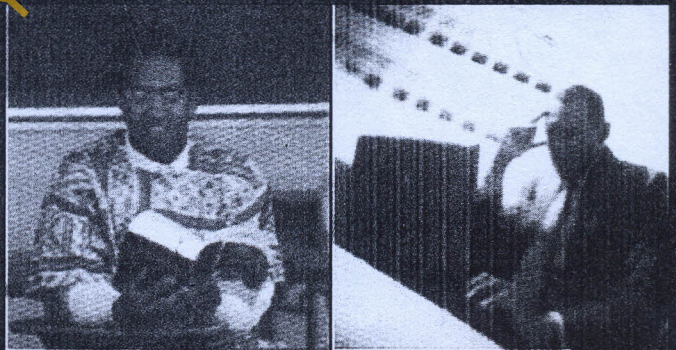


An International Journal
of Psychology in Africa

Ife

UNIVERSITY OF IBADAN LIBRARY

Psycholog IA



Vol. 20 No. 2, 2012

*Published by the Ife Centre
for Psychological Studies*

IFE

PSYCHOLOGIA

An International Journal, Volume 20 No. 2, 2012

Published by:

Ife Psychologia (RC 011934)

Ife Center for Psychological Studies

P.O. Box 1548, Ile-Ife,

Osun State, Nigeria.

E-mail: ifepsy@yahoo.com

Website: www.ifepsychologia.org

&

PSYCHOLOGIA (GHANA) LTD. (RC 83,305)

P.O. Box UC146

University of Cape Coast

Cape Coast

Ghana

UNIVERSITY OF IBADAN LIBRARY

© All Copyright reserved by (ICPS) Ife Center for Psychological Studies.
This journal is indexed and abstracted for Psychological Abstract. (P.A) (The Print Product) and for the CD-ROM Product PsyLIT and for the PsyINFO online database of the American Psychological Association P.O. Box 91600 Washington, DC 20090-1600 USA. Ife Psychologia: An International Journal is listed in Ulrich's International Periodicals Directory. Ife Psychologia is covered by the African Journals Online at [Http://www.oneworld.org/inasp/ajol/journals/ifep/index.html](http://www.oneworld.org/inasp/ajol/journals/ifep/index.html)

ISSN: 1117 – 1421

UNIVERSITY OF IBADAN LIBRARY

CONTENTS

NAME OF AUTHORS	PAGE	TITLE OF ARTICLES
EDITORIAL	V	
CONTENTS	VII	
ROBBIN, ANJOLAANU	1	Mind Your Spellings: A Study of the Current Trend of Anglicization of Names on Facebook
ODILASEHUME, LINDIWE ZUNGU & MUHAMMAD HOQUE	16	Attitudes and Willingness of Nursing Students towards Caring for Patients Infected with HIV in South Africa
ENNASUKUTAI GUDHLANGA & GODWIN MAKAUDZE	28	Battling against Marginalisation: Towards the Elevation of Indigenous Languages in Zimbabwe
ADESINA, OLUSOLA JOSEPH	41	Emotional Intelligence, Locus of Control and Conflict Handling Skills as Predictors of Non-Violent Behaviour among University Students in South-Western Nigeria
OKHAKHUME, AIDE SYLVESTER	54	Influence of Psychological Factors on Self and Perceived Stigma and the Efficacy of Cognitive Behaviour Therapy in Symptoms Reduction among Mentally Ill Patients
CALEB J. OTHIENO, MARYN. KHAEMBA, RHODA MISIKHO, FLORENCE MUENI, LAWRENCE N. MUGAMBI, CHRISTINE OBONDI, & LINNET OKWARA	72	Perceptions of Service Providers regarding Special Needs Offenders in Kenya

