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## **ASSESSMENT ON LEVEL OF STUDENTS' AWARENESS ON DEADLY DISEASES AMONG SECONDARY SCHOOLS' STUDENTS IN ONDO WEST LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA**

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### **ABSTRACT :**

The study was carried out on assessment on level of students' awareness on deadly diseases among secondary schools' students in Ondo West Local Government Area of Ondo State, Nigeria. Descriptive survey research design was adopted for the study. The study population comprised secondary schools' students. The sample size of the study was Five hundred (500) respondents, selected through a simple random sampling technique. A self-developed research instrument by the researcher was developed, entitled "Questionnaire on Level of Students' Awareness on Deadly Diseases among secondary Schools Students". The research instrument was validated by the supervisor of the researcher, while its reliability was determined, through test- retest method at two weeks interval. 0.69 coefficient reliability was obtained. Descriptive statistics (simple percentages, frequency counts and mean) was used to analyse data generated on the research questions. Based on the findings of the study, conclusions were made that secondary schools' students in Ondo West Local Government Area of Ondo State, Nigeria were aware of deadly diseases and that it has negative effects on their academic. Also, that they have information on deadly diseases through several ways, and hosts. Based on the conclusion, recommendations were made that students should be made to know different ways of contracting deadly diseases. Also, those diseases that are deadly should be made known to the students in Ondo West Local Government Area of Ondo State,, Nigeria.

Keywords; Assessment, Level, Awareness, Deadly diseases

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### **Background to the Study :**

Education has been perceived as a tool for the development of individuals and transformation of the society in all round perspectives. Sarumi (2006), noted that if a nation is desirous to achieve rapid, social, economic, political and technological advancement, such a nation cannot afford to neglect the provision of functional education to her citizenry. Oyekan (2000), asserted that education is a process of developing individuals, intellectually, psychologically, morally, religiously and spiritually.

Globally, education has been recognized and identified as a means of sustaining peace, eradicate poverty and development, thus culminated to the world-wide vision and movement for education. Notable among such movements is Jomittien Declaration in 1990, re-affirmed in Dakar 2000 as Education for All (EFA), which is a world agenda to ensure that every individuals in all societies acquire functional education. These movements strongly lend credence to the position and value of education to the individuals and the society.

Erinsakin and Olugbodi (2016), contended that education is a vital asset to any loving goals. It is a means through which individuals can overcome his or her multifarious challenges. Hence, every society, community, responsible and responsive government takes education as an onus and also, a welfare scheme for individuals. It has also been seriously contended that education is a central issue or cardinal cause of world problems, today in all nations of the world. Therefore, in Nigeria, successive governments, both the military and civilian alike; have made several legislations, Acts and policies towards ensuring that every Nigerian, who is willing to acquire education has chance or opportunity to do so. The Federal Government of Nigeria (FGN) (2006) came up with the following policies;

- Free and compulsory education for both sexes
- Advocacy and sensitization by the Federal Government with international development agencies, civil society, private sectors and state governments on importance of education.
- Gender response curriculum, and hosts.

Besides, this as an off-shoot of education for all, Universal Basic Education was launched by the then President Olusegun Obasanjo in Sokoto State in 2004), aimed at ensuring every willing Nigerian child acquire basic education to Junior Secondary School (JSS) level. Despite governments' efforts at all levels to ensure that education is a right and accessible to everybody, several challenges have been identified as bane to achieving a balanced education, thus, very inimical to the growth and development of the country in all spheres of life. For example, poor academic performance is a major perennial and topical issue which all stakeholders are contending with today in Nigerian educational sector. From the avalanche of extant literature, students' performance or achievement in Nigerian schools at all levels is discouraging, irritating and harsh to hearings. Sarumi (2001), identified factors, such as; teachers' characteristics, poor communication styles, poor teaching methods, poor classroom management and lack or non-availability of teaching aids or instructional materials, coupled with the teachers' inability to use them appropriately. Thus, results into poor academic performance of the students.

Oyekan (2004), stressed the following as problems militating against poor aptitude intellectual capacity and low interest beyond these factors, poor schools' administration and organization, coupled with societal forces are "cogs in the wheel" of meaningful acquisition of knowledge in Nigeria. Also, marital conflict and disharmony are also challenges to the educational aspirations of individuals in the Nigerian's society.

Deadly diseases have also be identified as constraints to educational aspirations of many people in the country, Nigeria. Cong, Tang and Luo (2011), stated that many students are harboring many diseases which have negative effects on their academic. Chen, Zhang and Yin, (2012) , identified tuberculosis, pneumonia, yellow fever ,smallpox ,chicken pox as some of the diseases. Cong et.al (2011) , explained deadly diseases are killers diseases.

Researches have also shown that Nigerians students are confronting with several deadly diseases such as pneumonia, mental problem, trauma, physical defects, HIV/AIDs, influenza epidemic, tuberculosis, respiratory diseases, etc. This serves as a motivational factor that made the researcher to carry out this study on level of students' awareness on deadly diseases among secondary schools students in Ondo West Local Government Area of Ondo State, Nigeria.

