise can have positive influence on health promotion of individuals was rejected. Thus, students were aware of the positive influence of physical exercise on health promotion of individuals.

Hypothesis 2: Students will not significantly aware that physical exercise can help the body to eliminate diseases/illness in individuals.

Table 3: Chi-square analysis showing the awareness of respondents on physical exercise and elimination of diseases/illness

Responses	Frequency	%	χ^2 Cal	χ^2 Tab	df	Remark
SA.	64	8.9	5.138	7.82	3	Not Significant
A	84	11.7				
D	288	40				
SD	284	39.4				

$\chi^2 = 5.138$; critical t value = 7.82, df 3; $p > 0.05$;

Table 3 showed that when the hypothesis was subjected to Chi-square analysis, it was found that the calculated value of χ^2 Cal = 5.138 was lesser than χ^2 Tab 7.82, degree of freedom=3 at 0.05 level of significance. The hypothesis was not rejected. Therefore, students were not

significantly aware that physical exercise can help the body to resist diseases/illness in individuals.

Hypothesis 3: Students will not significantly aware that physical exercise promotes social being of individuals.

Table 4: Chi-square and percentage distribution on awareness of respondents that physical exercises can promote social wellbeing of individuals

Responses	Frequency	%	χ^2 Cal	χ^2 Tab	df	Remark
SA.	324	45	136.74	7.82	3	Significant
A	224	31.1				
D	112	15.6				
SD	60	8.3				

χ^2 Cal = 136.74, critical t-value = 7.8 ; df 3; $p < 0.05$;

Table 4 showed the respondents awareness of how physical exercises can promote social wellbeing of individuals. In order to test for statistics significance, the data were subjected to Chi-square analysis with the calculated value of χ^2 Cal = 136.74, critical value = 7.82; degree of freedom 3 at 0.05 level of significance. Thus, the

hypothesis was rejected. Therefore, the students were aware that physical exercise can help the body to resist diseases/illness in individuals.

Hypothesis 4: Students will not significantly aware of that physical exercise can promote happiness and emotional wellbeing of individuals.

Table 5: Chi-square and percentage distribution on awareness of respondents that physical exercise can promote happiness and emotional wellbeing of individuals

Responses	Frequency	%	χ^2 Cal	χ^2 Tab	df	Remark
SA.	314	43.6	124.16	7.82	3	Significant
A	216	30.0				
D	120	16.7				
SD	70	9.7				

χ^2 Cal=124.16; critical t-value = 7.82, df 3; $p < 0.05$;

Table 5 showed the awareness of physical exercise on promotion of human

happiness and emotional well beings of an individual. In order to test for significance,

the data were subjected to Chi-square analysis, with the calculated χ^2 Cal value=124.16, t-value = 7.82; df =3 at 0.05 level of significance. The finding shows that the students were aware that physical exercise can promote happiness and

emotional wellbeing of individuals. Thus, the hypothesis was rejected.

Hypothesis 5: There is no significant difference between male and female students in the physical exercise engagement.

Table 6: t-test analysis of significant difference in the physical exercise engagement between male and female students

Variable	N	Mean	std	df	t-cal	t-critic	Decision
Male	400	13.441	2.345	64	1.121	1.352	Not Significant
Female	320	12.211	1.313				

P>0.05

Table 6 above indicated the significant difference between male and female students in the physical exercise engagement. In order to test the significant difference between male and female students in the physical exercise engagement, the hypothesis was subjected to t-test analysis, t-cal value=1.121, t-critic=1.352, df=64, P>0.05). It was observed that the t-cal of 1.12 was lesser than t-critic=1.352 indicating that the hypothesis was not rejected. Therefore, there is no significant difference between male and female students in the physical exercise engagement.

Discussion

The finding revealed that more than half of the respondents did not engage in physical exercises. This negates the result of the study conducted by Cunningham and Sullivan (2021), who revealed that majority of the respondents participated in physical exercises.

One of the findings revealed that students were aware of the positive influence of physical exercise on health promotion of individuals. This finding is in line with the study of Daniels (2021), who reported that participation in exercises increases chances

of having a longer life span, maintain moderate weight, improves brain function, also cardiovascular health.

Another key finding revealed that students were aware that physical exercises can promote human happiness and emotional wellbeing of individuals. This is in line with the studies conducted by Sas-Nowosielski and Nowicka (2018), who asserted that physical exercises enhance human happiness, positive mood, decreased anxiety, depression and elevated level of self-esteem. In the same vein, Reed (2021) reported the favorable outcomes of engaging in physical exercises which help to increase positively the mental and emotional wellness of human beings.

