

Content Analysis of Environmental Sensibilities of Senior Secondary School (Sss 1-3) Tourism Textbook (Substance Tourism Focus) used in Cross River State, Nigeria

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Abstract

Stakeholders in environmental education especially Cross River State and Nigeria at large have raised serious concern about the quality of the environment we live which is not very conducive for human well-being. The environment has been abused by man's activities as he continually quests for a better standard of living. This study seeks to analyze the content and quality of environmental knowledge found in substance tourism focus, one of the textbooks used in teaching tourism in senior secondary school (SSS 1-3) in Cross River State, Nigeria. The study involves counting and analyzing the contents of environmental issues or information found in the 25 passages of the textbook considering the different environments (abiotic, biotic, neutral and social environment). The passages were shared among the three groups of SS1, SS2 and SS3. Chapter 1-8 for SS1, 9-16 for SS2 and 16-25 for SS3. Two research questions were used to guide the study. Observed data were analyzed using a simple percentage technique. The result obtained from the analysis of the text revealed that environmental issues were reflected in some passages but an undesirable proportion. It was concluded among others that the idea of portraying more of the social and abiotic environments at the detriment of the biotic and neutral

environments does not expose students to the proper knowledge and awareness of environmental issues that can lead to a change of behaviour as well as the sustainability of our ecosystem.

Keywords: Environmental sensibility, environment, tourism textbook, senior secondary schools

1.0. Introduction

Over the years little attention was placed on environmental education until 1972 at the conference of HUMAN environment held in Stockholm as well as Tbilisi conference in 1977 where environmental education was endorsed resulting in the introduction of environmental education in secondary school curriculum as interdisciplinary in nature. Other conferences were also held emphasizing the introduction of environmental education in our schools. These movements were all vital steps taking to establish environmental education in schools so as to eradicate environmental problems in developing nations through the teaching of environmental education concepts in schools.

This was born out of the fact that our environmental has been abused by man's activities that has resulted to the degradation of the ecosystem. The environmental problems in Cross River State have been created over the years. There are many environmental problems confronting Cross River State such as gully erosion, flooding, lumbering, hunting, deforestation, soil degradation, waste disposal, water contamination among others. Recently, erosion and flooding are the most noticeable environmental problem in Cross River State that have caused damage to properties as well as farmland rendering some inhabitants homeless. Flooding in this area has caused land degradation in some part of Cross River such as Edim Otop, Nyangasang, Akim-Nsa neighbourhood among others (Abiodun, 2019). Mohammed (2020) supported this assertion by pointing out that 14 local government areas, 204 communities were prone to flood in Cross River State. Highly probably local government areas include Calabar South, Calabar Municipality, Yakurr, Obubra, Yala, Bakassi, Boki, Abi, Odukpani, Bekwara, Biase following the Nigerian Meteorological Agency (NIMet) and the Nigeria Hydrological Services Agency (NISHA) prediction of May, 2020. This was disclosed in Calabar during a flood sensitization programme for residents in Calabar Municipality and Calabar South local government areas.

Simon (2020) reported that Calabar Metropolis has been experiencing yearly severe flooding and landslides within and around the metropolis with substantial costs as properties and lives are being destroyed. Ilesanmi (2000) affirmed that awareness and ethics among others have much to do with a sustainable society which provides for the cooperation of disciplines and professions with regards to matters of environmental quality. Students as leaders of tomorrow need to have experience relative to the urgent need of the society in terms of global challenges. Such experiences can be acquired through environmental education. There is urgent need to communicate the important of sustainable life/living to people in Cross River State as well as Nigeria. As Shende (2021) put it, environmental education is to teach how the natural environment functions and how human beings can manage behaviour and ecosystem to live sustainably.

Abdelaziz (2019) stated that environmental education is vital in imparting an inherent respect for nature and enhancing public environmental awareness in the society as well as future global developments of societal quality of life (QOL). To this end, environmental literacy could be used to achieve sustainable development in our society. Anijah-Obi (2002) affirmed that environmental literacy and education play a very significant role in shaping the environment as well as sustainable management. Agbor and Oden (2017) also affirmed that awareness creation is the immunization needed to protect us from consequences of environmental degradation. An illiterate person cannot save his environment as opined by President Nyerere but can only be a slave to his environment. This is why environmental literacy in all ramification is a prerequisite for that attainment of sustainable development.