EUGENIAA. OKWILAGWE	96	Influence of Teacher Factors on Attitudes of Geography Teachers to Map Work in Nigerian Secondary Schools
OLAYINKAAKANLE, CHUKWUDI EMMANUELEBU, & SILIFAT ATINUKE LASISI	105	Trajectories of Cigarette Smoking among Commercial Bus Drivers and University Students in Nigeria
OLAIDE NATHANIEL KOLEOSO, & OSAGIEAKPATA	128	Oral Health Related Quality of Life in Relation to Acute and Chronic Oral Disease Conditions in Benin, Nigeria
BENEDICT C. NWANKWO, & IKE E. ONYISHI	136	Role of Self-Efficacy, Gender and Category of Athletes in Coping with Sports Stress
N. UGOJI.	148	Perceived Emotional Intelligence and Stress Management among Undergraduate Students
SOFEME R. JEBSON	156	Impact of Cooperative Learning Approach on Senior Secondary School Students Performance in Mathematics
STEPHENS, OLUYEMI ADETUNJI	165	Student Counsellors' Perceived Causes of Divorce among Couples in Lagos Metropolis
S.O. ONIMOLE & ABUZEKERI	174	The Impact of Systematic Training Approach on the Operational Performance of Manufacturing and Engineering Industries in Southwest Zone of Nigeria
FLORENCE C. OMUMU, PAULINE I. TIBI, OLUFUNKE O. CHENUBE, OLUTOMILAYO A. ARIYIBI	187	Childhood Conduct Problem and Alcohol Use of Students in Tertiary Institutions in Nigeria
AONDOAVERUCHO & AHEMEN GBANDE	196	Personality and Gender Differences in Compliance with Safety Behaviour among Factory Workers of Dangote Cement Company, Gboko

TAIWO, MODUPE OLADUNNI	208	Access to Sexuality Information among Adolescents with Disability
FALEYE BAMIDELE ABIODUN & AWOPEJU OLAJIDE AREMU	220	A revalidation of Students' Evaluation of Teaching Effectiveness Rating Scale
KINGSLEY NYARKO	234	The Influence of peer and Parent Relationships on Adolescents' Self-Esteem
OBAJIMI, G. A., OMOREGIE, P. A., & AKURU, G. B	244	Sport Roles as Correlates of Development and Peace among Crises-Communities Area in Nigeria
AYENI, E. A., AKINSOLA, E. F., AYENIBIOWO, K. O., & AYENI, O. B	254	Assessment of Social Anxiety among Adolescents in Lagos
CATHERINE CHOVWEN	268	Predictors of Commitment Organizational of Factory Employees
DOYIN AGUORU	279	African Proverbial Sayings: A Paremiological Reading of Achebe's Arrow of God
Accolades	302	
A Sample of Review Notes	304	
Ulrich International Directory	306	
Reach Us	306	
Invitation to Subscribe	307	
Ife Psychologia (RC LAZ011934)	308	
African Journal Online	309	
Guidelines for Contributors	310	

Influence of Teacher Factors on Attitudes of Geography Teachers to Map Work in Nigerian Secondary Schools

Eugenia A. Okwilagwe (PhD)

Institute of Education
University of Ibadan, Ibadan

The study investigated the influence of teacher factors on attitude of geography teachers to map work at the senior secondary school level in Nigeria. Multi-stage and simple random sampling methods were adopted selecting two states per geo-political zones of Nigeria including the FCT, five schools per state and two senior secondary teachers from each school. A total of 84 teachers formed the sample for the study. A valid and reliable instrument- Teacher Attitude to Map Work Scale (TAMWOS) with 0.91 correlation coefficient using Cronbach Alpha method was used to collect data from the teachers. Descriptive (frequency counts and percentages), t-test and ANOVA statistics were used to analyse the data. Findings indicated that the teachers had divergent attitudes that were both positive and negative to the teaching of map work. Teacher professional development made significant influence on teacher attitude to teaching map work. It was recommended that because teachers are role models, they should of a necessity possess positive attitude to teaching map work and to geography teaching generally. Those teachers that hold negative attitudes should work at such attitudes so that through the lessons they teach they could impact positively on the behaviour of their students. Also, teacher professional development on the job should be taken into account in the improvement of teacher attitude to teaching.

