

COMBATING POOR HYGIENE BEHAVIOUR IN SECONDARY SCHOOLS
THROUGH PARTICIPATORY COMMUNICATION: A STUDY OF LINDY ACADEMY,
KADUNA

BY

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DECLARATION

I declare that this thesis was written by me, and that it is a record of my research, which has not been submitted to any school for a higher degree. All quotations and sources of information are duly acknowledged in the references.

Gilbert, Clifford Ayabowei

Signature

Date.....

CERTIFICATION

This thesis: “Combating Poor Hygiene Behaviour in Secondary Schools through Participatory Communication: a Study of Lindy Academy, Kaduna” by Gilbert, Clifford Ayabowei is certified to meet the regulations guiding the award of Master of Arts in Development Communication Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge.

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Abstract

As a result of one's interaction with society his behaviour may affect not only him, but also those around him. This is the case with negative sanitary behaviours. There are people who live healthy lifestyles whose health is jeopardized by those with poor sanitary behaviour, making them vulnerable to some of the diseases which they would have been able to prevent. When these two sets of people are actively engaged in participatory communication from childhood on proper hygiene or sanitary behaviour, the condition is likely to improve. And although participatory approaches to development communication have steadily gained recognition in recent years, in Nigeria people do not get the opportunity to fully participate in hygiene /health issues. This negatively impinges on their effective uptake of hygiene messages, thus leaving them poorly equipped to address such issues and make them more susceptible to preventable diseases. It is the opinion of this work that in order to overcome this challenge, it is needful to start a behaviour reorientation programme from an early age, so that people will grow up with healthy behaviours. Therefore the researcher undertook a behaviour change communication (BCC) workshop that was participatory, using the ACADAE model, to engineer behaviour change in relation to poor sanitation/hygiene in the students of Lindy Academy (secondary section), in Kaduna.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Experience over the years has shown that children are important stakeholders in matters of development. Much of the content of development programmes are such that they include strategies for the improvement of the life of children, generally speaking. For example, they have rights which necessarily have to be respected. The United Nations (UN) sees such rights as right to education, survival, protection, participation and so on, as critical (Osofisan; 2004). However, children are not given the opportunity to participate meaningfully in issues that affect them. This makes them ill prepared to face certain challenges in life, as Gilbert (2010) notes:

... children do not get to participate in these issues that concern them. For example, I was never consulted before I was taken away from my state to live in Niger State; neither was I asked if I wanted to attend the primary school I was registered in. Even though I wanted to read Theatre Arts or Law, I was made to read Business Studies in a polytechnic. This condition is replicated in many homes the world over.

Personally, this made me rely unnecessarily on others for even very minor decisions. Looking back now, I realize that the situation created in my subconscious a lack of confidence in my ability to make good decisions. Thus this habit [withholding participation from children] is not only tyrannical, but also inimical to the development of the child.

Although the researcher had known that children are very intelligent, the course Children's Theatre afforded him the opportunity to know how creatively expressive children could be. It also enabled him to know that they could be proactive in tackling issues they set their mind to. It was against this back ground that he decided to embark on a participatory communication project

with children in Lindy Academy, and using it as a case study, propose the need for participatory communication projects in secondary schools, because communication, in whatever form, has always played an important part in the economic, social and political processes of man whenever and wherever he found himself. For example, Ogunbiyi (1981) notes that in the early history of the African man, hunt dances were used as part of communication and as rehearsal for economic activity; it was used to also re-enact the actual hunting activity, to show the rest of the community how it was done. This was important to the people then because of two basic reasons, apart from the entertainment value. Early societies placed much premium on valour, bravery. This was needed as there were wars to be fought, and big games to be hunted. These hunt dances served to communicate to the would-be warriors the need for bravery in order to defend their communities against human enemies and wild animals. The hunt dances also served as a means for communicating to the warriors how to stalk their prey and effect a successful hunt.

Oral narratives like story-telling played (and still do, at least in typical traditional African settings) a key role in the socialization process, playing the dual role of educating and entertaining members of the community. It was through communication that society was reborn after rituals and sacrifices for appeasement and, or thanks-giving. In a typical African community, it is believed that the gods and ancestors watch over the people. A priest keeps communicating with these through several rituals. He offers sacrifices of thanks for blessings, and offers others for supplication or appeasement if the community is in danger of their wrath. This wrath may be in the form of wars, epidemics or the like. In times like this, the chief and the priest will lead the people to communicate with their transcendental powers in whatever acts of worship they are wont to. If the higher powers accept their supplications and appeasement, the society is restored or reborn.

As per communication in politics, Mda (1993) notes in relation to Lesotho, that there were several means of communication for political organization. There was the *pitso*, which was one framework of communication for political organization in the Basotho (people of Lesotho) setting before the advent of colonial rule. This was a framework whereby the members of the community would gather together to discuss issues of importance to the community. It was not the exclusive terrain of a privileged few, but a general assembly where women too, aired their views. This participatory communication helped the community leaders make decisions that were all inclusive.

Relatively recently (in the mid 20th century), communication has come to play a key role in the development process. It has seen modifications in terms of theory and terminology, which make it recent. However, in terms of praxis, it goes way back in history. This is what Osofisan (2004, p.1), says in relation to communicating development (TFD, specifically):

...in terms of terminology,[it is] a relatively recent invention. But as praxis its origin is as distant in history as that of theatre itself. It certainly would not be fanciful speculation to suggest that as far back as the beginning of the organization of men into social and political communities, [communication] must have served as part of the socialization process initiated and employed by our ancestors

From time immemorial the communication arts have always been at the service of man for different purposes: entertainment, information, education and so on. But one pertinent thing to note is that from the first decade of development to this time, children have played an almost non-participatory role in the said development issues—even those that directly affect them. Take for instance, the issue of preventable diseases: children are not actively involved in ways to protect themselves against these. This makes them vulnerable, and considerably affects their chances of survival. Thus, refusing to actively engage children in communication strategies that

will enhance their understanding of health messages that should prepare them against preventable diseases is a breach of their rights to participation, protection and survival. Sadly, health communication in Nigeria is more in favour of the dominant approach of communication, which denies them these rights.

The non-participatory, dominant approach to communication is replete with many flaws, which make it inadequate, underpinning the need for alternative communication approaches. First this top-down approach is undemocratic in the use of an art which implies communal effort. Freire (1972), in trying to explicate the need for participation, hinted that the etymology of the word carries with it the implication of group activity. Therefore, he opines that, to make any development communication process non-participatory is to deny people their right to “name their world.”

The dominant approach, which is non-participatory, carries with it some latent assumptions. At the heart of these is the fact that underdevelopment is caused by information deficit, which may be corrected by disseminating the needed information. Furthermore, it was believed that messages (information) had the same effect on everyone- the mass audience (Savaes1991). This presupposes recipients of messages to be *tabula rasa* (empty slates), which of course is false.

Non-participation over time may make people adopt a culture of silence and inactivity/apathy in the face issues that concern them since development is top-down. That is, it discourages them from being pro-active as Memmi (1967) notes:

...discouraged citizens of free nations tell themselves that they do not have a voice in the nation's affairs, that their actions are useless, that their voice is not heard, and that the elections are fixed. Such people claim that the press and the radio are in the hands of a few, that they cannot prevent war, or demand peace, or

even demand from their elected representatives that for which they were sent to parliament.

Apart from the fact that non-participatory means to development insults people's intelligence and makes them apathetic to development, it does not augur well for the success of projects and their sustainability. When people sit in their air conditioned, well upholstered offices to strategize ways forward for perceived backward communities, how do they know what the people want without communicating with them? Without dialogue, it will be difficult to know the needs of people, and to prioritize these needs. Ramanamma's story (in Nair and White 199) is instructive here:

In a very big kingdom [in India] lived a big and powerful king. In his kingdom there were more poor people than rich people...so he sent servants to assess the situation of his subjects and help them. One servant tried to provide potable drinking water for the people by digging wells all over the kingdom and felt that the people would be happy. He went a year later to a village in the kingdom and found the people saying they did not need the wells because a stream nearby supplied all their water needs.... Another servant distributed pest-killing powder to farmers. But the poor farmers in locust-infested villages did not understand the link between the powder and locusts, and did not use it.

The lesson here is that good intentioned projects, no matter how expensive, are not enough; they do not guarantee success. On the contrary, the whole project may be a waste of limited resources. In the case of the above story the people just did not use the wells. In another story the people vandalized the project intended to make life easier for them. A group of mountain dwelling American Indians had a problem of potable water, and had to descend and walk a long distance to fetch water. Imagine the arduous task of carrying water up the mountain! This did not sit well with experts, and so without involving the people, water was piped up the mountain so that people would have water at their finger tips.

One can imagine the satisfaction the interventionists would have felt for having impacted on the life of the people. Shortly after, when they came for evaluation, they realized that they had really impacted on the people the wrong way. For, they found out that the women had destroyed the pipes! Why? Well, the people's dwelling was such that they did not have much privacy for the parents. So it was when the children went out to fetch water that husband and wife had time to get intimate. But with water now at their finger tips this was stolen from them; the children were always home so they could not get intimate. It was a serious issue that threatened the continuity of the people. How could they procreate with a problem like this?

Both stories highlight the problem of non-participatory approach to development. They did not know the dynamics of these peoples. If they had involved the people, they would have been able to prioritize their development issues; but they did not, so the projects were monumental failures.

Recently though, the issues of child survival and participation have become questions of the right of children as espoused by the United Nations (UN), and strongly advocated for by the United Nations Children Fund (UNICEF, 2011) as their statement attests:

Increased participation of children in issues affecting their lives can have positive and far reaching effects on their health and socio-economic conditions. When children participate in decision making, they tend to be more creative, positive and energetic, offering ideas devoid of prejudices and stereotypes.

UNICEF and other bodies and indeed the Nigerian government, have worked hard to improve the welfare of children through improved health and other social services. In 2003 Nigeria adopted the Child Rights Act and domesticated it in light of its own realities. This law is ineffective without the co-operation of State Houses of Assembly; they have to enact the law for it to work. But as it is, only 16 states out of 36 have done so. The law has been passed in some states but the government and these bodies have not come to fully appreciate the need for child participation. That is why many child issues beg attention. This much is seen in the

report of the president of the Nigerian Children's Parliament (UNICEF 2012):

Nigeria has been unable to deal with several issues... such as children living on the streets, children affected by communal conflict, drug abuse, human trafficking and the weaknesses of the juvenile justice system amongst others.