Emeh, Ntia, Usang and Enuokoha (2010) agreed that all environmentally sound development require an environmentally sound literate person engage in production, consumption and policy formulation. It is believed that sustainable development requires an environmentally sound literate person who must be involved in production, consumption and policy formulation. It is also believed that sustainable development requires us to be aware of ecological rules and assume full responsibility for our common future. Since environmental problems are basically human, they require a radical change of attitude and complete transformation in the way we behave and use the earth resources to change this attitude and cultivate in them environmental ethics.

People must as a matter of fact have modified perception and behaviour towards the rest of nature. Akan and Idris (2014) affirmed that the most effective precautions to prevent environmental problems is the societal willingness to save the environment and not the politics set by the authorities. This shows that if the behaviours of the people are not modified there will be little achievement in environmental sustainability. The goal of the national policy on the environment (2006) is to ensure environmental protection and the conservation of natural resources for sustainable development. This goal can only be achieved by the following strategic objectives:

- securing a quality of environment adequate for good health and wellbeing;
- promoting sustainable use of natural resources and the restoration and maintenance of the biological diversity of ecosystems;
- promote an understanding of the essential linkages between the environment, social and economic development issues;
- encourage individual and community participation in environmental improvement initiatives;
- raising public awareness and engendering a national culture on environmental preservation; and
- building partnership among all stakeholders including government at all levels, international institutions and government, non governmental agencies and communities on environmental matters.

The philosophy of education in Nigeria is based on the perception of education as the instrument par excellence affecting national development. The National Policy on Education (2014) based on this philosophy defines education and by implication, literacy as a process that helps to develop a total man, to enable him function effectively in whatever environment he finds himself.

Nigerians especially Cross Riverians need very urgent and adequate dosage of environmental literacy (Inyang-Abia, 1993). It is considered a matter of right and not privilege for humans to be adequately informed about environmental issues. There is need to communicate the importance of sustainable life/living to Nigerians especially Cross Riverians. Tourism is the channel because it is seen as a means that could assist in integrating the Nigerian child into sound and effective learning opportunities in every level of education. Some of the aims of tourism studies in both the primary and junior secondary school levels of education are to:

- introduce the Nigerian child early enough to the diversities of tourism centres in Nigeria;
- provide the Nigerian child with a good knowledge of his or her environment;
- help inculcate into the Nigerian child the ability to maintain cultural heritage from indigenous level to a higher standard among others.

In schools, it is the subject used in teaching environmental concept in Cross River State. This makes it imperative that the textbook should contain appropriate and adequate information about the subject matter.

Teachers depend largely on textbooks as the only accessible instructional materials as aptly pointed out by Asep, Rani and Rizky (2018), the class text is often the teachers “be-all and end all”. Umoh (1998) also observed that the textbook is used to teach exclusively with no deviation from the

context. Having the above fact in mind, the researchers decided to analyze the content of one of the tourism textbooks, substance tourism focus that is used in senior secondary school classes of Cross River State to examine the content of the chapters in order to ascertain how varied they are in terms of awareness in various environments such as biotic environment (an environment that is still in its natural stage), biotic environment (an environment that has been tempered by man's activities), neutral (environment that encourages conservation for sustainable development) and social environment (people's way of life and practices in their various environment). This may help the students to develop reflective thinking and the right sense of development in their environment for sustainability.

2.0 Purpose of the Study

The study was designed to analyze Substance Tourism Focus, one of the tourism textbook used in teaching tourism in SSS 1-3 to determine the level of environmental awareness or information contained in the various chapters.

3.0. Research Questions

The following research questions guided the study:

1. What is the distribution ratio of the biotic, abiotic, social and neutral environments found in the tourism textbook under study?
2. What is the sequence used in projecting environmental issues in the SSS 1-3 tourism textbook under study?

4.0. Significance of the Study

The study shall be of immense benefit to the textbook writers, teachers of Environmental Education, Ministry of Education and students as well as the general public.

To the textbook writers, the study may provide relevant answers to the degree of environmental awareness among the writers in the Africa context. It will also help writers and potential writers to know the direction to take when writing so as to make their work popular in the field of environmental awareness. This can help to address the environmental awareness problem in Cross River State and the country at large.

To the teacher, it will imbibe the most common sources of awareness information in environmental problems and improve on teaching environmental issues, better teaching means better learning and their perception and care of the environment vis-a-vis the inherent danger of adverse human activities on the natural environment.

To the Ministry of Education, this will help policy makers to make good choices in the selection of Tourism textbooks in future.

To the students, it will help to change their behaviour and perception of environmental issues for posterity. To the general public, it will help in monitoring the environmental changes, and their impact on man, plants and animals. This will help them immensely in the sense that it will provide enough data for people to know how to go about using wildlife and better opportunities, democratic practices and more cardinal international relations.