Geography is often referred to as the queen of the sciences. This is borne out of the fact that learners are to acquire scientific and mathematical skills and processes which they are to apply in the study of some aspects of the curriculum content. An important component of secondary school geography where such application is necessary is in map reading and its interpretation. In the process of teaching as a former secondary school geography teacher, it was observed that the technicalities involved in map reading are largely connected to the mathematical nature of this aspect of geography syllabus. This sends dread down the spines of ill-prepared, uninterested and ill-motivated geography students who are weak in mathematical processes and are unable to apply learnt skills in novel situations. Undocumented reports from centre supervisors in some states of Nigeria, have it that some students in apparently appreciation to the West African Examinations Council (WAEC) often

refer to topographical maps as 'Almanacs', which they simply fold and keep inside their pockets without touching it. This scenario points to the fact that such students have no knowledge of nor have seen topographical maps in their entire school life until the examination day.

The scenario painted above seem to be corroborated by Nigerian Chief Examiners' in their reports over the years, which point to the poor performance of students in map work and other components of geography (WAEC Chief Examiners' Report, 1983; 1997; 2005; 2007). Excerpts from WAEC Chief Examiners' reports on Geography IB read: 'Generally, the performance of the candidates was poor and same as that of the previous year. There was no noticeable improvement in their performance' (May/June 2005 p. 75).

Candidates' weaknesses were also highlighted in the various aspects of geography. For instance in map reading; the report states: 'Poor map work. Most candidates could not identify simple features on the topographical map ... poor performance in questions involving calculations' (May/June 2005 p. 75).

Similarly, another report is rendered thus: 'The performance of the candidates was poor and lower than those of the previous years.' On performance in map reading specifically, the reports said; 'Poor knowledge of map reading and interpretation of survey maps. Most of the candidates could not identify the given physical features on the survey maps and were poor in description of relief and the relationship between relief and settlement (May/June, 2007, p. 65).

In some other countries like Britain and Poland besides Nigeria as reported by Anikweze (2000), students encounter various difficulties in reading and interpretation of topographical maps. He, therefore, contended that such difficulties and problems encountered by students may be partially due to inability of teachers to properly handle this component of school geography. These pitiable situation calls for the examination of geography teachers' attitude to the teaching of this important component of school geography with the view to finding ways to addressing the problems so identified.

Attitude has been described as a moderately intense emotion that predisposes an individual to respond consistently in a favourable or unfavourable manner when confronted with a particular object or task (Anderson, 1991). Okwilagwe (2002) posits that the development of the right attitude to academic matters is a basic learning outcome of intrinsic worth. Thus, attitude can be seen as a state of preparedness of an individual to respond in one way or another to a particular situation. Studies are replete on the influence of positive attitude on learning (performance and other social activities). The central role of positive attitudes in teaching/learning situations have led educationists over

the years to continue to focus research efforts on studying its development to gain better insight on its dynamics. And according to Fazio and Roskes (1994), attitudes are important to educational psychologists because they strongly influence social thoughts.

Empirical studies on the influence of attitude tend to suggest that attitudes of teachers to the subject they teach can greatly influence the way they teach it (Eggen & Kauchak, 2001; Olagunju, 1996); and teacher behaviour can systematically modify students' behaviour (Ezeasor, 2005). Consequently, the teachers' attitude to the school subject matter he/she teaches goes a long way to influence students' performance in it (Owolabi, 1996).