Children conflict with the law for a variety of reasons. Poverty, social inequality, failed educational system, family problems, peer pressure, social and religious conflicts in which children are used as the foot soldiers are some of the factors that account for the number of children in conflict with the law.

In the same way as participatory communication is beneficial in tackling development issues that affect adults, this inclusionist strategy is of immense benefit in relation to children. On the contrary, non-participatory communication has set backs. Take the issue of violence for instance. In most cases teen-agers between the ages of 14-17 make the bulk of the "foot soldiers. If children had been engaged in participatory dialogues and workshops, the tendency of having as many as have participated in violent crisis, would be slim. But because there has been little or no effort in this regard, the number of children who engage in acts of violence is high.

Participatory communication strategies must be used to engage children if organizations and agencies who are into advocacy for children are to succeed. It is he who wears the shoe that knows where and how it pinches. It is children who know best the problems they face; and they could contribute meaningfully toward ameliorating the issues. If they are not actively involved, the understanding of the so-called advocates may only be guess work and highly limited.

Denying children the right to participate in issues that affect them may result in similar outcome as the story of the Indian king and his subjects. Consider the following illustration: Many street children in the north have come to see their situation as normal. They have a daily income from begging with which they take care of their immediate needs. Now imagine well intentioned plans

to send these children to school, even if for free. Without several participatory engagements with the children themselves it will be a Herculean task. It is very easy to imagine many of the children kicking against a plan to rob them of their freedom and means to a regular income. When children do not understand why they should do certain things, and yet they are made to do them, they are likely to view it as one of the tyrannies of adults even if it is for their benefit. Thus, when the adults are away and no one there to make them say, wash their hands after using the toilet, they will not.

Hence this thesis is going to explore the opportunities to be tapped, if an alternative communication strategy were used to deal with health issues that affect children and get them to be involved in the decisions, experimenting with behavior change communication as a participatory tool to involve children in making informed hygiene/health decisions that will help reduce the incidence of preventable diseases, thereby reducing the financial and social costs thereof. To arrive here the researcher will take into cognizance the children's educational background and form of communication they are familiar with. These will help in adapting one's self to the communication realities of the children.

The engagements with the children will be such that ideas will be sought from them. They will be asked why things are the way they are, if they like the status quo. If they do, they could suggest how to maintain or improve upon it. If they do not, they would be asked why and what to be done.

Depending on the success, the group activity will be scaled up, so that this group will help their colleagues at school (also stakeholders) to adopt the desired behavior pattern.

1.1 Statement of the Research Problem

As a result of one's interaction with society, his behaviour may affect not only him, but also those around him. This is the case with negative sanitary behaviours. There are people who live healthy lifestyles whose health is jeopardized by those with poor sanitary behaviour, making them vulnerable to some of the diseases which they would have been able to prevent. When these two sets of people are actively engaged in participatory communication from childhood on proper hygiene or sanitary behaviour, the condition is likely to improve. But although participatory approaches to development communication have gained ground in recent years, in Nigeria children do not get the opportunity to participate in development activities/issues, specifically, hygiene /health issues. This negatively impinges on their effective uptake of hygiene messages, and thus makes them poorly equipped to address such issues and make them more susceptible to preventable diseases.

1.2 Aim of the Study

The aim of this thesis is to explore the efficacy or viability of participatory behavior change communication in addressing poor sanitary/hygiene behaviour in schools.

1.3 Objectives of the Study

The specific activities that will be carried out to achieve the overall aim of this research include the following:

- i. To investigate what communication strategy(ies) have been, or are used to address hygiene issues in schools

- ii. To determine the effectiveness of the communication strategies used to address hygiene issues in schools
- iii. To carry out a workshop with students in Lindy Academy that will empower the students to shun negative hygiene practices and adopt healthy ones.
- iv. To create a safe environment within schools that will support the sustainability of positive change in relation to hygiene.

1.4 Scope of the Study

Although communication was deemed an important element in the development debate around the globe, the situation was not the same for participation. Soon it became obvious that it too, was necessary if development was to be sustained; thus participation has become a core element in the development discourse. The arena of development is indeed a broad one, for each of the components (communication and participation) is almost infinitely broad.

Thus this research has attempted to restrict itself to participatory development communication. Again, one is aware that this in itself is a sub group that is too wide for an academic exercise such as this, so this work has been further streamlined to how participatory development communication may serve as an alternative communication strategy for tackling health/hygiene related issues. In doing this the researcher has chosen a particular mode of communication—behaviour change communication (BCC), as a tool for his experiment.

The interest of this study is to ferret out the importance of behavior change communication in relation to hygiene/health issues of schools in Kaduna State. That is, the purpose is to portray behavior change communication as a veritable tool for reducing health risks. The focus is on

child health, believing that when children actively participate in a health strategy that affects them, and this participation leads to conscientization, they will take pro-active steps toward preventing some diseases, thus reducing the cost (financial, psychological and physical) of dealing with the disease.

In a nut shell, the scope of this research is limited to the experiment with children between 11-16 years of age in a secondary school (Lindy Academy) in Kaduna; which is intended to show that behavior change communication is a necessary tool which will help children prevent diseases in schools, and thus should be adopted as a communication strategy for health.

In carrying out this research it is realized that one is dealing with social beings who, in response to the ever demanding environment they live in, are in a constant flux themselves. These are people with different idiosyncrasies due to the different exigencies that impinge on them; hence unlike scientific experiments with controlled environments and thus, universal applicability, the problems which will be highlighted, and the subsequent solutions proposed (if any) may not have universal applicability. This research therefore, is limited in this regard.

This research is only able to make recommendations, but not enforce them. So even after the best efforts of the researcher, it is possible for certain things to remain as they were before the research.

Another limitation finds expression in the fact that behaviour is a gradual process. This research is bound by the restriction of time; it has to be completed within a limited time frame. Within this period, some of the participants may not have adopted the desired behavior. Conversely, some who may have adopted it may relapse. All these may not be captured as a result of the time limit.

1.5 Justification for the Study

From the earliest of times, man has been concerned with issues of wellbeing and improvement. He worked at ways for improving his health, politics, economics and social relations. From sole dependence on the transcendental powers for good health, he started to learn about diseases and their causes and surgery; from gathering of food and hunting man started farming crops and rearing animals to improve his economics; and so on. However, around the mid 20th century onward, development started to take a new turn. It became an international concern; it made its way to international politics and became an area of academic pursuit. The first approach was the dominant modernization, top-down approach, which in time became conspicuously inadequate (Okwori; Abah). Thus this research is justified in the sense that it gives credence to participation.

Again, from the 1990s there have been criticisms (Cooke and Kothari, 2001) leveled against participation in development. Cooke has argued that “participatory development should consider closing itself down”. One of the reasons for these critiques is the questionable way some so called agents of development have tried to get approval for projects through the mechanical use of participation. This thesis finds its justification in refuting this claim by positioning participation as a necessary ingredient for development. This thesis finds its justification in its attempt to lend voice to those of Hickey and Mohan (2004) and others to say that despite the misguided application and rather parochial view some have of participatory approaches they remain potentially useful tools and processes of sustainable transformation.

Another justification for this research work is this: children over the years have remained in the fringes, while decisions that directly affect them have been made for them without recourse to

what the subjects of the matter think. This thesis draws attention to the need to involve children in decisions that affect their survival and development. By so doing, it lends weight to the voices of Adelugba (2004, p.2) and others who have discussed this issue.

We believe that institutional training in this mode of interpersonal communication can enhance the dissemination of child survival and development issues within the context of Children's Rights and the new goals of the twenty-first century....

In an attempt to find the most relevant approaches, it has been observed that "development has to be engineered and sustained by the people themselves, through their full and active participation. Development should not be undertaken on behalf of a people; rather it should be their organic concern and endeavor.... Therefore, to achieve and sustain the health and well-being and vitality of a people [children inclusive], they must participate fully and effectively in the development process."

This work is also justified by its attempt to reduce huge amounts of money spent on curative health pursuits. Not that it is bad to cure diseases—far from that; but the issue is that to prevent these is far better financially, physically and psychologically. This thesis points to need to help children prevent diseases by attacking their root causes, and so prevent them from feeling the physical and psychological agony of experiencing the disease.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.0 Introduction

Some of the challenges the world's children are faced with could be drastically reduced if participatory communication approaches are applied to address them, especially issues that pertain to their right to protection and survival. This is why this thesis is concerned with the active involvement of children in health challenges, knowing well that their participation in health issues is critical to the success of the process of tackling them especially, when they are a major stakeholder in the said issues. This notwithstanding, for a very long time until quite recently, children had little or no influence in what went on in society. Even now, in Nigeria, they have little to do in determining what happens and what does not even though they are seen as important stakeholders in matters of development. According to children's status as stakeholders, the United Nations appropriated to them certain rights, and these have been categorized into right to education, survival, protection, participation and so on (Osofisan, 2004).

However, it is one thing to acknowledge the child's rights and entirely another to allow these rights to bear in the affairs of government and policy making. This is especially so for the child's right to participate in issues of survival and protection as these affect them. The right to participate in health issues has not reflected in government policy even though this boosts their (children) ability to analyze and understand the issues affecting them and to take positive steps toward ameliorating them. And so every year countless number of children die of preventable diseases, and the same is true of adults. Government and indeed, individuals spend huge amounts of money to cure these preventable diseases. Apart from the financial loss, they undergo

unnecessary physical and psychological pains. In the worst case scenario, the child dies and leaves an irreparable loss. But if children become involved in ways to prevent some of these diseases through positive hygiene behaviour, the unnecessary losses would be avoided.

If the nation's children are knowledgeable and get actively involved in the processes of analyzing, understanding and articulating health problems mere health information will become a body of knowledge that may be internalized and applied; and the result would be a healthier nation. This is so because they grow up with healthy habits, to become healthy men and women. Sadly, though, this is not the case. And unless children are meaningfully engaged through communication that is participatory, this ugly trend will continue to bedevil the country, leaving a dent in the health component of development. In other words, until alternative communication strategies are employed to address hygiene issues with children, this aspect of development may continue to trouble the nation longer than it otherwise would.