Conclusion

Based on the findings of the study, the following conclusions are made:

Majority of the students of Tertiary Institutions were aware that physical exercises have positive influence on health promotion, promote social, and also promote happiness and emotional well-being. But the respondents were not aware about the benefits of physical exercises to resist disease/s and illnesses. Majority of the male

and female respondents indicated that they did not engage in physical exercises.

Recommendations

It was recommended that the managements of tertiary institutions in Ekiti State should create awareness on how the students will be enlightened on the importance and benefits of physical exercises and the attainment of health benefits. This can make them engage in physical exercises so as to be healthy and physically fit. The enlightenment could be done through seminar and health talks on both print and electronic media. There is the need to encourage students to engage in physical exercises as planned and supervised by the institutions for effectiveness. There is also the need to introduce physical education practical classes as compulsory course for all students in tertiary institutions.

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REPOSITIONING GUIDANCE AND COUNSELLING PRACTICES FOR WORLD CLASS TERTIARY EDUCATION

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Abstract

This paper discussed the need to reposition guidance and counselling practices in Nigeria tertiary institutions in order for the institutions to meet up with global best practices in higher education delivery. It observed that the challenges facing learners and tertiary institution workers are capable of truncating the effectiveness of tertiary education if not professionally handled. It examined the meaning and nature of Guidance and Counselling profession, characteristics of world class tertiary education, the need for counselling services and the challenges facing counselling practices in tertiary institutions. Counsellors and the management of tertiary institutions have arduous roles to play in repositioning guidance and counselling practices to enable a globally competitive tertiary education delivery. It is concluded that counselling could enable tertiary institutions in the country to deliver globally compliant tertiary education if properly positioned.

The Meaning and Nature of Guidance and Counselling

Guidance and counselling are dual aspects of the helping profession. Ordinarily, guidance means to lead, to direct, to give information and directive. This is what parents, friends, teachers and other significant ones often do, and it can take place anywhere. Professionally, guidance is more than just giving advice or directive, it is a kind of assistance based on systematic appraisal that makes the client decide after an exercise of self-awareness. In guidance, individuals and corporate bodies are assisted to explore their environments, discover their strength, weakness, talent and skills, so as to determine their needs, set personal realistic goals, and adjust suitably to achieve them in harmony with their environments. Counselling is a professional practice done by an individual who is professionally trained

in the act and theories of counselling. While guidance is the body of the psychotherapeutic helping profession, counselling is the soul of it. Counselling is an empathic one to one relationship between the counsellor and the client whose situation needs professional intervention. Counselling could be on group or individual basis, but it usually takes place on appointment and in a professionally prepared and psychologically conducive environment. A professional counsellor is a counsellor who is fully registered as such under the Counselling Practitioners of Nigeria Act, 2022.

Guidance and counselling as a helping profession aims at making life meaningful. Guidance counsellors guide people away from troubles and help those already trapped in challenges to find ways out. Life, human experiences and the environment are such that are surrounded

with mammoth challenges. When the challenges are accurately resolved the individual is happy and feels fulfilled to continue life activities unhindered, otherwise the person becomes confused and may be maladjusted. These challenges, some individuals can face and overcome on their own with little or no external assistance. However, when the situation goes beyond what personal experience or ability could cope with, the person may be overwhelmed and the need for counsellor's help becomes essential for proper decision making and adjustment.

A counsellor works with a client mostly for the benefits of the client. For a school counsellor, there is no higher responsibility rather than improving the lives of their students academically, psychologically and socially. He does this through an enlightened process of helping people to help in facilitating growth, development and positive change through an exercise of self-understanding. Central to the expected role of a counsellor is self-assessment and accountability. Counsellors must have ways of analysing their effectiveness and adjusting their methodologies to maximise their job delivery within the scope of their professional boundary.

Practicing counsellors should bear in mind the following established facts by the founding fathers of the helping profession which are also confirmed by its age-long practice:

- i. Counselling is a helping relationship.
- ii. The help is an enabling act.
- iii. The relationship is a sometimes complex one.
- iv. The relationship is voluntary, the client is not forced or coerced.
- v. Various variables such as the counsellor, the community, the physical environment and the nature of the client would affect the

counselling process and its effectiveness.