The constituents of a good instruction and the importance of the modern day teacher as a strong agent of education who possess the needed sterling qualities to effectively impact on the learners are well documented in Okwilagwe (2011), Darling-Hammond (2000) and Davis (1972) cited in Onasanya (2005). Davis (1972) for instance, describes an effective teacher as one who is concerned with how the contents of the learning task are to be achieved and the socio-psychological processes which enable the contents to be successfully imparted. According to him, sensitivity, diagnostic ability, decision-making, flexibility and action skills are the qualities that an effective teacher should possess. It should be appreciated that the influence of the teacher on the personal, social and productive lives of students is usually the product of the professional training which was received. This probably explains why Obanya (1981), Anadi (1992), Onasanya (2005) contended that teachers are the major implementers of a country's education policies in the classroom. The realisation of the goals and objectives of education rests squarely on the quality, preparation and performance of these teachers. These scholars further argued that since teachers inject reality into educational decisions, and concretise the curriculums, they have to be well prepared for their job through sound 'pre-service' and 'in-service training'. Such sound training should at the end make the teacher effective in the classroom, being able not only to teach but follow the curriculum through.

The findings of the study of the influence of demographic characteristics on secondary school teachers' job attitudes by Adegoroye (2000) revealed that gender has significant influence on the teachers' attitude to job. It was also found that teacher's experience and teaching qualification significantly influenced their attitude to job which could eventually rob off on their teaching quality. Bress (2000) observed a correlation between teacher gender and teaching styles.

If students are to do well in school, the attitudes of their teachers (instructors) must be right. But the consistent poor performances of students in geography especially map work, both at school and in public examinations like WAEC and NECO has to be addressed from all angles and not only with respect to improvement in the use of teaching

methods. This study investigated the attitude of geography teachers to map work and the factors that influence such attitudes at the senior secondary school level in Nigeria.

Research Questions

1. What is the attitude of geography teachers to map work in Nigerian secondary schools?
2. Are there group differences in teachers' attitude in terms of some teacher characteristics like gender, experience and teaching qualification?

Methodology

Research Type

The study is a non-experimental research of the ex-post facto type.

Sampling Procedure and Sample

The multistage sampling procedure was adopted in the study. The country's existing geopolitical zones were utilised from which two states per geo-political zone were randomly selected. From each state, five secondary schools were randomly selected while one senior secondary school two and three geography teachers respectively were selected to participate in the study. A total of 84 geography teachers who had complete data constituted the study sample.

Table 1: Attitude of Teachers to Teaching Map Work Topics

Statements	Percentage Agreement		Percentage Disagreement	
	Freq.	%	Freq.	%
Map work is an important aspect of geography in the school curriculum	80	95.2	4	4.8
I feel confident teaching map work	80	95.2	4	4.8
I sometimes need some assistance in teaching map work topics.	39	46.5	45	53.5
I rather prefer someone else to teach map work to my students.	9	10.7	75	89.5
I sometimes think map work should be dropped from school geography curriculum.	4	4.8	80	95.2
The mathematical aspects of map work tend to scare me.	6	7.2	78	92.9

I am well trained to teach an aspect of geography effectively.	77	91.7	7	8.3
Map work lessons in my class are always interesting.	74	88.1	10	11.9
I expose students to map work topics before giving them exercises.	71	84.5	13	15.5
I put in my best to make map work topics real to my students.	80	95.2	4	4.8
It is easier to teach map work topics without topographical maps.	7	8.3	77	91.7
I often encourage students to stay out of map work classes.	5	6.0	79	94.0
I often ignore students who are idle in map work classes.	6	7.1	78	92.9
I skip topics I am not familiar with.	11	13.1	73	86.9

Instrumentation

The Teachers' Attitude to Map Work Scale (TAMWOS) was constructed by the researcher. It was a 14-item Likert type scale to which the subjects responded on a 4-point Likert type scale of strongly disagree (1) point, to strongly agree 4 points. The scale was administered on 35 teachers who were not part of the final subjects. Using Cronbach alpha method, a coefficient of 0.91 internal consistency of the instrument was obtained.

Analysis of Data

Descriptive statistics such as frequency counts and percentages, t-test and ANOVA were used to analyse the data.

Results

Results of the teachers' attitude to map work are presented in Table I. As presented in the table, (over 80%) of the teachers believe that; map work is an important aspect of secondary school curriculum, (item 1), they put in their best to make map work topics as real to the students as possible (item 10), they feel confident teaching map work topics to their students (item 2), map work lessons are always interesting in their class (item 8) and that they expose students to map works topics before giving them exercises. Thirty-nine (46.5%) of the teachers agree that they need some assistance in teaching some of the topics in map work (item 3) and about 13.3% agree that they skip topics they are not familiar with.