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### **Statement of the Problem :**

Education has been universally acknowledged as a potent tool to change individuals and the society. Hence, every community, nation and the global community at large had formulated several policies, enact legislations and synchronized with international, non-governmental, religious organization and philanthropists or donors towards developing the educational sector and, Nigeria is not left behind.

From the available records and reports, Nigeria had formulated several policies to ensure that everybody who is interested to acquire education is giving the chance. However, despite these efforts, a lot of problems are still facing the sector .Many Scholars and academics have identified poor academic achievement or performance, poor schools' administration and organization among others and academics. However, it has been observed that much have not been done in the area of deadly diseases which is one of the predominant issues which stakeholders in education are contending with today in Nigeria

It is against this background, this study was carried out on assessment of level of students' awareness on deadly diseases among secondary schools' students in Ondo West Local Government Area of Ondo State, Nigeria.

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### **Objectives of the Study :**

The broad purpose of the study was to investigate level of students' awareness on deadly diseases among secondary schools' students in Ondo State Local Government Area of Ondo State, Nigeria. The specific objectives were to:

1. investigate students' awareness on deadly diseases;
2. examine, whether students are aware of effects of deadly diseases on their academics;
3. investigate students' accessibility to information on deadly diseases;
4. determine students' level of consciousness of deadly diseases; and
5. investigate if students are suffering from deadly diseases.

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### **Research Questions :**

Five research questions were formulated to guide the conduct of the study;

1. Are you aware of deadly diseases?
2. Can deadly diseases affect academic performance?
3. Do you have access to information on diseases?
4. Are you conscious that deadly diseases can kill someone?
5. Are you suffering of deadly diseases?

## Methodology :

A descriptive method of research was used for the study. This was because not everybody in the study population could be covered. Therefore, data generated from the sample size was generalized on the study population

The population of the study comprised, students of thirteen (13) public secondary schools in Ondo Local Government Area of Ondo State, Nigeria. A total number of five hundred (500) respondents constituted the sample size of the study. A simple random sampling technique was used to select the respondents from ten (10) public secondary schools selected for the study. Fifty (50) students from JSS2, JSS3, SS1, SS2 and SS3 were selected from each of the ten schools in the study areas. Data was obtained through a self-developed research instrument, titled, 'Questionnaire on Assessment on Level of Students Awareness on Deadly Diseases'. It was fashioned on polar question (Yes or No). The research instrument was validated by two experts in Test and Measurement while, its reliability was determined through, test-retest method and 0.67 coefficient reliability. Data obtained on the research questions were analyzed using descriptive statistic ( frequency counts and simple percentages).

## PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS :

### Findings

Presentation of Results

**Research Question One:** Are you aware of deadly diseases?

**Table 1: Showing frequency counts and simple percentages on are you aware of deadly diseases**

S/N	ITEMS	YES	%	NO	%
	I am aware of deadly disease	429	86	71	14.2
	I do not aware of deadly diseases	200	40	300	60
	Deadly disease are not experienced by my co-students	87	17.4	413	83
	Some of my co-students are not suffering from deadly diseases	411	82.2	89	18
	Every students is suffering from one form of deadly diseases or the other	480	96	20	4
	I have never seen any students with deadly diseases	180	36	320	64

Table 1 above, presents results on research question one. 429 (86%) and 71 (14.2%) among the respondents responded Yes and No. On item (2), 200 (40%) and 300 (60%) responses were got for Yes and No. On item (3), 87 (17.4%) and 413 (83%) responses were obtained for Yes and No. On item (4), 411 (82.2%) and 89 (18%) responses were obtained for Yes and No. On item (5), 480 (96%) and 20 (4%) responses were also obtained for Yes and No. Finally, on item (6) 180 (36%) and 320 (64%) responses were gotten for Yes and No, respectively. **Research Question Two:** Can deadly diseases affect academic performance of students?

**Table 2: Showing frequency counts and simple percentages on can deadly diseases affects academic performance.**

S/N	ITEMS	YES	%	NO	%
7.	Deadly diseases will make students to concentrate on their academic	184	37	316	63.2
8.	Deadly diseases will not disturb students' concentration on their study	210	42	290	58
9.	Students with deadly diseases will not study very well	344	69	156	31.2
10.	Deadly diseases have no link with students' fitness for study	213	43	287	57.4
11.	Deadly diseases retards students' learning ability	294	59	206	41.2
12.	Deadly diseases will enhance ability of students to learn	208	42	292	58.4

Table 2 above, shows findings on research question two.

On item (7), 184 (37%) and 316 (63.2%) among the respondents maintained Yes and No. On item (2), 210 (42%) and 290 (58%) responses were obtained for Yes and No, respectively. On item (9), 344 (69%) and 156 (31.2%) responses were obtained for Yes and No. On item (10), 213 (43%) and 287 (57.4%) were obtained for Yes and No. On item (11), 294 (59%) and 206 (41.2%) responses were got for Yes and No. On item (12), 208 (42%) and 292 (58.4%) were obtained for Yes and No. **Research Question Three:** Do you have access to information on deadly diseases?