- vi. The helping process involves systematic approaches of information collection, analysis and interpretation.
- vii. Counsellors believe that people can change, grow and improve.
- viii. Counselling is a learning process. It involves learning of congenial principles and behaviours and unlearning uncongenial ones.
- ix. Counselling is a continuous process.
- x. Counselling is people oriented.
- xi. Counselling respects people's dignity and worth, clients are treated as persons with equal rights.
- xii. Research advances the course of counselling.
- xiii. Counselling can be directive or nondirective.
- xiv. The final decision for action is the responsibility of the client, no decision is imposed on a client, clients are responsible for their choice of actions.
- xv. Counselling has been confirmed to be effective in solving varying human problems, however, it should be noted that counselling cannot solve all problems. There are cases that could warrant referral if beyond the professional scope of counselling. Referral can also occur between counsellors based on personal competence in practice.
- xvi. Confidentiality is the hallmark of a counsellor's conscience and professional practice.

World Class Tertiary Education.

Tertiary education is a global practice and the operations are supposed to be universal. The characteristics of leading world class universities could be summarized as follows (Tayeb, 2015; Olofintoye, 2018; Naik, 2019):

- A functional environment for networks, collaborations alliances, and interdisciplinary approaches
- Students-centred education
- Creativity education
- Entrepreneurial education
- Technology driven education
- Tutors/students demonstration of talents
- Culture of excellence and quality
- Leadership team work
- Public partnership in education
- Financial resources
- Infrastructure and facilities

For a tertiary institution to meet up with the above, the impact of professional counselling cannot be underrated in the face of economic crises, personality maladjustments, social crises and insecurity in the country.

The Need for Guidance and Counselling Practices in Tertiary Institutions.

The need for guidance and counselling services in tertiary institutions is justified by the following, (Ukwueze, A. C. 2015; Olofintoye, 2018).

- Transition between secondary and tertiary education: this involves changes in life style, fitting into the new environment, avoiding predators, time management, feeding, financial management
- Academic and vocational related issues: these are matters relating to lectures, time tabling, academic freedom, lecture attendance, note taking, reading habit, continuous and cumulative assessment (C. G. P. A), examinations and regulations, examination malpractices, academic culture, change of programme/ University, internship, National Youth Service Scheme, employment after graduation.

- Personality adjustment: of concern are self-esteem, quest for early acquisition of wealth, drug abuse, worries, anxiety, depression, suicide, coping strategies.
- Social adjustment: peer influence, students/staff relationship, physical appearances, students' unionism, thuggery, rioting, vandalism, prostitution, sexual harassment.
- Behavioural disorders: sexual orientation, cultism, cyber abuse/ crime, and general misconducts.
- Open and distance learning programme: counselling needs of students in this online dominated higher education is peculiar. They require learner support counselling and family counselling, in addition to the services for conventional undergraduates.
- Alumni relations and involvement: contacting the alumni body and searching for influential alumni members and convincing them to be involved in the life of students and partnering with the university.
- Institutional efficiency. Working towards job efficiency by the university staff. Olabimtanamao-kehinde (2021) recommended the following activities for tertiary education counsellors:
 - Training managers in some basic counselling skills
 - Organising training on emotional intelligence
 - Training on core competences of employees
 - Creating a culture of synergy in organizational learning and development
 - Helping employees increase their self-awareness regarding their thinking and behavioural patterns which will in turn enhance their job delivery

- Using counselling to help workers manage personal and work challenges
- Making workers happier with their work in order to achieve better work life balance

Challenges Facing Guidance and Counselling Practices in Nigerian Tertiary Institutions

Issues currently affecting the practice of guidance and counselling in some Nigerian tertiary institutions include attitudinal issues such as the feeling that guidance and counselling is for only unserious students, thinking that any staff can be a counsellor, submerging the counselling centre, lack of facilities, lack of time for clients to visit counsellors during working hours, poor consultation, high ratio of students/counsellors on campus, insufficient manpower, obsolete counselling techniques, and lack of ICT facilities. Arijesuyo (2012) reported that effective implementation of counselling and human development programme in the universities in South Western Nigeria is faced with inadequate personnel, deficiencies in the provision of required personnel, and materials necessary to facilitate and promote effective counselling programme. Unless counselling practice is refocused in tertiary institutions, meeting up with world best practices in higher education could be a mirage.

Practicing Guidance and Counselling to Promote World Class Tertiary Education.

No doubt, classroom instruction alone cannot structure students' life to produce the expected characteristics of a world class tertiary education and neither can work rules and regulations make all workers compliant. While some students and staff members could meet up with the requirements, some would need training and intervention to develop themselves and contribute constructively to campus life experiences.

Properly focused guidance and counselling would lead to student centred education, creativity education, entrepreneurial education, technology driven education, tutor/student concentration of talents, culture of excellence, leadership team work, public partnership in education and quality assurance that depict global best outputs in higher education. To achieve this, professional practicing counsellors and the counselling community has significant roles to play in repositioning the profession of counselling for better tertiary education that can compete globally.

