

**IMPACT OF ENVIRONMENTAL CLUB IN THE KNOWLEDGE AND  
ATTITUDE OF STUDENTS TOWARDS ROAD SAFETY SIGNS**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF HEALTH AND  
ENVIRONMENTAL EDUCATION (HSE), UNIVERSITY OF BENIN, BENIN  
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ENVIRONMENTAL EDUCATION.**

**DECEMBER, 2022**

## CERTIFICATION

We the undersigned, certify that this research work was carried out by **Amaoge Merit Ezulike** in the Department of Health, safety and Environmental Education, Faculty of Education, University of Benin, Benin City in partial fulfilment of the fulfillment of the award of the Bachelor of Science (ed) degree in Environmental Education.

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## **DEDICATION**

This research work is dedicated to God Almighty, my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. This work is also dedicated to Mr and Mrs Edwin Ezulike for their moral and financial support throughout the duration of my programme in the University of Benin.

## ACKNOWLEDGEMENTS

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## ABSTRACT

This study was carried out to investigate the impact of environmental clubs on the knowledge and attitude of students of University of Benin Demonstration Secondary School towards road safety signs.

Four research questions and two hypotheses were raised and analyzed for the purpose of the study. A random sampling technique was used in selection of sixty (60) students which would be drawn from all SS1 and SS2 students in University of Benin Demonstration Secondary School were randomly selected for the study. The data were collected with questionnaire instrument and analyzed using simple percentage. It was revealed that students from the experimental group who participated in road safety trainings have good attitude toward road safety compared to students in the control group who were not part of the training. The difference in their attitudes was significant, based on the data from the findings of this study.

It was also revealed through further findings of this study that students from the experimental group who participated in road safety trainings have adequate knowledge about road safety signs compared to students in the control group who were not part of the training. Only few of the students in the control group could relate with those road safety signs. More findings of this study indicated that it is obvious that the effectiveness of road safety teachings in school cannot be compared to that of the environmental club. This can evidently be seen in students from the control who could not relate well with the road safety signs even though they were being taught in school. This study was able to find out the significance of the road safety training in the environmental club by being able to differentiate between the knowledge and attitude of those who participated in road safety trainings and those who did not. The activities of environmental clubs including road safety teachings can be promoted by encouraging teachers to become involved in the club to raise awareness about the club within the school and promote its activities to students.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

Schools are the convenient place to equip children with adequate knowledge about important things in life, more reason for the establishment and management of various clubs in school. Many schools and community organizations sponsor clubs for children and adolescents. These clubs provide opportunities for youth to participate in activities, acquire knowledge, interact with peers in a supervised setting, and form relationships with adults. Some clubs focus on a specific area, thus allowing members to develop their skills and interests in that area. Other clubs provide an array of activities from which children and adolescents can choose.

Godson, Elizabeth and Sridhar, (2015) explained that one of the most important club in secondary school is the environmental club. It focuses on enhancing the awareness and understanding of students about the environment including the relationship of humans to the natural world. In this club, issues serving as challenges to the human environment are being addressed such as global warming, climate change, environmental degradation, environmental pollution and environmental sustainability among many others. The aim of environmental club in school is to equip students which are members with adequate knowledge about every basic concepts of the components of environmental education through proper training. Then these

trained students will ensure they educate as many people as possible and serve as ambassador for environmental sustainability.

Vivian (2021) discussed that one of the major topics being addressed is road safety education most importantly road safety signs. In developing countries like Nigeria, road safety signs and symbols are some of the most important things drivers and pedestrians need to pay attention to while on the road. The importance of road safety signs is self-explanatory. They restrict pedestrians and drivers from causing accidents, warn of impending dangers, and inform them of road safety policies. It is therefore crucial that these students get familiar with the concept of road safety signs before they grow up to become an adult, and also become ambassadors who represents the great environmental club and keep equipping more members of the society with knowledge about road safety signs and road safety policies.

Vivian (2021) further discussed that these road safety signs are meant to inform members of the society about traffic regulations, special hazards, and other road conditions, construction areas, speed limits, etc. It is pertinent to become familiar with these road signs and their meanings and recognize the special shapes and colors. These road safety signs are categorized into three including the regulatory signs, informative symbols and traffic warning symbols. Other signs includes road markings, and traffic signs.

According to Godson, Elizabeth and Sridhar., (2015), any knowledge gained during secondary days helps to lay the basic and needed foundation of the concept of any discussed topic. This makes environmental club a significant club as it helps instill adequate knowledge about these road safety in the mind of its members, thus preparing them primarily for the achieving the objectives of these road safety signs. The training received about road safety signs in environmental clubs cannot be compared to any other road safety training available to teenagers in secondary school. Adequate knowledge about road safety signs is paramount to accident prevention and control in Nigeria and the whole world at large.

The concept of road safety was introduced and gained popularity all over the world due to incessant occurrences of road accidents worldwide. According to the World Health Organization (WHO, 2015), over 1.2 million people die each year on roads worldwide, making Road Traffic Accidents (RTA) the 9th leading cause of death across all age groups globally, and are predicted to become the seventh leading cause of death by the year 2030 (WHO, 2015). Nigeria, like many other parts of the world, is experiencing a rapid increase in motorization with limited number of people with adequate knowledge of road safety signs, their meaning relevance.

Road safety signs in Nigeria were designed and formulated following the training of the officers of the Nigerian Army in the early 1970s. These road safety were also redefined, re-designed and also increased and improved following the official establishment of a road safety body which is the Federal Road Safety Commission (FRSC) by Gen. Ibrahim Babangida through Decree

No.45 of 1988 as amended by Decree 35 of 1992 popularly known as FRSC ACT cap 141 laws of the federation of Nigeria (Osarunwense, 2013).

The significance of road safety signs and road safety practice is highly recognized all over the world. According to the discussions of the Vice president of Nigeria, Prof. Yemi Osinbajo on the 18<sup>th</sup> of march, 2022, road safety practice through public education campaign such as that provided by the FRSC traffic radio “is not just important, in terms of the fact that it is helpful in informing people about traffic and all that, but it is also a major means of educating the public about road safety issue. In terms of priority, road safety is critical to us. A mere look at the number of fatalities and casualties caused by road accidents clearly states the need for more attention towards road safety practice and road safety education (Osinbajo, 2022; Titilayo, 2022).