The results in Table 1 further reveal that 9 (10.7%) of sampled teachers prefer someone else to teach map work to their students, while 4 (4.8%) think that map work should be dropped from secondary school geography curriculum. Also, few teachers between 5-7 or less than 10% agree that it is easier to teach map work topics without topographical maps and that they do not often encourage students to stay in class during map work.

Table 2: t-test Analysis of Teachers' Attitude to Map Work by Professional Development

Professional Development	N	Mean	S.D	t	df	Sig.
Attended at least one	48	49.96	4.28	1.35	82	0.018*
Never attended	36	46.17	7.76			

* Significant at $p < 0.05$.

Table 2 shows the t-test analysis of teacher's attitude to map work based on professional development. Result shows that there is significant difference in teachers' attitude to map work based on professional development at ($t = 0.018$; $df = 83$; $p < 0.05$).

Table 3: t-test Analysis of Teachers' Attitude to Map Work by Gender

Gender	N	Mean	S.D	t	df	Sig.
Male	67	49.03	6.57	0.48	82	0.632 ^{NS}
Female	17	49.82	3.38			

NS = Not Significant ($p > 0.05$).

Table 3 shows that there is no significant difference in teachers' attitude to map work in terms of gender.

Table 4: t-test Analysis of Teachers' Attitude to Map Work by Qualification

Qualification	N	Mean	S.D	t	df	Sig.
Has Professional Qualification	53	48.52	6.84	1.32	82	0.191 ^{NS}
No Professional Qualification	31	50.32	4.25			

NS = Not Significant ($p > 0.05$).

Table 4 revealed that there is no significant difference in teacher's attitude towards map work based on their qualification.

Table 5: Teachers' Attitude to Map Work by Years of Teaching Experience
(a) Descriptive Statistics

Experience	N	Mean	S.D
Under 3 years	21	47.38	6.32
4-9 years	19	51.16	4.12
10 years and above	44	49.20	6.45
Total	84	49.19	6.05

(b) Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	142.32	2	71.16	1.99	0.143 ^{NS}
Within Groups	2894.64	81	35.74		
Total	3036.95	83			

NS = Not Significant ($p > 0.05$).

Table 5 show that there is no significant difference in teachers' attitude to map work in terms of teaching experience.

Discussion

The teachers observed in this study were found to have divergent attitudes that were more positive than negative. A large proportion of the teachers (over 80%) possessed positive attitudes especially as they agreed with all the items that were related to the importance of map work in the school geography curriculum, their proper training in the teaching of all aspects of school geography and their confidence in teaching map work, mathematical aspects inclusive. They also claimed that they incorporated in their teaching, students' activities/assignments, made map work topics real and interesting, and encouraged their students including the weak ones to attend map work classes. The teachers also agreed that map work could not be taught effectively by isolating topographical maps.

In spite of the expressed positive and impressive attitudinal disposition of these teachers, a crop of them (46.55%) said they sometimes needed some assistance in the teaching of some map work topics, (10.7%) said they rather preferred someone else to teach map

work to their students, (13.1%) skipped topics they were not familiar with and (11.9%) found map work lessons in their classes uninteresting.

As to whether group differences exist in teacher attitude to map work teaching in terms of teacher characteristics, only professional development measured in terms of whether these teachers attended seminars, workshops, or short courses on the job, made significant impact on their teaching. By implication such teacher development programmes had positive impact on their attitude to map work whereas teacher experience, qualification and gender did not. These findings are in line with those of Olagunju (1996), Eggen and Kauchak (2001) and Adetayo (2011) who assert that attitudes determine the way an individual interpreted ideas, concepts and information within one's reach, and positive teacher attitudes are fundamental to effective teaching or performance on the job. Findings are also in line with Okwilagwe (2002) who found that undergraduate students possess divergent attitudes to academic work. However, findings contradicted those of Falaye and Okwilagwe (2008) who reported that primary school Social Studies teachers displayed preponderance of negative attitudes to the teaching of the subject at the lower basic level of education in Nigeria, and that geographical location exemplified by the differential treatment of teachers by various state governments, and teacher gender influenced these attitudes.