Since this is a research work in the sphere of Development Communication it is pertinent, before proceeding any further, to state at this juncture, the relationship between development and health on the one hand, and between development and health communication on other. To do this effectively, it is only necessary to first, and foremost, shed light on what development is, taking into consideration the different shades of it, as opined by renowned scholars, with the aim of establishing health as a component of development. From this point this work will attempt to show how the early understanding of development affected the way it was (still is, in certain quarters) communicated, and how this has indirectly affected health communication, for it is the understanding of development that defines how to communicate it, with wrong or faulty perceptions inevitably leading to limited paradigms of communication. Early perceptions on

development were limited, and hence the communication of it was limited. For now let it suffice to leave out the early perceptions until when health communication will be analyzed.

Rodney (1972, 20) in discussing development, sees social services (which are indices of development) as a right of citizens- including children, of any given nation. His definition implies that the government owes it as a duty to provide an enabling environment for the progress of its people. This is captured in his words below:

The social services provided by a country are of importance equal to that of its material production in bringing about human well-being and happiness. It is universally accepted that the state has the responsibility to establish schools and hospitals.... The extent to which basic goods and social services are available in a country can also be measured indirectly by looking at the life expectancy, the frequency of death among children, the amount of malnutrition, the occurrence of diseases which could be prevented through inoculation and public health services....

He equates the importance of the social services government provides (or ought to provide) to human well-being with material wealth. This is because these services can lead directly or indirectly to the material output. Take for instance, health: when one is unhealthy, his productive abilities will be inhibited. For him health is a paramount component of development; this is why health indices appear six times in the last six lines of his definition. He speaks of death and malnutrition among children. If the child is ill or malnourished, he is impeded in terms of physical growth and productivity? This in turn, creates an obstacle to his full potential as a contributor to national development. It is even more ominous for national development thinking of the worst case scenario of poor health, which is death. For, if child health is not properly handled, the tendency is to have an aging population that is too weak for productive activities. This unquestionably positions children as stake holders in development.

He also relates development to what the human agent can do both in terms of the physical and the mental capacities he has been endowed with. He sees development as an overall process which is dependent upon man's efforts to deal with his natural environment. That is why for instance, he attributes one of the reasons for the stagnation of development in Africa to slave trade, which he says drained the continent of some of its best human resources.

Rodney's own definition of development also carries with it some obligation on the part of the citizens, too. This is implied in the values development carries with it. For example, such values as morality, civic responsibility, etc are implied in Rodney's definition of development when he says at the individual level it implies "increased skill and capacity... self-discipline..." (p. 5). The citizen ought to take part (participate) in what happens around him. If the society is such that the political structure provides the infrastructure, manpower and conducive environment for learning, it will be left for the individual to take advantage of these opportunities to make the most of them.

The most important element in the definition of development must be seen as attitudes and beliefs. These are a function of the sort of information one is exposed to over time. That is to say attitudes and beliefs are shaped by information and experiences in the course of life. Todaro's (19...26) definition of development recognizes the place of these elements in development, as noted in his words:

Development must... be conceived as a multidimensional process involving major changes in social structure, popular attitudes and national institutions as well as accelerating economic growth, the reduction of inequality and the reduction of absolute poverty. Development ...must [be]... tuned to the diverse basic needs and desires of individuals and social groups.

Why these elements are important, especially, to this research is that certain health related behaviours are informed by either latent or overt beliefs; for example, urinating and picking a stone or stick to wipe the tip of one's organ. Another reason why the this work finds attitude an important element in the definition of development is that the hygiene challenge it seeks to address is attitudinal, and needs a communication approach which the health workers have not fully explored.

From these various definitions or perspectives of development, it is not hard to see that the term development as used here implies improvement. It is the improvement of the wellbeing or the living conditions of not a particular group or groups of people, but mankind as a whole, children inclusive. These conditions include health, politics ,education, economics, and so on. Suffice it to say that if an improvement in the living conditions of society has occurred, without jeopardizing the chances of same for the future generation, then development has occurred. Development therefore, is the conscious, systematic human effort geared toward achieving the human potential to bring about better living conditions and long, happy life. Though very short, this definition of development carries with it some implications which will be explained.

First, development is a conscious and systematic effort. It is a process which does not happen by accident; rather it has to be striven for in a planned or organized manner. It seems that it is inherent in man to be perpetually restless; to be constantly dissatisfied with the status quo, and therefore ferret out ways to improve. From a simple gatherer of food, man became a farmer. From merely hunting animals, he improved and started to rear animals. From using very crude implements like wood and stones, he graduated to using very sophisticated equipment. All of these changes happened because man strove to improve; and when an accidental discovery was made, he applied the principle.

Another implication is resident in the word “better”. Development brings about something better. It suggests an improvement in the situation or conditions affecting the people’s life. Anything that does not bring with it a positive change is no development. Therefore innovations which do not translate into positive change in the environment even though they might have had some success in other contexts do not necessarily mean development. In fact, on the contrary, some so called innovations may mean negative development.

2.1 The Communication of Health Issues

Communication is an everyday word used by most people without recourse to its origin. As used in ordinary speech or lexically, it may be said to be the dissemination of information. In other words, it simply means the transference of information from one person to another. In this view of communication it does not matter whether the communication is unidirectional—that is, whether there is a response from the recipient of the message. The most important element here is the message. This was enough definition for the military during the First World War, when the concern was the message and the mechanism through which that message delivered (Encyclopedia Britannica).

In the early mass communication system, this definition sufficed because here too, the message was thought to be the most important element. The audience was not that important, as a portion of it may represent the whole because the audience (no matter his class, culture, or his preferences) was perceived to be uniform. But understanding of the audience has improved since then, and so must the application of communication theories and appropriation of meaning to these. This work believes that just the way the theories of mass society influenced the theories of communication effect, the definition of communication itself was predicated upon their limited

understanding of the communication process (Melkote, 1991). Hence, the meaning of communication must be broadened to include elements hitherto unrecognized in the earlier definition of communication. Sadly though, health communication was predicated upon this limited understanding of communication, for this reason it has not been very successful.

Communication may thus be defined as any process where information is generated and shared either within an individual, or between people such that there is mutual understanding, and the purpose for which the communication was intended is achieved, all things being equal. This definition takes into account of the different levels of communication, which will be discussed presently. It also implies that communication must be in a language (or sign and symbol) understood by both parties to the process. It must take into account not just the sound system, but also the non-verbal signs and symbols. These include facial expressions, as well as other bodily gestures. This opinion is in tandem with what Yahaya (2008) says about effective communication, which he defines as that which moves both parties to a beneficial end through the use of a system of meaning understood by both. To be able to communicate effectively, therefore, anyone engaging in it must have an appreciable level of the vocabulary of the language in which he or she wishes to communicate. There must also be an appreciable understanding of the various communication media open for use within the society. For the professional, this is even more imperative, because there should be little room for errors. Once the meaning is lost the purpose of it is defeated. To illustrate note an experience shared in a class.

To get communities aware of the fact that mosquitoes spread malaria, billboards were erected with giant, metallic looking mosquitoes. On some of these boards the mosquito straps the victim (a child) on its back the way mothers do. On some others the mosquito embraces the whole family playing a particular game. Perhaps this is okay in the cities, where the message may be

easily interpreted. However, in the villages it might be a different thing, as it certainly was in a village. In this particular village some people were grateful to God that their mosquitoes were not like the ones on the billboards, which were giant, metallic mosquitoes! Just imagine someone thanking God that they did not have mosquitoes that kidnap their children! Obviously the communication went wrong. And in a case like this there would be no need for such a person who has perceived the message out of context to work toward eradicating mosquitoes; since their own were not “bad” mosquitoes.

Every society has a repertory of signs and symbols for sharing ideas and information, and some of these are culturally specific; thus it may not be right to transplant a message from one location to another with a different background (which is what happened in the above health communication). Also there are different media of communication in every social setting. The communicator must know this fact as well as the fact that there are several types and levels of communication. As regards the former, here is a personal experience.

Some years back, during one of the holidays when I was running my first degree, I went to Sagbama, Bayelsa State to visit my family. I have an elder sister, who is a grandmother, yet she loves folk tales (whatever kind). She was just about to leave my mother’s place when I arrived, and my mother asked her to listen to a story. She could not miss the opportunity; she came back. And she was told the following fable.

In a particular kingdom the wisest being was the tortoise, who decided to sell part of his wisdom. So he put some of his wisdom in a basket to go hawking. On his way he discovered a tree had fallen across the road so that he could not climb over with the basket on his head, neither could he crawl under with same. So he stood there confused, from morning till noon. Fortunately, a boy came along and suggested to him to place the basket on the tree and climb over or crawl under. He found it quite easy; and then he concluded that he was not as clever as he had thought, and that no one had a monopoly of knowledge. Therefore, there was the need to inter-depend on one another for ideas.

When she concluded, the message sank. My mother had advised her on something, which did not go down well with her. In all honesty, xxx fact my sister was annoyed at first because she had been made to continue a discussion she did not like. However, she eventually applied the advice!

The lesson here is that there are several media through which a communicator may share idea; and a good communicator will always avail himself of a people's communication repertory. In the above illustration the older woman could sit her daughter down and make her listen because she chose the most effective medium at the time- one her daughter could not resist. Health communication must thus look beyond what was handed down several decades before, and explore the opportunities in other strategies. To do this effectively, it is pertinent for the health communicator, as a starting point, to know the types of communication, because an understanding of these and how they operate will help communicators to effectively package ideas or messages. This will enable them to decide what type of communication, and the channel to use.

At times communication starts and ends within an individual. Every man carries within him a countless amount of information, ideas, experiences, and so on. It is on the basis of these that we make certain decisions, as we try to organize these logically to make informed judgments. Sometimes it is like a debate, as though we are divided on the inside, with each side presenting its case. This type of communication, which happens within the person, is known as intrapersonal communication. The knowledge of this type of communication will help professional communicator (in say, social marketing) to appreciate the fact that people are not *tabula rasa*; that people actually have a debate within themselves, and make decisions based on latent beliefs and experiences. This knowledge in turn, will enable the communicator provide

information that will help the intended audience to adopt a particular behaviour. This will be seen presently when discussing the dominant paradigm's approach to communication.