5.0. Research Design

The study adopted ex-post facto design. According to Kelinger (1986), ex-post facto research design is a method of testing possible antecedents of events that have happened and cannot, therefore, be manipulated.

The population of the study is made up of all the SSS 1 - 3 students in Cross River State, Nigeria.

In carrying out this research work, the researchers applied “rating scale” to help the researchers make a concise analysis on the content. The textbook is divided into three sections. Chapters 1-8 for SSS 1, chapters 9-16 for SSS 2 and chapters 17-25 for SSS 3. The contents of each chapter were studied to find out the level of environmental awareness reflected. For instance the total of biotic, abiotic, social and neutral environment were identified and recorded. This procedure was used for the three sections studied and rated, calculated and summarized. The data collected comprised the total number of chapters. The environments and the accompanying chapters were processed and analyzed to see how many types of environment reflected each level of awareness. All environments of the same type in the different chapters were added together. Simple percentage was used to calculate the data.

6.0. Results

The researchers read and analyzed each chapter in the selected textbook meant for SSS 1-3 in Cross River State, Nigeria. Data were collected as follows based on the research questions:

6.1. Research Question 1

What is the distribution ratio of the biotic, abiotic, social and neutral environments in the tourism textbook under study?

Table 1: Distribution ratio of environmental awareness

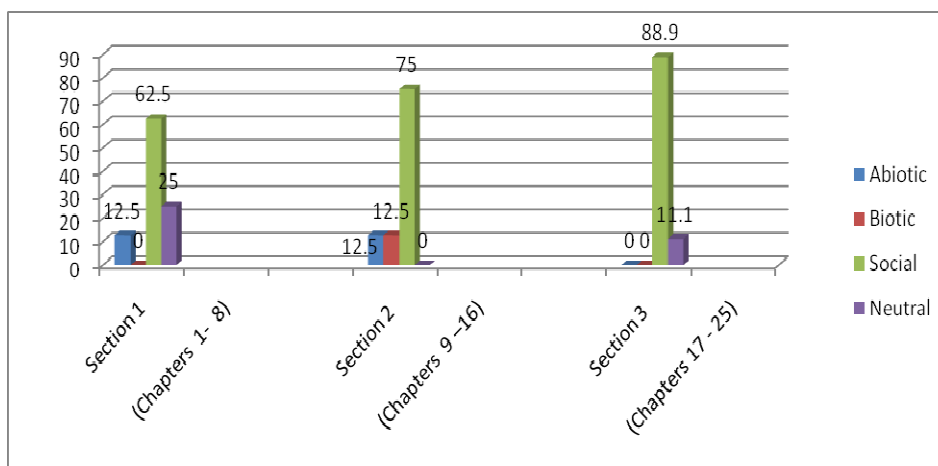
Sections	Types of environments								Total	%
	Biotic (%)		Abiotic (%)		Social (%)		Neutral (%)			
Section 1 (Chapters 1- 8)	1	12.5	0	0	5	62.5	2	25	8	100
Section 2 (Chapters 9 –16)	1	12.5	1	12.5	6	75	0	0	8	100
Section 3 (Chapters 17 - 25)	0	0	0	0	8	88.9	1	11.1	9	100

Using table 1, in section 1, the ratio of environmental awareness is recorded thus: biotic had 1 chapter representing 12.5%, abiotic had 0 chapter representing 0%, social had 5 chapters representing 62.5 % and neutral environment had 2 chapters representing 25% making a grand total of 8 chapters representing 100%.

In section 2, the ratio of environmental awareness is recorded thus: biotic had 1 chapter representing 12.5%, abiotic had 1 chapter representing 12.5%, social had 6 chapters representing 75 % and neutral environment had 0 chapter representing 0% making a grand total of 1 chapters representing 100%.

In section 3, the ratio of environmental awareness is recorded thus: biotic had 0 chapter representing 0%, abiotic had 0 chapter representing 0%, social had 8 chapters representing 88.9% and neutral environment had 1 chapter representing 11.1% making a grand total of 9 chapters representing 100%.

Figure 1: A bar chart showing the distribution ratio of environmental awareness in the various environment (biotic, abiotic, social and neutral)



6.2. Research Question 2

What is the sequence used in projecting environmental issues on the SSS 1-3 tourism textbook under study?