According to a speech rendered by the FRSC Executive who is the Corps Marshall, Dr. Boboye O. Oyeyemi, road safety education is vital if everyone wants to be aware of road signs and their meaning. Road signs are meant to serve as guide to avoid problems, confusion and accidents on the road. A key to promoting road safety education is introducing it to educational institution especially among students in the primary and secondary school as this move will help to give birth to road safety oriented generation. (Boboye, 2019).

Emeka (2017) discussed that there would be no regret if adolescents who are students of secondary schools are made to present and educate their fellows adolescents, parents and other

members of the society about road safety practice and other fundamentals of environmental education. He further explained that without the existence of environmental club, road safety education among secondary school students won't be as effective as it should be owing to the fact that other clubs in secondary schools are already filled to the brim with other tasks, topics and courses to address which are totally different and not related to environmental health matters not to talk less of road safety education.

Environmental clubs in secondary schools helps to contribute greatly to road safety practice as it stands as a source of public education. Public education is very important to ensuring road safety, because people need to be informed, especially about the simple easy-to-do things such as wearing seat belts, not using the phone while driving, not driving under the influence, and very simple, straight forward preventive measures that is central to people's lives and properties. The significance of environmental club is loud enough as it helps to train students about road safety signs and modify these students to train and retrain others, thereby causing a wide spread of road safety knowledge among more people in the society, a undeniable prerequisite for accident prevention and control in the society (Ajibola, 2020).

### **Statement of the Problem**

It has been discovered that lack of adequate knowledge of road safety signs among the drivers and the pedestrians is one of the primary causes of road accident in the society. Even though the government have ensured the use of road safety signs on both major and minor roads, accidents

still keep occurring owing to poor knowledge of these signs among road users. The most disheartening set of accidents are those that involves secondary school students. Training these children right from childhood days about road safety signs is really important but are known to be done briefly by parents, teachers and public announcement. Without adequate knowledge of road safety signs, any road user is susceptible to experiencing difficulties, confusion, challenges and problems on the road including road accidents and being stranded.

One of the problems that serves as a major public health concern is how greatly increasing the number of road users keep becoming these days with little or no formal knowledge about road safety and road safety signs. Also, worthy of concern is how secondary school students are being observed to love walking across the road paying little or no attention to traffic situations around them which in turn make them vulnerable to road accident. More so, some of the accidents that do occur on the roads involving families, could have been prevented probably if their children have adequate knowledge and right attitude towards road safety and road safety signs.

There is also this increasing concern in Nigeria about how negatively influenced the children of these days have been. Since they are meant to grow up to become adults of tomorrow, then the foundation being laid for them at present will go a long way to serve as a determinant of how well and good they would be when they grow. This negative influence is one of the major reasons these students are observed to no longer be interested in joining environmental clubs as they feel it is not entertaining enough to them. These students needs to be properly oriented as

regards how environmental club can help instill in them, useful road safety knowledge which would help them both at present and also at a later time. It is also a growing concern that teachers and tutors who are meant to coordinate environmental club in secondary schools are lacking. This is due to current economy as both the government and private educational system are not willing to employ more teachers who would fit in effectively to train and tutor this students in such a way that they would be equipped with adequate knowledge as regards environmental related matters including road safety and road safety signs.

Without intervening through the establishment of environmental clubs in school and provision of adequate and qualified teachers and tutors to coordinate this club, some if not majority of these students would not adequately understand these road safety signs, and most schools administrative are yet understand and accept this fact. This makes it important to embark on research work that is geared towards shedding more light on the relevance of environmental club in positively affecting the knowledge and perception of these students towards road safety signs.

### **Research Questions**

This research work was guided by the following research questions;

- What is the level of knowledge of students in environmental club in University of Benin Demonstration Secondary School about road safety signs?
- What are the attitudes of the students in the study area towards the practice of road safety?

- Is there any difference between the experimental group and the control group in the knowledge of students about road safety signs?
- Is there difference between the experimental group and control group in the attitude of students towards road safety signs?

### **Hypothesis**

The following hypothesis will be tested at 0.05 level of significance;

1. There is no significance difference between the experiment group and control group in the knowledge of students in the study area about road safety signs.
2. There is no significance difference in the attitude of students between the experiment group and control group about road safety signs.

### **Purpose of the study**

The purpose of this study is to investigate how environmental clubs positively influences the knowledge and attitude towards road safety signs among students of University of Benin Demonstration Secondary School.

### **Significance of the study**

Based on the occurrence of incessant accidents that most times involve school students that is due to poor knowledge and perception towards road safety signs, it will be beneficial to address how significant it is to get these students adequately equipped with knowledge of road safety signs. This study will discuss how environmental clubs could help achieve this.

This study will be useful to the general public as it will discuss how the society can be positively

influenced towards road safety signs by these trained secondary school students which would therefore help to prevent and control road accidents among the general public.

### **Scope of the Study**

This project research work is directed towards University of Benin Demonstration Secondary school but with special focus on students.

### **Limitation of the Study**

Limitations of this research includes gaining assess and acceptance from concerned authorities as well as achieving voluntary participation of students in the school.

### **Definitions of Terms**

**Road safety:** refers to the methods and measures used to prevent road users from being killed or seriously injured.

**Road accident:** This is a type of accident that occurs when an automobile collides with another automobile, pedestrian, animal, road debris, or other stationary obstruction, such as a tree, pole or building.

**Safety:** The condition of being protected from or unlikely to cause danger, risk, or injury.

**Road safety signs:** These are safety signs erected on the road which are meant to control the traffic flow as well as ensure the road safety.

**Signs:** An object, quality, event, or entity whose presence or occurrence indicates the probable presence or occurrence of something else.

**Symbols:** A thing that represents or stands for something else, especially a material object representing something abstract.

**Environment:** The surroundings or conditions in which a person, animal, or plant lives or operates.

**Environmental club:** A social club established for the purpose of enhancing the awareness and understanding of members about the environment including the relationship of humans to the natural world.

**Environmental education:** A learning process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment.

**Pedestrian:** A person travelling on foot, whether walking or running. In modern times, the term usually refers to someone walking on a road or pavement.