Another type of communication is the interpersonal communication. This finds favour with many communication writers – and with good reason, if one may add. It is that type of communication that starts within one person but reaches beyond the originator. It happens between two or more people. Here the idea which originates within an individual (known as the encoder) is intended to be shared, and so gets to whoever it is intended for (the decoder), through word of mouth, writing, body gestures, or any other means the encoder decides to use. If the message is understood the decoder acts in accordance with the intent of the message, and then the process may be said to have been successful. Note that this very brief explanation does not in any way suggest that the process is a linear one, because depending on the context, it may be an on-going process.

The third type of communication is mass communication, which is that type of communication intended to reach a large number of people at once. The scope of this type of communication cannot be compared with the first two mentioned. While the reach of the first two are limited, that of mass communication is unlimited. Television and radio broadcast, newspapers, magazines are some examples of mass communication.

Of the three types of communication mentioned here, the last two are used obviously in development communication; and it is important for the development worker to understand when and how to use them. Each has its advantages and weaknesses, and it is the particular context in which the change agent finds himself or herself that will determine which of them to use. However, according to Melkote (1991), because of the limited understanding of early scholars,

theorists and practitioners, mass communication with a top-down unidirectional flow (also known as the dominant paradigm) was used for development communication such that messages are not as efficacious as they should be. Some of the weaknesses of this paradigm can be traced to the underlying assumptions that informed it. It was based on the supposed successes of the occidental world, which underscored the importance of economic growth through industrialization, capital and machine intensive technology, top-down authority with economists in charge, and a certain attitude and mind-set. Schramm (1964:27) for instance, noted that the problem of developing nation was the underdevelopment of human resource, hence the need for the media to “speed and smooth... social transformation for economic growth.” One area that has contributed immensely to this discourse and which merits consideration is the communication effects approach.

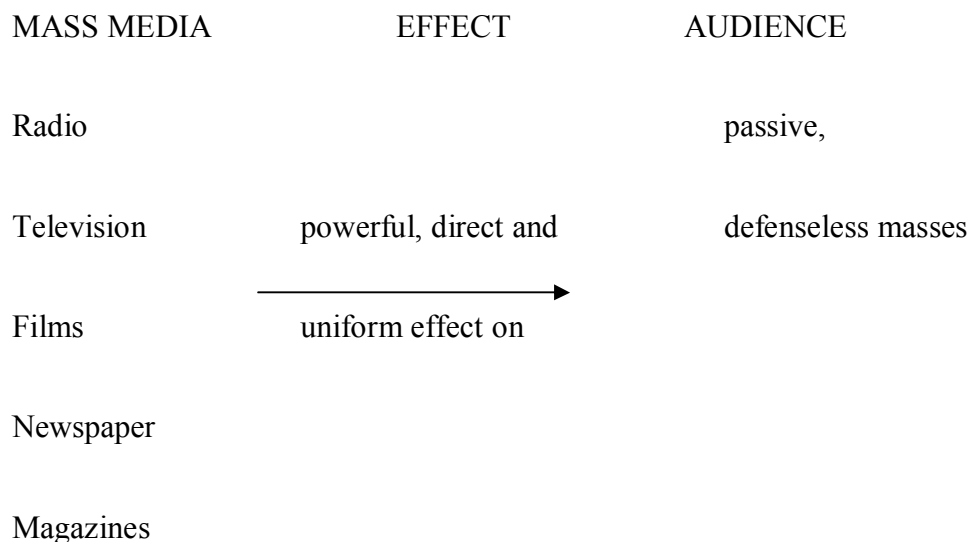
Against the backdrop of inciting war propaganda during World War I, Harold Lasswell refuted the Libertarian theory of man’s rationality. He posited an innovative formula of mass media effects thus:



He opined that human was essentially irrational; he thus developed the Hypodermic Needle (also called Magic Bullet and Stimulus-Response) paradigm, (Berlo, 1960). A logical beginning to understanding the effects of mass media approach is to review the term “mass society”, a description of modern Western society in the 19th century. Melkote (1991: 66) describes it here:

From the mid-18th century, certain trends occurred that transformed Western societies from feudal agricultural and pre-industrial communities to military-industrial complexes. These trends identified broadly as industrialization, urbanization and modernization, transformed the social relations, norms, material culture, e.t.c. quite drastically.... Thus through these trends traditional loyalties, norms and values eroded. There was wide spread anomie between the people of big cities, greater differentiation, distrust, and stratification. The strong interpersonal bonds and loyalties... were replaced by an impersonal and tedious life....

This grim description is further accentuated by McQuail and Windahl (1981: 42) who say this is "an image of modern society as consisting of an aggregate of relatively atomized people acting according to their personal interests and little constrained by social ties and constraints". Hence they became defenseless against media messages. For this reason, the mass media was perceived to exert powerful, direct and uniform effect on individuals, portrayed thus:



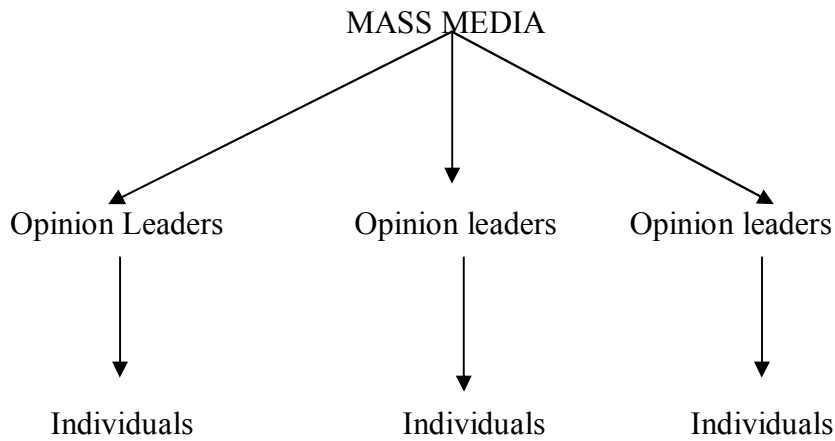
What this means is that, based on what scholars perceived the late 18th century Western man in cities to be, they concluded that he was lonely, and did not have anyone to advise him, save the media. The mass media was thus believed to be all-powerful, with the audience as a weak prey.

There were other models, but all these, perceived communication to be a linear, mechanistic flow with an omnipotent source and a passive audience. But the problem one can easily see with this model is that it started with a dangerously faulty position: that man is irrational. Man may have his weaknesses that led him to make mistakes, but it would not be right to say he is irrational (Hoverland's theory will prove this shortly). Another weakness of this model was in their presumptuous application to Africa, of a theory that had nothing to do with it, as their own write ups indicate. African societies were not mass societies. Golding (1974) saw Africa as at 1974, as a traditional setting; so why would they apply to this part of the world a theory that had nothing to do with it?

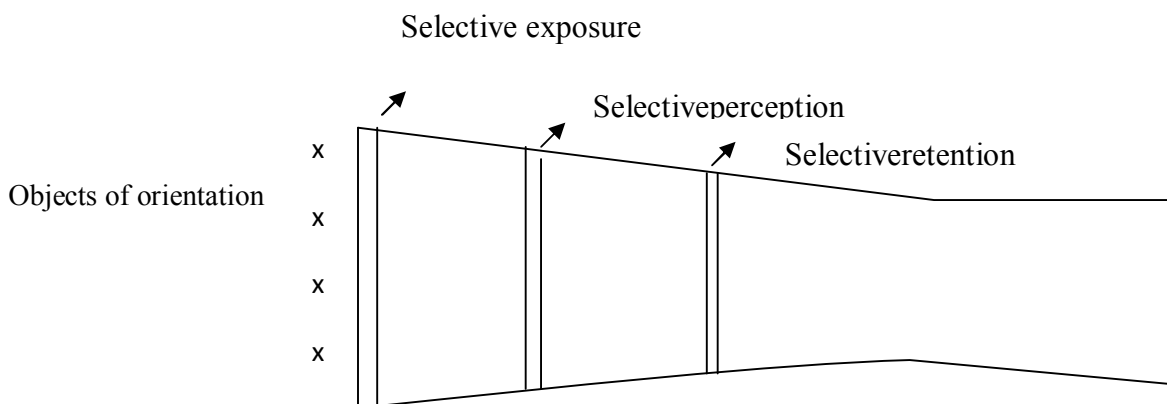
Lasswell was wrong in his assumption that mass media messages had direct and uniform effect on the varied audiences that were exposed to such messages as Mody (1991: 11) suggests:

... I learned the media had actually been less powerful than expected. The mass media had provided information, but families, friends, and neighbours ultimately influenced the decisions people made and the actions they took. I also read of the optimistic writings of Daniel Lerner, Wilbur Schramm and Everet M. Rogers, who claimed that the mass media could transform the Third World.

What Mody means is that the early theorists had been over enthusiastic and over optimistic (if not too presumptuous) of the effect of the mass media on the audience. That is, regardless of the fact that people may have been exposed to mass media messages, ultimately, it is other people that make them take action. There were other works that lend credence to this opinion, as the two-step flow below shows. Lazarsfeld, Berelson and Gaudet's work in 1948 on the United States 1940 election showed that contrary to prior postulation, media effects were neither omnipotent nor direct; instead, media messages first reached opinion leaders, who in turn influenced others; hence the term two-step flow as seen below:



Again, in 1949 Hoverland and his colleagues showed that individuals protected themselves from media message through selective exposure, perception and retention. These were the tendencies for people to (i) expose themselves relatively more to messages which were in consonance with their beliefs, ideas and values (ii) perceive events, places and so on ,based on latent beliefs and needs (iii) recall information based on the aforementioned factors. Hence the minimal effect theory posits that people are not *tabula rasa*: by the process of selection they protected themselves with a three-ring protective wall as seen bellow.



Thus the media are not agents of behavioural change, but of reinforcement.

Another assumption the dominant paradigm based their communication approach on was the fact that the traditional man in poor nations is static, tied down to the past and fatalistic: the reasons for absence of achievement drive. Hence the mass media had the role of galvanizing the traditional people to action by helping them build empathy. The first problem here is that they blamed the victim of underdevelopment; as Ryan (1976: 5) writes, this process of blaming the victim applied to any problem:

The miserable health care of the poor is explained away on the grounds that the victim has poor motivation and lacks health information. The problems of slum housing are traced to the characteristics of tenants who are labeled as [people] who are not yet acculturated to life in the big cities. The "multiproblem" poor, it is claimed, suffer the psychological effects of impoverishment, the culture of poverty.