A. Expectations from Counsellors:

i. *The counsellors' personality*

Quality of Guidance and Counselling staff is of great concern to the counselling practice. A practicing counsellor must be a congruent person and of high integrity. He or she must work in a way that would protect the sanctity of human dignity and respect professional ethics. In addition to adequate certification by a higher institution of adjudged competence, section 7 number 2 of the *Counselling Practitioners Council of Nigeria Act, 2022*, a candidate for registration as a professional counsellor shall be of good character and one who has not been convicted in Nigeria or elsewhere of an offence involving fraud and dishonesty. The counsellor is expected to be of enviable character and a role model.

ii. *Counselling skills.*

Counsellors must update their skills to provide services relevant to the current and modern needs of their clients. They must be current in approach and practice. For the counsellor to be relevant in the 21st century, he or she must be able to deal with new forms of behaviours among youths, especially cyber behaviours/misbehaviours, cohabitation, drug abuse, depression and suicide.

For the counsellors to be relevant he or she must be ICT compliant and digital friendly. Students and even workers now prefer to interact online due to lack of time. This can, at least, compliment physical interaction. The guidance counsellor must be able to personally provide online information to sustain confidentiality. Counsellors must learn to update their practicing skills.

iii. Regular research

There must be regular investigations into students, staff and institutional challenges and needs. Human nature is dynamic and there is the need for investigation into the current situations of our clients and their community.

iv. Construction and use of Test Batteries.

For systematic diagnosis of clients' problems there could be the need for test batteries. Where the needed ones are not available efforts should be made to construct relevant ones and be used as appropriate.

v. Publicity.

Regular publication and circulation of counselling bulletin, hard and soft copies and awareness campaign must be done.

vi. Counsellors should be proactive.

Counsellors should be active to prevent problems instead of waiting for problems to occur for them to resolve. Students should be frequently guided against breaching their Matriculation Oaths through examination malpractices, cultism, cybercrime, and various misconducts. Staff/students' relations should be monitored.

vii. Ability for entrepreneurial counselling.

There is the need for entrepreneurial counselling to practically fight vocational indecision, unemployment, underemployment, retrenchments, poor remunerations, underdevelopment, inflation, economic recession, problems with salary, and scarcity of essential goods and services.

Entrepreneurial counselling will assist in training of clients on the development of

skills or attributes leading to the realisation of opportunities to:

- make money (everyone should know how to engage in business for legitimate profit)
- be an employer of labour
- reduce the rate of unemployment
- enhance personal and national development
- reduce the rate of youths' involvement in crimes (thuggery, armed robbery, kidnapping, insurgency, cybercrimes, and so on).
- promote creativity

Entrepreneurial guidance and counselling could be organised for large or small groups and individuals.

viii. Ability to mobilize functional alumni relations and services.

Guidance counsellors should be able to mobilise the alumni to partner with their alma mater by providing basic amenities for the system and assisting indigent students. Low cost students' hostels, soft loan, scholarships, and bursary could be provided by the alumni. They also assist the institution on infrastructure and linkages.

ix. Collaboration with other professionals and workers

Guidance counsellors must know that they can not always function in isolation. Depending on the work setting and the matter for guidance and/or counselling there may be the need to seek information or help from other professionals, staff or significant others relevant to the matter under consideration. The psychologist, sociologist, social worker, psychiatrist, medical doctor, registrar, course lecturer, administrative staff, the Head of Department, student level coordinator, hall warding, the Chief Security Officer and the Student Union officers are good working partners in the tertiary education counselling exercise.

x. Ability for retirement counselling

One of the ways of playing relevancy in the life of the work force is retirement guidance and counselling. Many workers work for thirty-five year or there about without preparing for retirement. Some are unaware of the official requirements or preparation for retirement, some are not ready financially, psychologically, and even socially for retirement, but either one is prepared or not, when retirement comes it must be honoured. The more one is prepared the better. Guidance counsellors will do well if they function in this regard.