**Driver:** A person who drives a vehicle.

**Road users:** Anyone who uses a road, such as a pedestrian, cyclist or motorist.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The chapter would be discuss under the following heading

- Environmental clubs in Nigeria
- Purpose of environmental clubs
- Concept of road safety
- Road safety practice in Nigeria
- Road safety signs
- Effect of environmental clubs on secondary school students' knowledge and attitude towards road safety signs

### **ENVIRONMENTAL CLUBS IN NIGERIA**

Environmental clubs is one of the most important club in any secondary school. It helps to sharpen the mind of children who are students towards the fundamentals of the human environment, biodiversity and environmental sustainable as well as how the human environment is connected to the achievement of sustainable development (Ogechi, 2019).

Secondary school education in Nigeria is overseen by the Federal Ministry of Education (FME) which is headed by a Minister (Minister of Education) at the national level and by the Commissioner (Commissioner of Education) at the state level. This applies to both the public (Government) schools and Private schools in all states in Nigeria. Students spend six years in

Secondary School, which is 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School) (FME, 2017).

Ogechi (2019) added that the birth of environmental clubs in Nigeria secondary school following the introduction of JETS club in 1984 by the Federal Ministry of Education. Environmental clubs in Nigeria was established due to the a growing concern of the need for environmental education in the country as a branch of public health in a bid to promote environmental and health literacy among these students. Ever since the establishment of environmental clubs in some schools, some private environmental companies and Non-profit environment organizations have been seen to establish various programs through the environmental club in various secondary schools across Nigeria. Some of this organizations include Nigerian Environmental Society, a non-governmental body which is committed to advocacy and actions towards environmental protection, sustainable environmental development and promotion of environmental professionalism within Nigeria and in the global arena.

Another notable environmental organization that have reached out to environmental clubs in secondary schools also include Friends of The Environment (FOTE). They have started impacting secondary school students through environmental clubs since the establishment of this organization in 1993. The establishment of environmental club in Nigeria secondary schools have highly metamorphosed into a great network of students collaborating to spread the knowledge through the club to other students in their schools and other members of the society

thereby promoting environmental health literacy among as many people as possible in the country (FOTE, 2019).

Environmental clubs in Nigeria have been recognized as one of the sociological avenue of addressing lots of environmental issues including environmental safety, environmental preservation, road safety, occupational health and safety, ecology and ecosystem management and environmental sustainability among many others. In 2016, Mary-Elika foundation (MEF) reached out to environmental clubs in seventeen (17) secondary schools in Abuja. The purpose of their visitation is to carry out campaign programs geared towards addressing major environmental issues through the environmental clubs. Their visitation came on the strength of the consideration that the students in environmental club are the fulcrum of any society, and for sustainability to be assured, the students must be carried along right from the cradle to the educational process aimed at giving them the desired orientation so as to champion environmental leadership now and in the future. In February 8, 2021, The Clean-up Nigeria, a non-governmental organization says it will establish environmental clubs at about 1,700 schools in the six geo-political zones across the country. The organization had already established environmental clubs in over 1,500 secondary schools and is set to build up extra 200 making it 1,700 aimed at addressing environmental issues of great concern. (MEF, 2016).

It is evidently seen and observed that the establishment of environmental club in Nigeria secondary schools is really being appreciated, welcomed, promoted and managed in such a way that makes the club an indispensable one in any secondary school in the country (Ogechi, 2019).

### **PURPOSE OF ENVIRONMENTAL CLUBS**

According to Margaret (2021), the main purpose of environmental clubs is to create awareness of environmental issues, such as protection, conservation, preservation, and restoration, with an emphasis on educating and empowering students. Students who are interested in environmental advocacy and awareness are encouraged to join.

Umer (2020) added that the following are the purposes of environmental clubs:

1. Provides students with the opportunity to learn more about their surroundings, participate in environmental activities at school and in the community.
2. To help create awareness of environmental protection, conservation, preservation and restoration.
3. Promotion of environmental awareness.
4. It also provides the opportunities for students to become environmentally involved, directly and indirectly.
5. Promotes student's awareness of contemporary environmental issues and empower them to make a change in the environment.

6. Environmental clubs enables students to take action and work towards building a sound environmental ethics.

The goal of safety awareness clubs as an environmental club therefore, is to develop advocacy strategies on student's safety and to empower students to be agents of change. The club therefore tends to modify the behavior of the students towards adherence to road safety signs.

### **CONCEPT OF ROAD SAFETY**

Road traffic safety has to do with all the methods, process, activities, procedures and measures used to prevent road accident among road users in a bid to prevent them from being killed or seriously injured. Typical road users include pedestrians, cyclists, motorists, vehicle passengers, horse riders, and passengers of on-road public transport (mainly buses and trams) (International Transport Forum, 2018).

Sumaila (2013) explained that roads facilitate the provision of services as well as quick delivery of goods to consumers; however roads could be a death trap and could slow down the process of delivery of goods and provision of service where the issue of safety is handled carelessly.

Road traffic crashes have become one of the world's largest public-health and injury-prevention problems. The issue is more acute because the victims are overwhelmingly healthy before their

crashes. According to the World Health Organization (WHO), more than 1 million people are killed on the world's roads each year (WHO, 2017).

Hillary (2018) discussed that the concept of road safety became one of the major area of concern around the globe owing to the fact that road traffic accidents continues to constitute a major cause of death and loss of property around the world, depleting the workforce of the nation and causing psychological trauma for victims and their relatives and automobile fire inspired by collision of petroleum tankers on the roads has led to the loss of billions of naira.

Every nation in the world today experience increasing population with increase in number of road users and increase in number of automobile users (cars, bikes, buses, trucks, etc.). Though some road networks are good while some are improved, but mounting pressure on roads from expanded vehicle population has aggravated safety issues. Road safety is an important public health concern and attention must be given on Road safety measures. Strict adherence to road safety measures reduces road accident injuries and road accidents. Road related accidents are undoubtedly one of the most frequent types of accidents in the environment and, overall, the cause of the most damage. In every nations of the world today, road and transport has become a central part of every human being either through the use of privately owned automobiles or the use of public transport system. Everybody is a road user in one way or the other either daily or at some points in their life time. The present transport system due to development and advancement in science and technology, has reduced the distances but it has on the other hand increased the

life risk of road accidents. Every year road accidents lead to loss of lives, properties and serious injuries to people who are victims of the accidents (Younus et al., 2019).