2.2 Participatory Development Communication to the Rescue

It was the inadequacies of the dominant approach to communication (as outlined above) that gave rise to the need for alternative communication strategies. Participatory development communication is a term that refers to several social and planning processes occurring in many different places and contexts. Etymologically speaking, the word communication originated from *communis* in Latin. Loosely, it meant communal, sharing of a common meaning. Hence the idea of communication presupposes an act of participation (Servaes, Jacobson, and White; 2002, 22).

From the mid1980s the question of participation has increasingly gained recognition in development discourses from a somewhat obscured terrain. It concerns itself with the exercise of

popular agency. Participatory approaches stress the importance of cultural identity of the local communities and democratization and participation at all levels: international, national, local and individual. It underscores strategies not only inclusive of, but emanating from the traditional receivers. Mody (1991: 28-9) concurs with further insights:

This implies horizontal communication within and between groups in which people are organized (e.g., women's groups, caste groups, religious groups). This implies vertical, bottom-up, people to planner information flows on needs, priorities and preferred modes for meeting them. And it also includes top-down, planner to people information flows in response to community information they receive. Information has to keep flowing three ways in a never-ending spiral as it were.... The dialogue at each loop or circle of the spiral may sometimes lead to communication, i.e., a sharing of meaning, and sometimes it may not.

Because it is a never-ending process, any loop of the spiral that is not fully understood is thrown open to more dialogue, where they are critically discussed until the issues are well understood. This is the essence of participation (White 1999).

Participation of people (children inclusive) in development should not be seen as a paternalistic token which the development worker graciously doles out to participants, but as a question of their right to be involved in the assessment of their social realities, prioritizing problems, implementing and evaluating projects that affect them (Daniel and Bappa, 2004). Friere (1983) sees this as the right of the people to speak their word as a collective, and individually: "This is not the privilege of some few men, but the right of every man. Consequently, no one can say a true word alone- nor can he say it for another, in a perspective act which robs others of their word" (p.76). This means that a development communication process which excludes some people from the process is tantamount to robbing people an essential part of their life.

It is for the above reasons that this thesis opines that a behaviour change communication that is truly participatory should be explored as an alternative strategy to address problems of poor hygiene behaviour in secondary schools. Behaviour change communication is a process of social re-engineering, where individuals, communities and interventionists, through synergy, determine communication strategies that best suit their context, and use such as a re-orientation process that will birth some desired behavioural outcome. It is a systematic approach which is aimed at making people see the need to forgo certain negative behaviour and adopt a positive one (Okwori, 2010; UNPF, 2002). Participation, morphologically speaking, comes from the word participate, which lexically is a verb that means to take part in something. Hence participation is the noun form of the root word meaning taking part or getting involved in an activity or event. As it pertains to development it would mean taking part in a development activity or process.

Participation in social science refers to different mechanisms for the public to express opinions - and ideally exert influence on political, economic, management or other social decisions. It could be trivial and merely technical on the one hand; while on the other, it is purposeful and empowering. This brings to light the pertinence of the deeper question: the different reasons for, and levels of taking part (participation) in something. Perhaps the article “e-Participation,” (2010) will shed more light on the matter:


Community/People Participation is a voluntary involvement of an informed and motivated community while being equipped with proper knowledge and training in which they are equally gratified. It is the active involvement of members of a particular social unit in all aspects of developmental procedures (planning, decision-making, evaluating, monitoring, etc...). An equipped and facilitated environment is arranged to initiate the involvement of different willing social units, as to enhance the process of development and communication amongst its members.

Shedding more light on this much debated issue, Lithgow (accessed 2013) adds:


My answer to the critical question is simply that citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. It is the strategy by which the have-nots join in determining how information is shared, goals and policies are set, tax resources are allocated, programs are operated, and benefits like contracts and patronage are parceled out. In short, it is the means by which they can induce significant social reform which enables them to share in the benefits of the [affluence of] society.

Clearly then, participation is the exercise of popular agency that is voluntary and knowledge-based. This is also in tandem with Hickey and Mohan (2004). Everyone is a free agent who may exercise his agency in matters of development to bring about transformation for their respective societies. But for this to happen, there must be a deliberate effort to create a conducive environment for free and fair participation without fear; and to equip the people with the requisite knowledge to participate effectively. This exercise has several levels as Sherry Arnstein (1969) proposed. The following are the levels of participation as she forwarded in an ascending order:


Non-participation

1. manipulation
 2. Therapy
- 

Tokenism

3. information
 4. consultation
 5. placation
- 

Citizen power

6. partnership
 7. delegated power
 8. citizen control
- 

The first two levels are not regarded as participation, but rather a contrivance of the powerful in society to make people believe they are participating, when the real intent is to ‘educate and cure’ the so-called participants. The next major level is tokenism, where policy makers may extract information from community members and also consult with them on issues. That is to say that both parties hear each other. Here, it is as though the people have a voice. Note though, that having a voice does not amount to having their way. At this level they cannot execute, nor make the policy makers heed their views. Citizen power is where the real participation lies. Here power holders recognize the people; at the partnership level for instance, there are negotiations and trade-offs. Citizens exercise some level of control over projects and processes, up to the level that they can be said to actually exercise autonomous power.

Participation in this particular behaviour change communication was at the level of citizen power (between partnership and delegated power) because participants had some control in the activities. For example, they rejected the tone of the message proposed by the facilitator and suggested their own; they suggested some actions to be taken, as the reader will find in chapter four.

2.3 Theoretical Framework

This research work is framed within the confines of social marketing, which came into being in marketing’s attempt to find relevance in fields other than commerce or business. At some point it was wondered why ideas could not be sold as articles. It was Weibe who, in the 1950s asked: Why can’t you sell brotherhood and rational thinking like you can sell soap? Since then efforts have been made to use marketing techniques to sell, as it were, positive change. But it was not until the 1970s that social marketing was born as a discipline, thanks to Phillip Kotler and Gerald Zaltman. They realized that the same marketing principles could be used to sell ideas, attitudes and behaviours (Kotler and Zaltman, 1971). Earlier, it had been used in India with good results (Dahl, 2012).

National Social Marketing Centre (United Kingdom) in 2006 defined social marketing as “the systematic application of marketing, along with other concepts and techniques, to achieve specific behavioral goals for a social good”. It can be applied to promote merit goods such as using seat belt, or to make a society avoid demerit goods as smoking in public areas, and thus to promote a better society for all. Social marketing differs from commercial marketing, whose interest is to benefit the marketer or the organization. Unlike this interest, social marketing seeks to benefit the society generally. This it does by trying to influence attitudes and behaviours. For instance, marketing principles may be used to influence people to know their HIV status, or to use condom for casual sex. The focus is on the consumers as Weinreich (2006, 1) attests:

Like commercial marketing, the primary focus is on the consumer-on learning what people want and need rather than trying to persuade them to buy what we happen to be producing. Marketing talks to the consumer, not about the product. The planning process takes this consumer focus into account by addressing the elements of the "marketing mix."

The marketing mix refers to the four Ps of marketing, which are price, product, place and promotion. In this case the product may not necessarily be a tangible object. It could a service like counseling, a practice like bathing regularly. The price is what it would cost the consumer to get the product. This may be in terms of money or other tangibles. It could also be intangibles like the discomfort of one who is just giving up smoking.

Place in social marketing relates to the way through which the product will get to the consumer. This concerns itself with the system of distribution. For tangible products like condom, mosquito nets, it could be shops offices, and so on. But for products that are not tangible, place is not quite

clear-cut. It may be the channel of communication through which the information reaches the consumers: radio, health offices, and so on. The last p in the marketing mix, promotion, deals with creating and sustaining the necessary demand for the product. This includes advertising, public relation, advocacy, and so forth.

Apart from these Ps in marketing, social marketing has a few additional Ps, which Weinreich explains:

Publics-- "Publics" refers to both the external and internal groups involved in the program. External publics include the target audience, secondary audiences, policymakers, and gatekeepers, while the internal publics are those who are involved in some way with either approval or implementation of the program.

Partnership--Social and health issues are often so complex that one agency can't make a dent by itself. You need to team up with other organizations in the community to really be effective. You need to figure out which organizations have similar goals to yours--not necessarily the same goals--and identify ways you can work together.

Policy--Social marketing programs can do well in motivating individual behavior change, but that is difficult to sustain unless the environment they're in supports that change for the long run. Often, policy change is needed, and media advocacy programs can be an effective complement to a social marketing program.

Purse Strings--Most organizations that develop social marketing programs operate through funds provided by sources such as foundations, governmental grants or donations. This adds another dimension to the strategy development--namely, where will you get the money to create your program?

These additional Ps are pertinent to the success of a social marketing strategy, though they have no place in commercial marketing.

The researcher is aware of some of the critiques leveled against social marketing. Critics have pointed out some weaknesses they perceive in social marketing as used in health communication and behaviour change. However, a critical analysis of these weaknesses would show that the weaknesses are not inherent in social marketing itself, but the practitioners, just the way Boal (1998) argues that theatre could be a weapon for liberation or of oppression, depending on who wields it. In other words, it is the way in which an organization or individual plans and implements its/his communication strategy that will determine whether or not the critiques leveled against social marketing are cogent enough.

One of the criticism against social marketing is that too often, it pays attention to the individual only, instead of taking into cognizance the role of social structures in relation to change. The argument is that if the social structures do not support a desired behaviour, it is difficult for such to find expression in the individuals. Some problems are the resultant effect of poor institutional structures. Take waste disposal for example: if the government does not provide dump sites, there is the tendency that people will dump refuse indiscriminately. Thus to address the issue of indiscriminate dumping of refuse adequately, the change agent must first tackle the institutional anomaly. But if by omission or commission he does not, it is not the theory he has used that is faulty; instead, it is his application of the theory.

This research work was able to overcome the pitfall of overlooking the importance of social structures and institutions. For example, during the assessment stage, an analysis of the problem showed that the school management had not made the environment supportive enough. For this reason the facilitator had to discuss with the management on ways to remedy the situation, as will be seen in chapter four.