**Table 3: Showing frequency counts and simple percentages on do you have access to information on deadly diseases**

S/N	ITEMS	YES	%	NO	%
13.	I became aware of deadly diseases by persona experience	376	75.2	124	25
14.	I had never had experience of deadly diseases	372	74.4	128	26
15.	I got information on deadly disease through the media	396	79.2	104	21
16.	My knowledge of deadly disease is not through the media	356	71.2	144	29
17.	I became aware of deadly diseases, seen people suffering from it in the community	210	42	290	58
18.	Nobody in my community has ever suffered from deadly diseases, so I not have knowledge	170	34	330	66

Table 3 above, shows the results on research question three. On item (13), 376 (75.2%) and 124 (25%) among the respondents responded Yes and No. On item (14), 372 (74.4%) and 128 (26%) responses were got for Yes and No, respectively. On item (15), 396 (79.2%) and 104 (21%) were obtained as responses for Yes and No. On item (16), 356 (71.2%) and 144 (29%) responses for Yes and no were obtained. On item (17), 210 (42%) and 290 (58%) responses were obtained. Finally, on item (18), 170 (34%) and 330 (66%) responses were obtained for Yes and No, respectively.

**Research Question Four:** Are you conscious that deadly diseases can kill someone?

**Table 4: Showing frequency counts and simple percentages on are you conscious that deadly diseases can kill someone**

S/N	ITEMS	YES	%	NO	%
19.	Deadly diseases can kill someone	450	90	50	10
20.	Deadly diseases cannot kill someone	230	46	270	54
21.	Deadly diseases are not harmful to one's health	190	38	310	62
22.	All deadly diseases are very harmful to one's health	410	82	90	18
23.	Deadly diseases can make life very short	430	86	70	14
24.	Deadly diseases do not quickly kill	100	20	400	80

Table 4 above, shows results for research question four. On item (19), (20) and (21); 450 (90%) and 50 (10%); 230 (46%) and 270 (54%) and 190 (38%) and 310 (62%) were obtained for Yes and No. On item (22), (23) and (24); 410 (82%) and 90 (18%); 430 (86%) and 70 (14%) and 100 (20%) and 400 (80%) responses were obtained for Yes and no.

**Research Question Five:** Are you suffering from deadly diseases?

**Table 5: Showing frequency counts and simple percentages on are you suffering from deadly diseases**

S/N	ITEMS	YES	%	NO	%
25.	Have you been affected by deadly diseases?	160	32	340	68
26.	I have once been affected by deadly diseases	220	44	280	56
27.	Deadly diseases is part of my body system	359	72	141	28.2
28.	I seldomly experiencing deadly diseases	440	88	60	12

Table 5 above, present's results on research question five. On item (25), (26), (27) and (28); 160 (32%) and 340 (68%); 220 (44%) and 280 (56%); 359 (72%) and 141 (28.2%) and 440 (80%) and 60 (12%) responses were obtained for Yes and No.

## Discussion of Results :

The result on research question one revealed that secondary schools students in Ondo West Local Government Area of Ondo State, Nigeria were aware of deadly diseases. This indicated that there are deadly diseases suffering by secondary schools students in the study area. This submission agrees with the view of Adebayo (2005), that there are presence of some deadly diseases in Nigerian schools such as; HIV/AIDS, tuberculosis, mental retardation etc.

Furthermore, the results on research question two also indicated that some students are suffering from some deadly diseases, which have negative effect on their academic. This agrees with the submission of Oyekan (2000), that on of the challenges in educational sector of the nation, Nigeria is that many students are not sound, health wise. It was contended that, some students are suffering from various deadly disease with consequential effect, negatively on students' academic.

The results on research question three also, revealed that secondary schools' students have information on deadly diseases through many means or sources (media, personal experience, thus indicates that deadly diseases are common sickness which people in Ondo West Local Government Area of Ondo State are suffering from. This further means that there are endemic diseases in the study area.

The result on research question four shows that deadly diseases could cut-off life abruptly. This align with the view of Bolaji (2006) ,that deadly diseases such as smallpox, cholera among other diseases are killers diseases that could easily eliminate one's life.

The findings on research question five also revealed that many secondary schools students in Ondo West Local Government Area of Ondo State, Nigeria are harboring some deadly diseases. This agrees with the submission of Oyekan (2000) that deadly diseases are not uncommon in Nigerian schools at all levels.

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### Conclusion :

Based on the findings of the study, conclusions were made that secondary school students in Ese-Odo Local Government Area of Ondo State were aware of deadly diseases. Also, that deadly diseases could kill someone abruptly through deadly diseases could negatively impacted on students' achievement. Moreover, that deadly diseases were common among the students in the study area.

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### Recommendations :

Based on the conclusions of the study the following recommendations were made;

1. Students in secondary schools in the study Area should be made to know different ways of contacting deadly diseases;
2. Students should be educated on the negative effects of deadly diseases in their academic;
3. Students should be advised on how to protect themselves against deadly diseases;
4. Diseases that are deadly should be made known to the students.
5. Students should be sensitized on different ways of setting information on deadly diseases.
6. Government should devise measures to curb deadly diseases in schools in Nigeria.

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