The concept of road safety cannot be neglected owing to the fact that in recent years, some important and major studies on the subject of road accidents and fatalities carried out by World Bank, World Health Organization (WHO), Transport Research Laboratory (TRL), and others have highlighted the growing significance of road crashes as a cause of death particularly in developing and transitional countries (Mittal, 2020).

## **ROAD SAFETY PRACTICE IN NIGERIA**

Road safety practice in Nigeria started due to the increasing occurrences of road accidents in Nigeria and the need to follow the trend of road safety practice in other countries in Africa and other parts of the world.

An accident is defined as an unplanned and uncontrolled event in which action and reaction of an object or person results in personal injury or damage to the property. A traffic accident may be explained as failure of the road-vehicle-driver system to perform one or more operations necessary for completing a trip without any injury or loss. Road accidents in Nigeria can be said to be mainly due to insufficient maintenance of the road network, reckless usage of automobiles on the side of road users and lack of efficient and systematic enforcement (Osarumwense, 2013).

According to the explanations of Balogun (2017), the practice of Road safety in Nigeria can be traced to early 1970s when the Nigerian Army tried it best to train its officers and men on road

safety and also made them contributed to road safety ideas and consciousness in Nigeria. The Nigerian Army started the First Public Road Safety Campaign in 1972 when it initiated an annual Road Safety Week.

Moses (2020) added that the first deliberate policy on road safety was the creation of the National Road Safety Commission (NRSC) in 1974 by the then military government. The impact of the Commission was however, not sustained. In 1977, the Military Administration in Oyo State, Nigeria established the Oyo State Road Safety Corps which made some local significant improvements in road safety and road discipline in the state. That lasted till 1983, when it was disbanded by the federal government.

Road safety practice in Nigeria gained an official federal government recognition in 1988 which led to the establishment of the Federal Road Safety Commission (FRSC) in that same year. FRSC is a government agency with statutory responsibilities for enforcement of road safety regulations in Nigeria. The agency was established by Gen. Ibrahim Babangida through Decree No.45 of 1988 as amended by Decree 35 of 1992 popularly known as FRSC ACT cap 141 laws of the federation of Nigeria (Osarunwense, 2013).

The statutory functions of the Federal Road safety commission according to Agbeboh and Osarunwense (2013) include:

- (i) Making the high way safer for road users.
- (ii) Recommending work and devices designed to eliminate or minimize accidents on the high way and advising the government on what to do about road problem in Nigeria.

- (iii) Educating members of the public on the importance of discipline on the road.
- (iv) Giving prompt attention and care to victim of road accident, conduct researches into the causes of the accident and method of preventing them and putting into use such findings.
- (v) Determining speed limit for all road users.
- (vi) Providing roadside and mobile clinics for the treatment of accident victims free of charge.

These statutory functions of the Federal Road safety commission are laudable and expected to help enhance a safer road where accidents and road crashes is reduced to the barest minimum as members of the Commission have the power to arrest and prosecute persons reasonably suspected of having committed any traffic offence (Moses, 2020).

## **ROAD SAFETY SIGNS**

Road signs are drawings or markings on board, slate, iron plate, etc., placed on the roads; these drawings have different meanings. The aim of using road signs is to guide drivers and other road users on how to use the road safely. It also helps warn road users/drivers of impending danger on the road. Road safety signs are also meant to significantly guide the flow of traffic. They represent rules that are in place to keep road users safe, and help to communicate messages to drivers and pedestrians that can maintain order and reduce accidents. Neglecting them can be dangerous (Ubongeh, 2022).

According to Supa (2021), most signs make use of pictures, rather than words, so that they are easy to understand and can be interpreted by people who speak a variety of languages. For this reason, it is important that all road users are aware of what each picture represents, and that they use them to inform driving and road using. Failing to do so could result in a serious accident or a fine. Road safety signs come in a variety of shapes and colors, and each has a specific meaning. The different shapes and colors are there to help road users identify a sign as quickly as possible, without interrupting driving.

Supa (2021) added that road traffic signs are classified into four main groups and sub-categories which include:

**Regulatory:** Control/Command/Prohibition/Reservation





**Warning:** Road Layout/Direction of Movement






**Information/Guidance:** Location/Route Markers/Direction



**Temporary:** Command/Prohibition

The following examples are some of the examples of road safety signs that could be seen on the roads while using the road:

Category	Description	Example
Regulatory: control	To give road users very specific instructions	A round red sign with a white bar across it means no entry

		
Regulatory: command	To tell road users to drive in a certain way	A blue sign with a taxi on it means that only taxis may use that lane or area 
Regulatory: prohibition	To prohibit road users from driving in a certain way	A round prohibition sign with a red line through an arrow pointing right means that there is no right turn allowed 
Regulatory: reservation	To inform road users that a particular lane or area may only be used by a certain type of vehicle	A vertical rectangular sign with a bus on it means only buses may use that lane or area 
Warning: road layout	To warn road users of changes in the layout of the road	A triangular warning sign with a “T” on it is informing road users that there is a T-junction up ahead

		
Warning: direction of movement	To warn road users to anticipate something up ahead	A triangular sign with a bicycle on it is telling road users to anticipate cyclists  
Guidance: location	To let road users know where road users are	A white sign with a name and the highway symbol lets road users know what highway road users are travelling on  
Guidance: route markers	To give road users information about the route road users are travelling on	A green sign with the names of nearby towns and numbers lets road users know how far road users are away from these places in kilometers  
Guidance: tourism	To inform road users of nearby attractions and places of interest	A brown sign with the head of a kudu on it is used to indicate that road users are approaching one of South Africa's national parks  
Temporary:	To warn road users that	A yellow sign with the number "100" in it and a

prohibition	road users are temporarily prohibited from driving in a certain way	red circle around the edge means that a speed limit of 100km/h has been temporarily introduced and may not be exceeded 
Temporary: warning	To give instructions when a portion of road is under construction or if there is an accident scene	A yellow sign with a man digging means that road users should expect construction work up ahead 

Ubongeh (2022) emphasized that poor understanding, negligence or none availability of road signs can result to fatal accident. Therefore road signs are very important; with good understanding, and adequate placement, it will save lives of drivers who understands it, and use it obey it.