Another supposed weakness of social marketing is the fact that it follows the top-down, dominant approach to communication, which is non-participatory. Again, this boils down to the message design of the concerned body, which may decide to make the communication strategy participatory or not. In the case of this research this weakness was avoided by actively engaging the participants in the change process. For instance, they were asked to write out the problems they perceived in the school, and from the list of problems the facilitator and participants struck out non behavioural problems. In trying to understand the problem better the participants actively participated in the analysis, and also in suggesting solutions. Similarly, they had a say in how the messages was expressed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Man, by his very nature, is in love with knowledge. He is inherently curious. It is this curiosity that drives him to ask questions about almost, if not everything in life. It is this quest for knowledge that brings us to the question of research, which has been variously defined by several people from different perspectives. For example, Dr. Peter (2010, 1) defines it as “an investigation or experimentation aimed at the discovery and interpretation of facts, review of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws”. That is to say that research is knowledge based quest or enquiry which aims to increase man’s knowledge either by bringing to light facts hitherto unknown (completely new findings), or making adjustments to an already existent body of knowledge based on new truths.

The success of a research, to a large extent, depends on the methodology; and so if the methodology is wrong, the research process is likely to fail. For example, in researches that need controlled environments for experiments, the researcher must provide for this, else the results will prove false. This is how important the research methodology is to the researcher. For this reason one has had to carefully choose from two broad categories of research methods. These are the qualitative and quantitative research methods, which comprise of other sub categories. A qualitative research is that research which attempts to make an inquiry into a phenomenon as to its how and whys. It is reason oriented. Shank (2002; 5) sees it as a “systematic” and “empirical” search into meaning. The implication of Shank’s definition (or at least, the three major elements—systematic, empirical and meaning) is that qualitative research is a planned or orderly

quest. It begins with a hypothesis which may, or may not be true. In order to investigate the validity of the hypothesis, the researcher has to decide what research design and instruments for data collection to use. He would also need to take into cognizance the resources to go into the research. All these are aspects of planning. It is based on empiricism. When a research is empirical, it is based on observable or provable facts. Hence the most critical parts of this work are based on facts that can be observed and verified. The third implication is that a qualitative research should add to meaning; that is to say once the plan is executed so that data is collected, these will be analyzed and explained in light of existing or new theories, to improve man's understanding. In consonance with the above, Denzin and Lincoln (2000) have described qualitative research as an interpretative method whereby researchers observe phenomena in their natural setting in an attempt to comprehend or interpret them in relation to the meaning people ascribe to them. Here again, the same implications as in Shank's definition, are obvious.

The other method is the quantitative research method, which, as might be guessed from the name, is concerned with the numeric presentation of data and information. Peter observes that the quantitative research method is often interested in inquiring into a phenomenon to show that it exists. Its concern is seldom to explicate or give reasons as to the how and whys of a condition.

It is pertinent at this juncture, to state that the researcher is aware of the danger of taking it for granted that these two are mutually exclusive because of their distinction. On the contrary, they can co-exist; for a qualitative research may use a quantitative instrument like the questionnaire. In a similar vein a quantitative research may employ qualitative methods as Donmoyer (2008 713) says:

The qualitative-quantitative distinction is a bit misleading in part because many quantitative researchers are interested in and study

the qualitative aspects of phenomena. To study qualities quantitatively, of course, qualitative researchers translate gradations of quality numerical scales that are amenable to statistical analysis.

Another reason to be wary of the dichotomous delineation is the fact that qualitative researchers can never totally avoid quantification. Hence, after giving careful thought to it, it boiled down to the conclusion that for this particular project it will be prudent to adopt an eclectic approach. That is to say, instead of sticking to a particular methodology, the researcher allowed the context he found himself in to guide him.

3.1 Research Design

In fashioning the research design, one was guided by the need to experiment, so the whole design was predicated on the experimentation. After having a theoretical feel of the of the courses, especially Behaviour Change Communication, there was the strong urge to experiment, especially given the fact that the under-graduate practical works meet with some level of success. Therefore the researcher decided to experiment with behavior change communication, to explore its potentials as a veritable tool in addressing poor hygiene behaviours, particularly in schools.

To this effect some preliminary investigation was carried out in a secondary school (Lindy Academy) in Ungwar Romi, Kaduna. After this investigation a three-day behavior change communication workshop was held with twenty-five students in the school.

2.2 Description of Research Instrument and Data Collection

From the above section it is obvious what research design was used, but as to the actual gathering of information, different means were used. The decision as to what means or tool to use depended on the context. This having been said, it is important to state that, personal interviews, observation, and literature for secondary information, were used to gather necessary information within the context of BCC ACADAE model.

The ACADAE process is a five step process for an effective BCC intervention. These steps are as follow: assessment, communication analysis, development, action and evaluation. Each of these steps and how it was used will be briefly explained to give an insight into how data were collected. Although the whole process of the BCC intervention continued to throw up information, as one found out, the last two steps will not be explained because they were not basically information gathering steps for this research.

At this early stage it important to appraise how they seek to address their health problems. Is it herbs they use; do they believe in orthodox medicine; do they visit clinics/hospitals and so on? These pieces of information are necessary in teasing out latent beliefs and attitudes, which in turn are helpful in so far as understanding the people is concerned. It is this understanding that will shape how to communicate with them. If people do not visit the hospital for example, there must be a reason, and if this is not adequately addressed a facilitator may only waste his time directing them to the hospital for succor. Therefore, this background information on how they address health problems is vital. In this regard, findings show that they use both orthodox and traditional medicines. They visit the primary health clinic (provided by the government). There were two other clinics in the area. The assessment also includes the people's health risk behaviours, that is,

the behavior of the people that expose them to health hazards or make them susceptible to diseases. It is also pertinent to take into consideration the availability of social infrastructures and an analysis of their economic and social standing. This will help ascertain if a problem is behavioural, or a function of these other factors.

The local government has cleaners who clean the streets in the morning, and who clear the refuse dumps. But people do not always avail themselves of the dumps. They dump refuse at undesigned sites. An analysis of the people's level of knowledge is of importance too. This helps the facilitator to determine how much information is too much or too little for his audience. A casual discussion with some people showed that although they had an appreciable level of formal education, they did not feel threatened by the indiscriminate dumping of refuse. In other words, they did not think this behaviour posed much health hazards.

It is possible for an over-enthusiastic person to overlook the nature of a problem in a bid to solve it. But one cannot be oblivious of the fact that certain problems are non-behavioural while others are. For example, if one was faced with helping a person who appears anorexic to gain weight, it would not suffice to bombard such a person with information on the need to imbibe good dieting and other such information if the problem is that he eats sparingly because of financial issues. Thus it is pertinent to carry out a situation analysis to determine whether a problem is a behaviour problem, because a change of behaviour will by no means solve say, a financial one.

Several instruments are at the disposal of the researcher for data extraction. Okwori (2006) notes as per primary data:

Primary qualitative and quantitative data / information are obtained through:

- _ Survey questions and interviews
- _ Focus group discussions
- _ Field visit observations
- _ Rapid participatory appraisal (p. 2)

Of the four instruments mentioned, the first three were used (though instead focus group, ordinary group discussion was used) for this research.

The researcher decided to hold the workshop in the secondary section for two important reasons. The first reason was the fact that those in the secondary section were more mature (they were adolescents and teenagers). For this reason he considered them to be in a position to better comprehend the workshop. The second reason was the fact that the workshop was intended to help the participant see the need to be pro-active. While not discounting the intelligence and abilities of the younger children, he felt those in higher section were more independent, and so better placed to live the dream of the workshop without assistance from adults.

In a research nothing can be compared to the experience of gathering information via personal observation. It is one of the oldest methods of carrying out research. Observation is the collection of one's perception of the environment, or of the world by means of his or her senses especially, the auditory and sight senses. One of the factors that attracted the researcher to this method is one of the assumptions that underpin it: the assumption that behavior is purposeful, reflecting deeper values and beliefs. Hence in his bid to ferret out the deeper reasons for their poor toilet habit in order that, when the time came, he would have a good grasp of the issues to be discussed

with them. This meant direct contact with participants, even though other forms of data collection were used.

There are several methods of engaging in observational research, which include indirect observation, where the investigator observes his subjects through video or other such media. It also involves contact with the subject, in which case it could be observer as participant, participant as observer, or complete participant as Given (2008, 574) notes:

The role adopted by the researcher is important in that it constrains what can be observed. Several schemes have been developed to describe these roles. Raymond L. Gold's typology, dating from the late 1950s and commonly used, is based on the degree that the researcher participates in the setting, ranging from complete observer (no interaction between the observer and the observed) through observer as participant, participant as observer, and complete participant. More recently, some researchers have asserted that all observers participate in a setting in some way and prefer to use the term *membership*, varying from peripheral through active to full membership to describe researchers' roles.

In this case, the researcher was both participant as observer and observer as participant. He was a teacher in the school so he was a full participant in the school's activities; hence he could observe the subjects at close range as they exhibited the problem behaviour. After he left the school, he went back for his research proper; in this case as an observer who also participated in the activities during the investigation. The advantage of this is that the researcher could tell when the subjects acted differently from the way acted before the workshop.

Observational method of research has been criticized based on notions of fixity and time required. Suffice it to say it is likely that findings may not be transferred to other places; or may

not be applicable in other places. Another critique is that it is time consuming. But the truth of the matter is that these same criticisms may be applied to other forms of data collection.

On the other hand, observation places the researcher in position where he gets first-hand information, observing phenomena as they occur. This takes care of the problem of distortion of information that at times arises in the questionnaire method. This may happen when there is wrong interpretation of some questions. Moreover, some hands contracted to help in the research may cook up information that distorts findings. An example of this occurred when, during the course of the intervention a student said the school compound was not swept; however, from observation (both when the researcher was there as a teacher and afterwards) it was obvious this was not true. The afore-mentioned, plus the flexibility of the method, were the reasons the researcher used it as one of his tools.

From personal observation it was noticed that the toilets were messy, classrooms were dirty, and that there were no waste baskets in the classrooms. It was also observed that the people generally, did not dispose of their waste properly.

Interview was used as a tool for data collection. It is a way of generating knowledge whereby the interviewer and the interviewee interact. The interviewer asks questions on a particular area of interest, while the one being interviewed produces the answers. It is a widely accepted, as well as widely used tool in the social sciences and humanities, though formally marginalized. This tool was particularly used because of its advantages. One of such is the immediacy. When you conduct a face-to-face conversation to ferret out information, you get instant answers to questions. Given the context, you can maneuver, or rephrase a question not well understood.