xi. Registration as professional counsellors

The professionalism of guidance and counselling was legalized by the approval of the 'Counselling Practitioners Council of Nigeria Act, 2022'. This is an act that established the counselling practitioners' council of Nigeria charged with the responsibility of advancing the study, training and practice of counselling profession; and for related matters (27th day of June, 2022) enacted by 90 national assembly of the Federal Republic of Nigeria. The Council shall - (a) determine the standard of knowledge and skill, to be attained by persons seeking to become registered members of the Counselling Profession (in this Act referred to as "the Profession") and review the standard as circumstances may require; (b) establish and maintain, in accordance with the provisions of this Act, a register of certified members of the Profession and the publication of the list of such members; (c) promote the highest standard of competence, practice and conduct among members of the Profession ; (d) organise and conduct seminars, workshops, conferences and researches in all aspects of counselling management and administration ; (e) provide professional training for persons aspiring to qualify and practice as chartered counsellors in Nigeria ; (f) secure the professional status and do all such things as may be necessary to promote the interest of

its members and the advancement of the art and science of counselling knowledge and efficiency in counselling management and administration in the public and private sectors of the Nigerian economy. Counselling Practitioners Council of Nigeria Act, 2022. 2022, No. 22

It is therefore expected of qualified practicing guidance counsellors to register with and follow the programme of the Council for professional recognition and opportunities.

xii. Pursuit of excellence

By the nature of tertiary institutions, for a request to be attended to, it must be presented in writing, routed and followed up as appropriate. The institutional recommendations to be presented next need to be prioritised and be formally pursued by the staff of the counselling unit in order to be result oriented.

B. Expectations from the Counselling Community.

The counselling community hereby refers to the university management, the various organs and units of administration, and individuals in the university. They are expected to support counselling in the following ways to make the services of international standard.

i. Positive attitude.

This is about reacting to counselling with the right attitude to promote relationship enhancement. There is the need to rebrand dispositions towards guidance and counselling. The university community must recognise counselling as a professional practice. When a matter for counselling is discovered, the individual should be referred to professional guidance counsellors instead of giving pieces of unprofessional advice. In recognition of counselling effectiveness, not all cases should be made to face disciplinary panels. Students or those in need of counselling should believe that the Guidance

Counsellors function to deliver the best professional services.

ii. Provision of adequate counsellors.

There should be sufficiency of qualified counsellors to handle Guidance and Counselling services in each Faculty and section of the institution. At least, a counsellor should be attached to a Faculty. The counsellor's qualification matters. Also, since the job requirement as at the time of training drastically changes at the time of practice, the need to upgrade knowledge is paramount. The emerging field of counselling requires comprehensive education before employment and constant in-service training. A professional counsellor should make the Doctorate degree a priority. Conferences, seminars and workshops are expected to be sponsored regularly.

iii. Establishment of a centre for counselling and human development.

There is the need to project guidance and counselling services professionally by housing the operations in an independent Directorate or Centre for Counselling and Human Development as recommended by the National Universities Commission. The directorate or centre should have a dedicated building with sufficient office spaces for: The Director, Deputy Directors, Counsellors and other workers. There should be counselling consulting rooms, conveniences and halls, ICT facilities and e-library. Other facilities are chairs, psychological test instruments, books, filing cabinet in each room, career reference materials and books, bookshelves, notice board, tape recorder, cupboards for storing filmstrips, internet access, index card system for keeping student past records, fans and/or air conditioners in working rooms and offices. Others are labelling kits, loud speaker, telephones and intercoms, refrigerators, televisions, videos, radio and video cassettes, photocopying, typing paper and cardboard papers and other types of stationery, recycling chair, audio visual aids,

two-way mirrors, files and filing system, laminating and binding machines, generating sets, computers and printers, gum and binding gum and stickers, and at least, a bus and one official car for the director (NUC, 2010).

iv. Provision and maintenance of e-counselling facilities.

There are complaints from guidance counsellors particularly at the tertiary level that students or relevant clients are visiting counselling facilities or visit at odd hours. This is probably due to ignorance about what the counsellors are up to, lack of time, timidity and reluctance at disclosing personal matters. One way of getting closer to prospective and ongoing clients is by reaching them online. The university Website should accommodate the directorate appropriately to the extent that information about guidance and counselling could be accessed by clients at will. Various social media platforms should be available for students use. The institution's network should be available for counsellors use and operational data should be provided because counselling work is not limited to working hours only. Providing an online interactive space for the directorate of counselling on the university Website is the best. Official digital devices such as phones, tabs and laptops are needed.

v. Provision of functional budget for counselling.

There is the need for annual budget for the operations of counselling. This is one of the benefits of running a Directorate of Counselling and Human Development.

Conclusion

Classroom instructions could lead to the production of best brains but not necessarily best personalities and societies. The introduction of counselling as an educational support programme in tertiary institutions was for all round development of

students and particularly personality and social aspects of education. However, the way the profession is being placed and practiced in some tertiary institutions currently is far from the ideal. If the institutions must get the best out of their students and workforce there is the need to position Guidance and Counselling strategically for it to be professionally practiced and to help in the delivery of universally relevant higher education.

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