### **EFFECT OF ENVIRONMENTAL CLUBS ON SECONDARY SCHOOL STUDENTS' KNOWLEDGE AND ATTITUDE TOWARDS ROAD SAFETY SIGNS.**

Environmental clubs are known to help to improve road safety and road safety signs literacy among students. Road safety signs literacy is of immense benefits to the road users and enhances a safer road use culture which in turn preserves the human capital to steer the desired

development. Authorizing agencies for the installation and pasting of road signs owe the motoring public the corporate duty to do so appropriately, and in conformity with global standards and do aggressive enlightenment to elicit the expected road behavioral change that could save lives. Environmental clubs helps to promote road safety education. Road safety education is vital for people of all ages. As a responsible citizen, children should be aware of each and every rules of the road. Observation is also one of the major key skills that is needed in ensuring road safety. All these can only be achieved through road safety education. Road safety education can only be effectively provided to young ones (especially the adolescents) in the school (Titilayo, 2022). Hillary (2018) explained that provision of this road safety education in schools is majorly assigned to environmental clubs. This is due to the fact that this environmental club is the best club with capability to treat road safety education in-depth. Environmental clubs can achieve this as they have broad range of activities and schemes that are developed mainly to address all issues that has to do with the human environment. Through the establishment of environmental club in secondary schools, road safety education and practice begins right from the school. By being educated about road safety practices and rules and also the need to obey road safety rules and regulations, these students save themselves and others on the road. In the world today, students are being given more recognition towards road safety practice than earlier.

According to Bisola (2019), there are different types of traffic signs students are required to be aware of. One of the greatest advantage of direction indicators is that it is easier to recognize.

These traffic signs helps to easily avoid problems and confusions and accidents due to ignorance on the roads. These signs include the U-turn sign, stop sign, bumps ahead sign, road-construction sign, bad road sign, roundabout sign, speed limit sign, no overtaking sign and also no parking sign among many others.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter reviews methods and procedures used in this study. This chapter shall therefore address the following headings;

- Research design
- Population of the study
- Sample and sampling technique
- Research Instrumentation
- Validation of the instrument
- Reliability of the instrument
- Administration of the instrument
- Method of data collection
- Method of data analysis

#### **Research design**

The quasi-experimental design was used for this study. The research design is adequate to investigate the impact of environmental clubs on the knowledge and attitude of students of University of Benin Demonstration Secondary School towards road safety sign.

### **Population of the study**

The population of this study consisted of students of University of Benin Demonstration Secondary School having about 1700 students in total, and this data was obtained from the office of the Principal of the above-mentioned school.

### **Sample and sampling technique**

A purposive sampling technique was used to select respondents for this study. This respondents were categorized into two; experimental group and control group. The respondents under the category of “Experimental group” were subjected to road safety signs teachings while the respondents of the “control group” were not subjected to road safety signs teachings. A total number of 30 students was selected for each category thereby making up a total number of 60 respondents (30 students in the experimental group and 30 students in the control group). The table below best explains the sampling technique;

S/N	Selected classes	No. of students
1.	SSS 1 (control group)	30
2.	SSS 2 (focus group)	30
Total		60

### **Research instrumentation**

A structured questionnaire was used as the research instrument for this research work and it will consist of series of questions meant for gathering information from the selected respondents. The questionnaire serves as a major tool for the collection of data for the study. It was divided into two sections; section A which provided Bio-data about the students; section B which tested for awareness of the students about road safety signs which provided information that required the students to specify their level of agreement for series of items using a 4 point Likert scale (SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree) and their knowledge of these signs using pictorial representation.

### **Validation of the instrument**

The questionnaire was subjected to content validation by the researcher's supervisor and two experts from the department of Health Safety and Environmental Education. Having done the above, every contribution and correction will be made by the researcher. These corrections and contributions were considered and acknowledged before making the final draft of the questionnaire. It is valid because it contained the entire instrument to be tested.

### **Reliability of the instrument**

Test retest method was used for the reliability of the instrument. The instrument will be administered to a group of 30 students who are not part of the study within an interval of 2 weeks. The correlation of the response will be determined using Pearson's product moment correlation. After the reliability test was done, the reliability coefficient was 0.821.

### **Administration of the instrument**

After the researcher was done with practical road safety signs teachings for the experimental group who were students in SSS2, the structured questionnaire was distributed to all the selected respondents directly by the researcher (30 questionnaires for 30 students in the experimental group and 30 questionnaires for 30 students in the control group).

### **Method of data collection**

Data were obtained through the response given on the questionnaires by the selected respondents. The results from the two different groups were later compared for the purpose of analysis.

### **Curriculum for the Teaching (Focus and Experimental Group)**

Safety is the condition of being protected from undergoing or causing hurt, injury, or loss. Safety also means taking the time to recognize the hazard(s) and taking the appropriate steps to protect yourself, your fellow workers, family and friends.

Traffic signs are signs that are erected by the side of the road, or above the road to inform or give instructions to road users. Traffic signs inform us of regulations, special hazards, and other road conditions, construction areas, speed limits.

Traffic signs are categorized into the following:

1. Warning signs
2. Regulatory signs
3. Preventive signs

#### 4. Information/Guidance signs

1. **Warning signs:** Warning signs are usually triangular in shape, with yellow or white background, black inscription, and red border. A variety of the warning sign is the 'Give Way' or 'Yield' sign, which is an upside down triangle. These are signs that warn you about what is ahead or instructional warning about a specific situation.
2. **Regulatory Signs:** Regulatory signs can be prohibitive or mandatory.
  - a) **Regulatory Signs (Prohibitive):** These signs are usually circular in shape with yellow or white background, black inscription, and red border. Another variety is the STOP sign, which is octagonal in shape. The stop sign requires that you stop your vehicle completely whenever you see it. Generally, prohibitive signs give instructions that are to stop something (a traffic offence) from being done.
  - b) **Regulatory Signs (Mandatory):** These are safety signs used to pass information on what is required in a particular area to stay safe, it is a subset of the regulatory signs. These signs can be used in the workplace, domestic buildings, on the road, etc. The signs are usually circular with blue background, white inscription, and sometime with white border. They give positive instructions.
  - c) **Informative signs:** These signs are meant to provide information on direction, destination, roadside facilities, etc. to the road user. Following informative road signs helps a driver in saving time, reaching destination without wandering around. These

signs are usually rectangular in shape with green background color; they provide guidance or information.