There is more room to probe further for better understanding. More so, the bodily gestures and other verbal cues like tone and pitch of voice can give additional meaning to the words spoken.

There are different types of interviews that may be conducted, as Given (2008).

Interviews can be formally conducted in surveys, through the internet, over the telephone, or in face-to-face interaction, and they can be informally conducted; for example, as part of ethnographic field work.... In survey interviews, standardized questions are posed and answers are given in forms that are amenable to quantitative research. Most qualitative research interviews are semi-structured as a consequence of the agenda being set by the researcher's interest yet with room for the respondent's more spontaneous description and narrative. Some interviews approach a more unstructured form, including the life history interview....

Of the various interviewing methods open for use, this research used a quite informal approach. The interviewer did not go with a pen and paper like journalists; neither did he go with an audio recorder. The atmosphere was made quite conversational. When a visit was made to the proprietress of the school one simply said what he was there to do. The rest was like a discussion between familiar people. One advantage of this is that it puts the interviewee in a relaxed state of mind, letting the responses flow naturally. And the pieces of information gathered during the investigation were instrumental to many decisions taken in this research. For instance it was during the investigation that the fact of how students used hard papers in the toilet was gathered.

Another instrument of data collection used for the research was group discussion. Apart from its cost effectiveness, this potent tool has the advantage of immediate feedback. Also, because it is conversational, ideas from a participant may trigger further ideas from others, or remind them of something they had forgotten.

A BCC intervention is basically a communication approach to tackling behaviour problems and hence it is expedient to understand a people's communication pattern before undertaking the venture. This analysis helps to determine what media and channels to use, and also to determine who the audiences and stakeholders are. Questions as to what media of communication they were aware of were asked. They also had to say how often they were exposed to these, stating their preference.

After having analyzed the situation, it was determined that the primary audience and stakeholders were the students. The secondary stakeholders and audience include the teachers and school management. This is because the behaviour problem affects the school in various ways. The members of staff find it difficult to use the toilets when they are messed up. If students fall sick they may not be able to come to school and this will in turn affect the school. Most importantly for the project, the school can influence the student's behaviour by creating an enabling environment, perhaps by making rules which must be obeyed. The parents of the students and the community are also stakeholders. It is the parents who will bear the financial burden when the children take ill. The health ministry is yet another stakeholder because it is saddled with the responsibility of safeguarding the health of the populace.

As for the students, the channel of communication flows from management to the teachers, finally to the students. At times though, this step may be jumped so that management communicates directly with students. They were also used to radio and television; the older ones visited the internet once in a while.

The secondary stakeholders and audience were similar and shared the similar media of communication with the students, only some of them listened to radio consciously for news

basically, while the students did not. This analysis helped the researcher determine what materials to use to communicate effectively. Another important element under communication analysis is the analysis of communication media and materials. This is very crucial because different peoples communicate differently. Certain signs and symbols are culturally specific. There are also the questions of cost effectiveness and availability and exposure. In the case of the primary audience the questions of and availability and exposure were even more pertinent because the intervention was specifically for them. The mass media was out of the question for the above reason and that of cost effectiveness.

At this point the information gathered from the above steps helped to formulate messages taking into consideration the use of language and the overall BCC statement, which was to increase proper use of the toilet and environment. As for the actual message concept, it was thought that the educational approach was best. The tone was that of encouragement.

CHAPTER FOUR

4.0 Background of Participants

Lindy Academy is situated at number 79/80 Tunga Street, Romi, Kaduna, at the end of the street. It is a small school comprising of nursery, primary and secondary school. The researcher had been a teacher there until September 2010. At the time of this research, the student population was about 140 across all sections.

Romi is a semi-rural dwelling, except for the new extension. Most parents were within the low income bracket and were of low educational qualification; few had tertiary education. Many homes in Romi do not have water closet toilets; many people were apathetic to the way the environment looked, for, although there were dump sites for refuse, they did not avail themselves the use of these facilities. They would rather dispose of their refuse indiscriminately; and children were allowed to go to nearby bushes to defecate. Thus many of the students exhibited poor hygiene behaviours, which were reflective of their environment. In other words, the poor hygiene behaviour of some of the people in the environment rubbed off on some of the students, for one's environment exerts strong influence on their behavior. Rose (1995) concurs with the following words that the environment plays an important role in the behaviour of people:

For traits like social attitudes, interests, and even antisocial behavior, the social environment is likely an important mediating step between primary gene product and behavior. "We inherit dispositions, not destinies. Life outcomes are consequences of lifetimes of behavior choices. The choices are guided by our dispositional tendencies, and the tendencies find expression within environmental opportunities that we actively create.

What this means is that even if people were born with certain dispositions, these only find expression within the contexts the environment provides. Thus if the environment is favourable to the expression of a certain behavior, it will likely find expression. On the other hand, if the environment is not favourable, the tendency is for it to be suppressed.

4.1 Assessment

Lindy Academy had some problem behaviours which found expression in how students used the toilets and handled dirt in their respective classes, which were reflections of parts of their environment. Findings during the baseline investigation show that students used the back of one of the blocks of class rooms as urinary, so the acrid smell of urine could be perceived in class during lessons. The same was true excreta. The younger children went behind the block, and behind the toilet, which was adjacent to the same block, to defecate. The toilets were misused by the students so that it was difficult to use them when pressed. The teachers in serious need had to go to nearby bushes to urinate.

In tandem with Abah (2000), it was crucial, after getting the permission of the proprietress, to seek the acting principal's approval, telling him that the proprietress had approved. He asked if it was with staff the workshop would be held and he was told that the decision had not been made, and that it may involve staff and students; but that the final decision would depend on the findings.

An important skill a change agent should possess is the skill of persuasion coupled with a resilient disposition, because these will be needed in the programme/project advocacy process. It is not everyone who may be interested in one's development agenda; that is when persuasion and lobbying may be applied to win support for the set agenda. This was the case in Lindy Academy

as no teacher volunteered their participation in a general meeting. Again, this highlights Arnstein's (1969) point made about the different levels of participation. Some people only volunteer their agency for material gain, and not because they believe in the process. Thus when such people are called upon for a similar process or for the sake of continuity, at a later date, the project may collapse if the material gratification, which made them participate in the first instance, is no more there. The point is that several people participate in projects for different reasons; if the motive is not right, the process may fail.

Note that the teachers were a group of the stakeholders, as the students were. Thus it was prudent to give voice to their opinions, but forcing people to participate against their will would not augur well for the workshop. More so, it would be unethical (Moletsane et al, 2008); and sustainable behaviour change should be voluntary in nature.

After a lot of perseverance, a group discussion was held with the teachers. A checklist of problems was made and discussed. This had to be done to ascertain whether they perceived there was a problem(s). This was necessary because it is when a people believe that they have a problem that they will work toward ameliorating it. This much can be inferred from the theory of reasoned action, which has been modified over time. The first step to be taken by a person toward change is recognition or perception of the problem's existence, which is described as contemplation (FHI: 2004). Findings from a group discussion with the teachers revealed the following:

- That the condition of the toilets was a real problem. However, they had not applied any participatory communication strategy to address the issue. Instead they adopted the class room teaching method to no avail.

- They believed that cleaning the toilets was the responsibility of management and not the students.
- In terms of message, it was generally agreed that there was a need to get posters as constant reminders. In relation to message concept, there was a consensus that positively encouraging messages are better.

The major stakeholders of this project were the students, and so it was necessary to actively engage them in a three-day participatory workshop, where both the facilitator and the students will be conscientized. Though the advocacy for this stage did not prove as challenging as that for the teachers, it had its own peculiar challenge. This was the culture of silence, which is a potent problematic in issues of development dialogue. This is a situation in which a people prefer to be silent about issues in their social realities either because they are afraid of the consequences of speaking out, or because they have been made to believe in the supposed worthlessness of what they have to say (Boal 197; Hochheimer 1999). This was present with the students at the initial meeting, and the conclusion from this was that three things were responsible for the silence:

- Some were intimidated by their peers
- Some were shy because of the type of problem they had

Some were scared lest what they said got into the wrong ears

It is noteworthy what fear can do in participatory arenas. When people adopt a culture of silence, it is not because they do not want to speak, but because they are afraid. Some are afraid to speak lest what they say be worthless, just the way they have been made to believe (Neumann, 2008: 303). This was the testimony of a woman in Peru:

To participate in radio is not easy, even more so for women. Not only because of lack of familiarity, but because they have made us believe that our word is not valuable, that only the educated, the cultured, the men can speak. That's why many times we don't want to be leaders, because we can't speak well, nor use impressive and difficult words.

Hence based on the principle of "least harm"(Moletsane et al, p. 3), they were told to take five minutes and go to a private place to write the problems in the school on a piece of paper without writing their names on the paper. That did the trick! They came back with a lot of issues, but we had little time. So the facilitator met with two senior students with whom he categorized the problems after school that day. They were as follows: Truancy; Hygiene; Late coming; Disrespect for authority/senior students; Academic problems; Interpersonal relationship.

Meanwhile students were asked what they did after school. This audience research is central to getting the goals, message and media right as Mody (1991: 11) stresses: "I learned that message designers should be realistic in setting goals." To accentuate this point take an illustration for instance. To teach primary school children the importance of hand-washing, an organization designs a television jingle aired at prime time (during the network news at 9:00p.m.)! Most of the children that age would be in bed. Those still awake would not find news an interesting programme to watch. Therefore, the message would not be effective.

School closed at two O'clock in the afternoon and they stayed for extra lesson till four. Majority of them barely had time for themselves. Once they got home they ate and started house hold chores, went to hawk, or shops to sell. Few though would sleep or just play. And although, these students had access to the mass media (radio and television), they had very limited exposure. For this reason, the mass media was not a good choice through which to communicate with this particular audience.