Table 2: Showing the sequence used in projecting environmental issues in the SSS 1-3

Classes	Chapters	Types of environment
JSS 1	1-8	B S
JSS 2	9-16	B A S
JSS 3	17-25	S N

B = Biotic, A = Abiotic, S = Social, N = Neutral

The sequence adopted in presenting environmental issues in SSS 1 is biotic and social and none for abiotic and neutral environments. It is observed that, the author did not follow this strategy. In SSS 2, the authors projected the biotic, abiotic and social environment but none for neutral environment. In SSS 3, the authors projected only the social and neutral environments.

A cursory look at the tables reveals that each section featured more of the social environment than abiotic, neutral and biotic environments. In as much as the authors are trying to project tourism in the state, there must be development through deforestation. The authors should try as much as possible to project if not the environment in its totality, at least the neutral environment. The featuring of neutral environment is necessary at this level to promote sustainable development among students.

One of the goals of the national policy on the environment is to raise public awareness and to promote understanding of essential linkages between environment and development and to encourage individuals and community participation in environmental efforts (FEPA, 1989). The implementation of this policy therefore will lead to:

1. The publication and dissemination of relevant environmental data.
2. Establishment of adequate environmental standard.
3. The monitoring and evaluation of behavioural and attitudinal changes in the environment.

In the foreword to Nigerian Environment Study and Action Team (NEST, 1991) definitive study of the Nigerian environment. Dr Bukar Shaib, Chairman of the governing board of the Federal Environmental Protection Agency (FEPA) makes it clear that the aim of Environmental Education would be achieved only if there is adequate communication.

Featuring of more neutral environment is necessary at this level because one can use text that featured more of neutral environment to teach environmental awareness in secondary schools since environmental education is projected in tourism in secondary schools in Cross River State. This will help the students to really appreciate nature and lead them to conservation of biodiversity. This can also help them to facilitate the creation of conservation clubs in their various secondary schools. Featuring of the neutral environments is very necessary for students who are likely to aspire to become environmentalists. Such featuring is a covert counselling strategy on decision-making exposure for the students.

In the above tables, the nature of distribution is biotic, abiotic, social and neutral environments. The researchers found out that, the social environment is mostly emphasized in all the sections.

From the above observation, one can say that the variation and distribution of the different aspects of the environment is not even. This aspect neglected could be used in teaching environmental awareness to students. If environment awareness should be learnt in secondary schools, then there must be some conscious effort made to emphasize and develop the spread of other environments in the tourism textbook. It is important to develop in the students the type of skills and techniques which will help them to develop in full their attitudes towards the environment so that they may live a meaningful life for themselves and for the community as well as for posterity. Some students may leave the school for future academic studies. The skills got from the tourism textbook and help them to achieve balanced overall development if the contents are varied enough.

7.0. Conclusion

From the result of the study, it was very clear that the level of environmental awareness in the tourism textbook used in SSS classes in Cross River State cannot be said to be high enough to bring about the desired change of attitude through understanding, respect, responsibility action about issues on the environment.

Environmental awareness refers to the sensitization of people on environmental issues and actions that will lead to a change in behaviour and attitude. This is very vital if we must conserve our resources for the present and future generations. The low level of environmental awareness in the tourism textbook used in Cross River State requires that conservation education be integrated into the textbook as much as possible. Environmental awareness should constitute a life-long education that is responsive enough to changes in the world in which we find ourselves. This awareness will help students understand the major problems of the world and the skills and attitude needed to play a productive role towards improving life and protecting the environment.

8.0. Recommendations

The researchers are not here to condemn or recommend the textbooks used for tourism in SSS 1-3 in secondary schools in Cross River State, Nigeria. The conclusion drawn from the findings and results of this research work have given the researchers the urge to make some recommendations to the authors of tourism textbooks used in Cross River State, Nigeria as follows:

1. Writers of tourism textbooks should present environmental issues in their books to cover the four different aspects of the environment especially the neutral environment as much as possible.
2. They should emphasize on the teaching of environmental issues in the SSS 1-3 students using the textbooks as a medium for teaching environmental issues.
3. Conservation clubs should be spelt out in the various textbooks used so that the students will imbibe the ethics of environmental issues as they use these textbooks.
4. The celebration of the world environment day (5th June) should be effectively advertised in the tourism textbooks so that the students will be sufficiently aware of the importance of the celebration.

5. The celebration of related events like the world habitat day should be given more prominence. Similarly, the observance of national programmes like the National Trees Planting campaign, Green Carnival and monthly Environmental Sanitation day should be treated with more seriousness.

From the above recommendations, the researchers wish to say that by and large, awareness creation is the immunization needed to protect us from consequences of environmental degradation. To be able to achieve this, a lot need to be done through awareness activities, to relate culture, beliefs and religion to environmental conservation and for posterity sake.

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