3. **Traffic lights/Signals:** These are electronic light devices used to control traffic flow at intersections to prevent conflict of vehicles. The basic signals are red, which means “stop”, amber, which means “ready” and green, which means “move” if the road is clear.

### **Method of Data Analysis**

Data collected through the administration of questionnaires was analyzed using descriptive statistics for easy interpretation. This enabled the researcher to meaningfully describe independent factors in the study, as well as helping to indicate the number and percentage of respondent rate and rank variables under the study. The inferential statistics used is the Student T-test. It was used to test the hypotheses formulated for this study. That is, the relationship between the independent and the dependent variables.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of data collected. A total of 60 copies of questionnaire were distributed and successfully retrieved giving 100% returns rate. The analysis was completely base on the collected data, the data were presented in frequencies and tabular forms Also, the findings discussions of the major findings were presented bases on the results from the data analyzed.

**Table 1: Showing the Demographic Data**

<b>Group</b>	<b>Experimental</b>	<b>Control</b>
<b>Variables</b>	<b>F (%)</b>	<b>F (%)</b>
<b>Age</b>		
9 - 12 years	---	---
13 – 16 years	33 (55)	27 (45)
17 years and above	---	---
<b>Total</b>	33 (55)	27 (45)

<b>Religion</b>		
Christian	14 (23.3)	31 (61.7)
Muslim	7 (11.7)	8 (13.3)
Others	----	----
<b>Total</b>	21 (35)	39 (65)
<b>Class</b>		
SSS 1	30 (50%)	---
SSS 2	---	30 (50)
SSS 3	---	---
<b>Total</b>	30 (50)	30(50)

*Source: Researcher's fieldwork, (2022).*

Table 1 showed demographic data of the respondent; data on the age groups, religion and class of the respondents were presented.

The table shows that the experimental group had it that 33 (55%) of the respondents were in the age range of 13 – 16, while in the control group, 27 (45%) were in the age range of 13 – 16 years. On their religion, the experimental group had 14 (23.3%) of the respondents to be Christians, 7 (11.7%) to be Muslims while on the control group 31 (61.7%) were Christians and 8 (13.3%)

were Muslims. On their class, the experimental group had it that 30 (50%) of the respondents are SSS 1 students while the control group had it that 30 (50%) are SSS 2 students.

**Research Question 1: What are the attitude of the students in the study area towards the practice of road safety?**

Table 2: showing the attitude of the students in the study area towards the practice of road safety.

S/N	ITEMS	Experimental		Control Group	
		A (%)	D (%)	A (%)	D (%)
1.	I support that driver's license must be obtained before using any automobile (bikes, cars, trucks, etc.) on the road	26 (86.7)	4(13.3)	12 (40)	18(60)
2.	I do follow all road safety regulations when using the road	28 (93.3)	2 (6.7)	14 (46.7)	16 (53.3)
3.	I do advice my families and friends to obey all road safety regulations when using the road	23 (76.7)	7 (23.3)	8 (26.7)	22 (73.3)
4.	I do not support the use of mobile phones when using the road	27 (90)	3(10)	7 (23.3)	23 (96.3)
5.	I do not support the use of ear piece when using the road	19 (63.3)	11 (36.7)	11 (36.7)	19 (63.3)
6.	I do not support overtaking from the right side in Nigeria	26 (86.7)	4(13.3)	18(60)	12(40)

7.	I look around properly before crossing the road	30 (100)	0 (0)	16 (53.3)	14 (46.7)
8.	I concur that head lights must be switched on during heavy rainfall	24 (80)	6 (20)	13 (43.3)	17 (56.7)
9.	I do not disregard speed limits during when using the road	22(73.3)	8 (26.7)	11 (36.7)	19 (63.3)

**Source: Field Survey 2022**

Table 2 above showed responses of the students in both the experimental group and the control group on their attitude towards the practice of road safety. From the table in the experimental group, 26 (86.7%) supported that driver's license must be obtained before using any automobile (bikes, cars, trucks, etc.) on the road and 4(13.3%) did not support this while in the control group, 12 (40%) of the respondents supported this, and 18(60%) did not support this. In addition, in the experimental group, 28 (93.3%) of the respondents agreed and 2 (6.7%) disagreed that they follow all road safety regulations when using the road, while in the control group, 14 (46.7%) of the respondents agreed to this and 16 (53.3%) disagreed. In the in the experimental group, 23 (76.7%) of the respondents agreed that they do advice their families and friends to obey all road safety regulations when using the road and 7 (23.3%) disagreed, while in the control group, 8 (26.7%) agreed to this and 22 (73.3%) disagreed.



In this study, 27 (90%) of the students from the experimental group agreed that they do not support the use of mobile phones when using the road and 3(10%) disagreed to this, while in the control group, 7 (23.3%) agreed and 23 (96.3%) disagreed. In the experimental group, 19 (63.3%)

of the respondents agreed that they not support overtaking from the right side in Nigeria and 11 (36.7%) disagreed, while in the control group, 18(60%) agreed to this and 12(40%) disagreed. In the experimental group, all, 30 (100%) of the respondents agreed that they look around properly before crossing the road, while in the control group, 16 (53.3%) of the respondents agreed and 14 (46.7%) disagreed to this.

Additionally, in the experimental group, 24 (80%) of the respondents agreed and 6 (20%) disagreed that head lights must be switched on during heavy rainfall, while in the control group, 13 (43.3%) agreed to this and 17 (56.7%) disagreed. More so, 22(73.3%) of the respondents from the experimental group agreed and (26.7%) disagreed that they do not disregard speed limits when using the road, while in the control group, 11 (36.7%) agreed and 19 (63.3%) disagreed.

**Research Question 2: Is there any difference between the experimental group and the control group in the knowledge of students about road safety signs?**

Table 3: showing the any difference between the experimental group and the control group in the knowledge of students about road safety signs.