Conclusion and Recommendations

Attitudes especially positive ones no doubt are germane to effective teaching and learning at any level of education or to performance at work place. Though enduring, attitudes can be learnt and, therefore, subject to change. The attitudes of teachers observed in this study tended to rest more on personal (individual) predisposition to react to events or phenomena around and within them and not that of deficiency in the pedagogical training they received. These could initiate actions to propel these teachers to do or not to do constructive and creative things in the classroom. Their ability to control phenomena within and around them and put these into constructive use is of utmost importance for any appreciable change to be achieved in teaching and learning geography at the senior secondary level of education in Nigeria. In the light of these findings, it is recommended that:

- (1) It is of a necessity for teachers to exhibit positive attitudes pre and post training, because they are role models.
- (2) That teachers who seem to display negative attitude should work hard on this aspect of their personality to enable them have positive impact of their lessons and behaviours on the students they teach.
- (3) Professional development of teachers on the job should be given the pride of place by governments.

References

- Adegoroye, B. J. (2000). Influence of demographic characteristics of secondary school teachers job attitudes. *Journal of Educational Research and Evaluation*. Vol. 4, No. 1.
- Adetayo, J.O. (2011). An evaluation of the professional competence of the Nigeria Certificate in Education teachers of National Teachers' Institute distance learning programme. Unpublished Ph.D thesis, University of Ibadan, Ibadan, Nigeria.
- Anadi, C. C. (1992). Professionalisation of teacher cognitive essence: A viable strategy for effective implementation of educational policies in Nigeria. In A. Ndu (ed.). *Educational Policy and Implementation in Nigeria* p. 247-253 NAEAP.
- Anderson, I. W. (1991). Attitudes and their measurement. In T. Husen & R.M Postlewaite, (Eds). *The International Encyclopedia of Education*. Oxford Pergamon Press.
- Anikweze, C. M. (2000). Problems and difficulties of reading and interpreting topographical maps in secondary schools in Northern Nigeria. *The Nigerian Geographical Journal*. 3&4: 234-243.
- Bress, P. (2000). Gender differences in teaching styles. English Teaching Online-Bureau of Educational and Cultural Affairs. Retrieved online 5/12/2011 from <http://eca.state.gov/forum/vols/vol38no4/p26.htm>
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1)(EJ605912) 280-288.
- Ebel, R.I. (1972). *Essentials of educational measurement*. New Jersey, Prentice Hall Inc. Englewood Cliff.
- Eggen, P. D & Kauchak, D.P. (2001). *Educational Psychology; Windows on Classrooms*. Upper Side River, New Jersey Prentice Hall. Retrieved online 20/4/2011 from www.indiana.edu/~deanfac/bispro
- Ezeasor, M. E. (2005). Teacher effectiveness and gender as determinants of students achievement in senior, secondary biology in Osun State. In E.A. Emeke and C.V. Abe (Eds.) *Education in theory and practice*. Ibadan: Pen Services.
- Falaye, F. V. & Okwilagwe, E. A. (2008). Some teacher and locational variables as correlates of attitudes of social studies teaching at the basic education level in Southern Nigeria. *Ghana Journal of Education and Teaching* 1(6), 15-23.
- Fazio, R. H. & Roskes-Ewoldson, D. R. (1994) Acting as we feel: when and how attitudes guide behaviour. In S. Shavit & T. C. Brick (eds). *Persuasion: Psychological insight and perspectives* (pp. 41-62) Boston: Allyn & Bacon.
- Oakley, A. (1996). *Sex, gender and society*. England: Grower Publication Company