S/N	SIGNS	Experimental		Control Group	
		Right (%)	Wrong (%)	Right (%)	Wrong (%)
1.		24 (80)	6 (20)	4(13.3)	26 (86.7)
2.		22(73.3)	8 (26.7)	5 (16.7)	25 (83.3)

3.		29 (96.7)	1 (3.3)	1 (3.3)	29 (96.7)
4.		19 (63.3)	11 (36.7)	2 (6.7)	28 (93.3)
5.		28 (93.3)	2 (6.7)	4(13.3)	26 (86.7)
6.		30 (100)	0 (0)	8 (26.7)	22(73.3)
7.		30 (100)	0 (0)	4(13.3)	26 (86.7)
8.		30 (100)	0 (0)	2 (6.7)	28 (93.3)
9.		21 (70)	9 (30)	1 (3.3)	29 (96.7)
10.		24 (80)	6 (20)	1 (3.3)	29 (96.7)

*Source: Field Survey (2022).*

Table 3 shows the data on the difference between the experimental group and the control group in the knowledge of students about road safety signs. It was revealed that 24 (80%) of the respondents in the experimental group got the U turn sign right and 6 (20%) got it wrong, while

in the control group, 4(13.3%) got it right and 26 (86.7%) got it wrong. In the experimental group, 22(73.3%) of the respondents got the “No pedestrian crossing sign” right and 8 (26.7%) got it wrong while in the control group, 5 (16.7%) got it right and 25 (83.3%) got it wrong. In addition, 29 (96.7%) of the respondents got the “T-intersection sign” right and 1 (3.3%) got it wrong, while in the control group, 1 (3.30) got the “Two-way lane sign” right and 11 (36.7%) got it wrong, while in the control group, 2 (6.7%) got it right and 28 (93.3%) it wrong.

In the experimental group, it was recorded that 28 (93.3%) of the respondents got the “parking allowed sign” right and 2 (6.7%) got it wrong, while in the control group, 4(13.3%) got it right and 26 (86.7%) got it wrong. In the experimental group, all, 30 (100%) of the respondents got the “School bus sign” right while in the control group, only 8 (26.7%) got it right and 22(73.3%) got it wrong. Additionally, all, 30 (100%) of the respondents in the experimental group got the “No parking sign” right while in the control group, only 2 (6.7%) got it right and 28 (93.3%) got it wrong. More so, in the experimental group, 21 (70%) of the respondents got the “one way lane sign” right and 9 (30%) got it wrong while in the control group, only 1 (3.3%) got it right and 29 (96.7%) got it wrong. Also, in the experimental group, 24 (80%) of the respondents got the speed limit sign right and 6 (20) got it wrong, while in the control group, 1 (3.3%) got it right and 29 (96.7%) got it wrong.

**Research question 3:** Is there difference in the attitude of the students in the study area towards the practice of road safety between the experimental and control groups?

**Hypothesis one:** There is no significant difference in the attitude of the students in the study area towards the practice of road safety between the experimental and control groups

**Table 4:** Independent sample t-test on difference in the attitude of the students in the study area towards the practice of road safety between the experimental and control groups

Groups	Mean	Standard deviation	t-test	Df	Sig
Experimental	28.86	2.22	0.22	58	0.82
Control	28.70	3.44			

The table shows the independent sample T-test on the difference in the attitudes of students towards the practice of road safety between the experimental and control group. It can be seen that the T-test value is 0.22, the degree of freedom (df) is 58 and the level of significance is 0.82, which is greater than the set alpha of 0.05. Hence, the null hypothesis which states that there is no significance difference in attitudes of students towards practice of road safety between experimental and control group is ACCEPTED. This shows that the environmental club did not significantly impact on the attitudes of students in the study towards practice of road safety.

**Research question 4:** Is there difference in the knowledge of the students in the study area towards the practice of road safety between the experimental and control groups?

**Hypothesis one:** There is no significant difference in the knowledge of the students in the study area towards the practice of road safety between the experimental and control groups

**Table 5:** Independent sample t-test on difference in the knowledge of the students in the study area towards the practice of road safety between the experimental and control groups

Groups	Mean	Standard deviation	t-test	Df	Sig
Experimental	8.63	1.42	8.20	58	0.00
Control	5.43	1.59			

---

The table shows the independent sample T-test on the difference in the knowledge of students towards the practice of road safety between the experimental and control group. It can be seen that the T-test value is 8.20, the degree of freedom (df) is 58 and the level of significance is 0.00, which is less than the set alpha level of 0.05. Hence, the null hypothesis which states that there is no significance difference in knowledge of students towards practice of road safety between experimental and control group is REJECTED. This shows that the environmental club significantly impact on the knowledge of students in the study towards practice of road safety.

According to a review by Ogechi (2019), environmental clubs in Nigeria was established due to the growing concern of the need for environmental education in the country as a branch of public health in a bid to promote environmental and health literacy among these students and this has proven to be true as the environmental club significantly has an impact on the knowledge of students in the experimental club as against those in the control group.

### **Discussion of Findings**

Research questions seek to examine the attitudes of the students towards the practice of road safety. In the experimental group, it was detected that 26 (86.7%) of the respondents from the experimental group had good attitude towards the fact driver's license must be obtained before using any automobile (bikes, cars, trucks, etc.) on the road while not even up to half, 12 (40%) of the respondents in the control group supported this. In addition, in the experimental group, almost all, 28 (93.3%) of the respondents affirmed that they follow all road safety regulations when using the road, while in the control group, not up to half, 14 (46.7%) of the respondents agreed to this and 16 (53.3%) disagreed. In the experimental group more than half, 23 (76.7%) of

the respondents agreed that they do advise their families and friends to obey all road safety regulations when using the road while in the control group, only few, 8 (26.7%) agreed to this. This shows the difference and wide margin between the attitudes of the respondents from the experimental group and the control group. These findings are in line with the discussions of Godson et al., (2015) in a study that the aim of environmental club in school is to equip students that are members with adequate knowledge about every basic concept of the components of environmental education through proper training. Then these trained students will ensure they educate as many people as possible and serve as ambassador for environmental sustainability. Godson further explained that the impact of environmental education through environmental clubs are being felt among members of this club such that there would be a significance difference in the knowledge and attitude of students who are exposed to these teachings compared to those who are not exposed to it.

Research question 2 focused on the difference between the experimental group and the control group in the knowledge of students about road safety signs. It was revealed that 24 (80%) of the respondents in the experimental group got the U turn sign right while in the control group, only few, 4(13.3%) got it right. Also in the experimental group, 22(73.3%) of the respondents got the “No pedestrian crossing sign” right while in the control group, only few, 5 (16.7%) got it right. In addition, almost all, 29 (96.7%) of the respondents in the experimental group got the “Y-intersection sign” right while in the control group, just 2 (6.7%) got it right. In the experimental

group, it was recorded that almost all, 28 (93.3%) of the respondents got the “parking allowed sign” right while in the control group, only 4(13.3%) could get it right. Findings of this study also discovered that in the experimental group, all, 30 (100%) of the respondents got the “School bus sign” right while in the control group, only 8 (26.7%) got it right. Additionally, all, 30 (100%) of the respondents in the experimental group got the “No parking sign” right while in the control group, only 2 (6.7%) got it right. More so, in the experimental group, more than half, 21 (70%) of the respondents got the “one way lane sign” right while in the control group, only 1 (3.3%) got it right and 29 (96.7%) got it wrong. Also, in the experimental group, majority, 24 (80%) of the respondents got the speed limit sign right while in the control group, just 1 (3.3%) got it right. The difference in their knowledge is obvious and significantly felt. This findings tallies with the discussion of Vivian (2021) that one of the major topics being addressed is road safety education most importantly road safety signs. She further explained that students who are taught about road safety signs will definitely know it well and be able to identify them, compared to those who were not taught, as they would find it difficult to relate with these signs. She also stated that the training received about road safety signs in environmental clubs cannot be compared to any other road safety training available to teenagers in secondary school, as these trainings are in-depth and have lasting effects on the memory of these students.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

This study was carried out to investigate how environmental clubs positively influence the knowledge and attitude towards road safety signs among students of University of Benin Demonstration Secondary School. The experimental research design was employed in the study. The instrument for data collection was structured questionnaire, the simple random sampling technique was used to select a total of sixty (60) students, 30 each in the experimental and control group.

The data obtained were analyzed using frequency count and simple percentage. Based on the analyzed data and review of related literatures the following major important points were summarized as follows.

- Students from the experimental group who participated in road safety trainings now have good attitudes towards road safety compared to students in the control group who were not part of the training. The difference in their attitudes was significant, based on the data from the findings of this study.
- Students from the experimental group who participated in road safety trainings have adequate knowledge about road safety signs compared to students in the control group who were not part of the training. Only few of the students in the control group could identify the road safety signs.

- It is obvious that the effectiveness of road safety teachings in school cannot be compared to that of the environmental club. This can evidently be seen in students from the control group who could not adequately identify the road safety signs even though they were being taught in school.

## **Conclusion**

Environmental clubs are the best club with the capability to address road safety education in-depth. Environmental clubs play a significant and indispensable role at positively influencing the knowledge and attitude of students towards road safety and road safety signs. By being educated about road safety practices and rules and also the need to obey road safety rules and regulations, these students protect themselves and others on the road. This study was able to find out the significance of the road safety training in the environmental club by being able to differentiate between the knowledge and attitude of those who participated in road safety trainings and those who did not.

## **Recommendation**

Based on the findings of this study, the following measures are recommended;

- To promote environmental clubs and its effectiveness, environmental clubs should incorporate environmental education including road safety trainings, into school curriculum. This could include be achieved by incorporating environmental topics into existing classes, or creating new classes specifically focused on environmental issues.

- Government, specifically, the ministry of education should ensure that they develop policies that would ensure that all secondary schools, both private and government owned, will have a working environmental club that will address environmental issues such as road safety among students.
- Environmental clubs can partner with local organizations such as conservation groups, environmental advocacy groups, and road safety organizations to gain access to resources, guest speakers, and other forms of support, that will help to promote the existence and activities of environmental clubs and also road safety trainings.
- Additionally, environmental club could also organize events and campaigns to promote awareness of road safety, such as road safety week, campaigns against drunk driving, and speed control activities, they can also actively involve the students in educating others. That way, students will be actively practicing the knowledge they have learned and spreading the message.
- The activities of environmental clubs including road safety teachings can be promoted by encouraging teachers to become involved in the club to raise awareness about the club within the school and promote its activities to students.
- Enlisting in the school's bulletin and newsletter, or having presentation on club during school assembly or meeting will also help to promote environmental club effectively and its influence on road safety teachings.

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**APPENDIX I**  
**UNIVERSITY OF BENIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF HEALTH SAFETY AND ENVIRONMENT**  
**RESEARCH QUESTIONNAIRE**

Dear respondents, ‘

I am Amaoge Merit Ezulike, a student of the above named institution carrying out a research on a topic that states “**Impact of environmental clubs on the knowledge and attitude of students of University of Benin Demonstration Secondary School towards road safety signs**”. This study is purely for academic purpose and your assistance is needed in the completion of the work by filling the questionnaire. All information and answers provided will be treated with strict confidence. Please answer the statement below by ticking (√) the one you consider most appropriate among the alternatives.

**Section A: Demographic information**

1. Age: 9-12 years ( ), 13-16 years ( ), 17 years and above ( ).
2. Religion: Christianity ( ), Islam ( ), Others ( ).
3. Class; SSS 1 ( ), SSS 2 ( ), SSS 3 ( ).
4. Group: Focus group ( ), Control group ( ).

**SECTION B:**








**Please note:** For the series of questions presented below, tick the answer that best specify your level of agreement or disagreement. **S.A = Strongly agree; A= Agree; D = Disagree; S.D = Strongly disagree.**

**1. ATTITUDE OF STUDENTS TOWARDS THE PRACTICE OF ROAD SAFETY**

S/N	QUESTION	S.A	A	D	S.D
1.	I support that driver’s license must be obtained before using any automobile (bikes, cars, trucks, etc.) on the road?				
2.	I do follow all road safety regulations when using the road?				
3.	I do advice my families and friends to obey all road safety regulations when using the road?				

4.	I do not support the use of mobile phones when using the road				
5.	I do not support the use of ear piece when using the road?				
6.	I do not support overtaking from the right side in Nigeria?				
7.	I look around properly before crossing the road?				
8.	I concur that head lights must be switched on during heavy rainfall?				
9.	I do not disregard speed limits when using the road?				

## 2. KNOWLEDGE OF STUDENTS ABOUT ROAD SAFETY SIGNS

S/N	SIGNS	MEANING
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.		
9.		
10.		

## APPENDIX II

### Reliability

#### ALL VARIABLES

Case Processing Summary

	N	%
Cases		
Valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha <sup>a</sup>	N of Items
.821	19