Cause and Effects

A veritable tool in the toolkit of participatory learning and action (PLA) is brain storming. Through this means it is possible to tease out the causes and effects of a problem situation, as well as the likely solution. But because the process was intended to empower the participants, the possible causes and effects were teased out from them in the workshop. The importance of this is summarized in the philosophy of the following words: 'I hear, I forget; I see, I remember; I do, I know'. What these words highlight here is this: when information is poured into someone, there is the tendency for him or her to forget; however, when the person sees it by himself or herself they are in a better position to remember. The situation gets even better when they are involved in the situation because they come to a critical understanding of the issues. The causes include (i) Ignorance (ii) Sheer stubbornness (iii) Lack of amenities (iv) Poor supervision. The immediate effects of the problem were (i) Disgusting sight (ii) Discomforting smell (iii) Distraction (iv) Personal discomfort; and the consequences include, but not limited to the following: distractions could lead to bad grades, even failure; diseases could be contracted; this could lead to spending scarce resources in clinics; it could result to loss of lives and so on.

From this face-to-face, participatory information gathering interaction with the students, the researcher gathered that not everyone was irresponsible or ignorant of the effects of the poor hygiene behaviour. Some would want to do what is right, but there was no support for them. For example, some would want to use the toilets only to realize that they had been messed up. This would make them go behind the class block to urinate. Others would want to flush only to realize there was no water. These situations did not support the desired behaviour.

4.2 Communication Analysis

In attempting to design a communication intervention it is pertinent to know the different audience; that is, the primary and secondary audiences. It was determined that the students were the primary audience because the message was intended basically for them. Any other audience is important only because they might be connected indirectly to the problem by way of influencing the behaviour; or because the effect and consequences of the problem may touch them, again, indirectly. For example, if, as a result of the problem, students contract cholera or some other infection, family members will be unhappy; the family's resources may be used for treatment and so on. Therefore, the school authority basically was the secondary audience. They needed to know how to encourage the desired behaviour and how to discourage the problem behaviour.

Stakeholder Analysis

Having seen the audience analysis, it is important to briefly touch on the stakeholders. These are people who could influence the desired behaviour, or who have an interest in the same or similar issue. It could also be an institution or institutions. They are important because they can create an enabling atmosphere, and give moral, material and financial support.

The primary stakeholder apart from the students was the school authority because the problem was within the premises of the school; they could directly encourage the desired behaviour by providing those things that will encourage the desired behaviour like ensuring constant supply of water and tissue paper in the toilets. They could also create an environment that discourages the problem behaviour like making rules that say, prevent students from urinating behind the school building. Other stakeholders include the primary health clinic, the community, and the health ministry.

Communications Channels, Media/ Materials

The communication flow for the primary audience and stakeholders flowed from the principal to teachers and then to students. Though there were several media they were aware of, their exposure and access were limited. The students only had time for television because of soap operas and other entertainment programmes; this was in the evenings if power was stable. They had access to story-telling. They enjoyed dramas staged in church. As for the other audience and stakeholders, they had access to more. They read newspapers, listened to radio and watched television. These analyses helped in the choice of communication approach for the intervention.

It is important to state that information gathered from the primary health centre states that, while in policy they were supposed to avail themselves the use of mass media and face-to-face interaction with the community, the latter was used only in relation to interactions with district heads, and only to disseminate information on vaccination. In such occasions he will gather the lesser chiefs and pass the same information, which they in turn, pass on to the community through town crying.

4.3 Design and Development

Designing the message for the audience is one critical issue in projects of this nature, because messages should be audience specific to make any meaningful impact (United Nations Population Fund; 2002). The reason for this Mody (1991; 38) aptly puts thus:

Is it not reasonable for message designers to find out what their intended audience [needs] to know and in what form the information will get their attention before they start to design messages for others? An audience member's position in society and the nature of that society (and economy and culture) influences his/her interests and information needs. Family attitude, school,

economic status, individual cultural identity... which information audience members attend to.

These factors were taken into consideration when the message for this audience was designed. And this could be a daunting task at times, especially, when they are varied and unknown. However, this audience was known in that they had been asked questions that would guide the researcher, so it was not much of a difficulty designing the message. He determined that an interactive session (group discussions) with graphic, diagrammatic and dramatized illustrations would suffice. The researcher arrived at this decision based on the information he gathered from them as noted above. As the reader would have inferred already, this learning method is quite different from the everyday "class-room based teaching and instruction", which Thompson (in Blackburn and Holand, 1998: 111) suggests is inadequate.

Message Concept

Language is a key element of any message as it is the medium of critical analysis and a conduit of interaction through which knowledge becomes a shared phenomenon. In other words, transference, and sharing of knowledge comes about through a language with which both parties are familiar. Therefore, it should be given critical thought. The primary audience was one with speakers of different languages; however, they were all bound by a common language by virtue of the academic environment. That is to say they understood the English language appreciably well. This notwithstanding, the language used was straightforward and easy. The approach followed was educational. Hence the workshop was an enlightening process where information was shared and analyzed. It was done in such a way that instead of dumping the information, it was teased out from them in a way that was fun.

In relation to the tone and appeal of the messages the researcher thought, based on the outcome of the group discussions with the teachers and the workshop with the students, the posters should be positively encouraging, for, appealing to these young minds was better than threatening messages. This was also in line with Moddy (1991) and Okwori (2010). Thus in the toilets and class rooms the posters encouraged the desired behaviour.

4.4 Action

The afore-mentioned steps all helped to make the intervention a success. The action stage, that which brings the process to a climax, so to speak, is the implementation stage. The researcher thus took his equipment (a still camera and a camcorder), got a hand, and returned to Lindy Academy. In a conscious analysis of their class room condition the students said it was because the students threw biscuit wrappers and other papers around indiscriminately. As to why this was so, there was a consensus that there were no bins in the class rooms.

As regards the toilet, they said students refused to flush after use. It was also noted that students did not flush because water was not enough. Another view as to why the toilet was messy, according to the students' analysis was the fact that students used strong papers that were difficult to flush. After hearing from them what they thought was responsible for the condition of the toilet, the facilitator asked them what they thought would be the result of the present situation. Their answers showed that several of them were well aware of the health implications, as they chorused disease, toilet disease, and toilet infection (all speaking at once).

It is pertinent to note that from this critical interactive session with the student the researcher found out that not everyone was ignorant of the proper use of the toilets, nor were they all ignorant of the effects thereof. The school environment did not support the desired behaviour;

therefore, even those who, under the right conditions would behave the required way did otherwise because of the conditions were not right. Take a student who wants to flush after using the toilet: he simply may walk away if there is no water. This shows that the blame should not go only to the students.

The facilitator explained that germs are like the foreign soldiers. When they attack, the antibodies fight to protect you. But if they are over powered, the immune system becomes weak so that different types of germs enter your body and make you have different diseases like cholera, typhoid, diarrhea, *et cetera*. Some of these germs are carried in the air, and can be breathed in; others cling to parts of the body. Some germs are carried around by people after being exposed to them, for example, when one uses the toilet without washing his hands with soap and water. If this person touches food with that hand he and whoever he eats with take in germs into their system, thereby making them vulnerable to diseases.

Having heard from them and illustrated, he thought a pictorial representation of how to arrest the problem behaviour would have a further dramatic effect on them and the rest; therefore he drew a problem tree illustrating the relationship between the causes, effect and consequences. Having drawn the tree, he asked them about the nature of a tree.

“What do you think would happen if you cut down a tree from the stem, but the roots are still in the ground getting nutrients from it?”

“It will grow again”, they chorused.

“What if I cut close to the base?”

This time less confident, only about half of them answered that it would still grow. He agreed with them. Now he asked what would happen if the tree representative of our problem was cut from the stem in order to stop the consequences. They were very quick to say it would still germinate and produce the same fruits. Patrick said the best way to deal with the tree was to excavate and pull out the roots.

Mary, a rather shy girl said people should stop using strong papers in the toilet, and stop throwing dirt around. Following her cue the students, one after the other attacked the root causes of their problem:

“Let them fetch water.”

“Let them give us dustbin we should put our dirty.”

The facilitator was pleased they were attacking the sources of the problems, even though they had not yet seen themselves as the ones to solve them. At this point he asked them the following questions.

- Who are those that stay in the classes?
- Who frequent the toilet more—
- And so who are more likely to suffer the consequences?—
- So who should be more concerned about the problems?

To all these questions they answered: “we, or us.” So he asked who should (i) fetch water; (ii) provide refuse bins; (iii) flush the toilets

To all the questions they responded as before. “So let us personalize the solutions”, he said. He went first by saying

“Whenever I use the toilet, I will flush it.”

They followed suit by saying they would make sure they fetch water for the toilet; they would not use strong paper for toilet purposes; they would not litter their classes; they would always go to the toilet to urinate; and so on. As children would be, Dorcas, a rather mischievous girl stood up and said: “Uncle, uncle, I should say something.” She gave herself away by casting a mischievous look toward the direction of her victim to be. The facilitator guessed she was up to no good so he made to ignore her, but she persisted. When he gave her the chance to speak, she said: “Uncle Arigun should stop shitting water, water shit, to scatter our toilet.” There was an uproar of laughter. The boy quickly retorted: “Me and you who use to eat beans and pollute in the class?”

The facilitator let them liven up the place a little, knowing it would not go beyond jocular attack, for as Chamber (2003: 133) notes: "Rapport is key in facilitating participation. Relaxed rapport between outsiders and insiders, and some measure of trust..." is important to the success of the process. When the laughter died down, he asked how they would stop littering their classes without refuse bins. Students in form two did not think it was a problem getting a refuse bin each class. When the researcher had started a drama club in the school, they had contributed money to buy a drum; they reminded him of it. But the form three students were just five, so one of them raised the issue that it was easy for form two students to talk about contribution because they were many (about 23). In response, he acknowledged this fact: that it would be easier for the

form two students by virtue of their size. He did in all sincerity. But then, in mock despondence he said: "And these waste baskets are very expensive"!

“Eehh uncle! Something you get for even 150 ma self.”

“One hundred and fifty naira? But how can we raise that for each class?”

“We can do *adashe!*”

“That means we can buy it then; right?” the researcher asked.

Yes uncle!

Their response was enthusiastic. Even so, the facilitator made it clear that it was not compulsory, but that the only problem would be this: when some would be remembered for their positive contribution, those who did not contribute would not. Then he asked them to decide how much they would contribute and let him know. They agreed on ten naira each, and let him know of it. So he asked when they would buy the waste baskets; and it was agreed that that the following week was okay. Having agreed on this, he thanked them and left.

The workshop and its participants may be said to have painted what Bawden (1994, p259-60) refers to as a learning organization. Here, the communication of the need to change was not one-sided, but an interaction that led to true empowerment as he said:

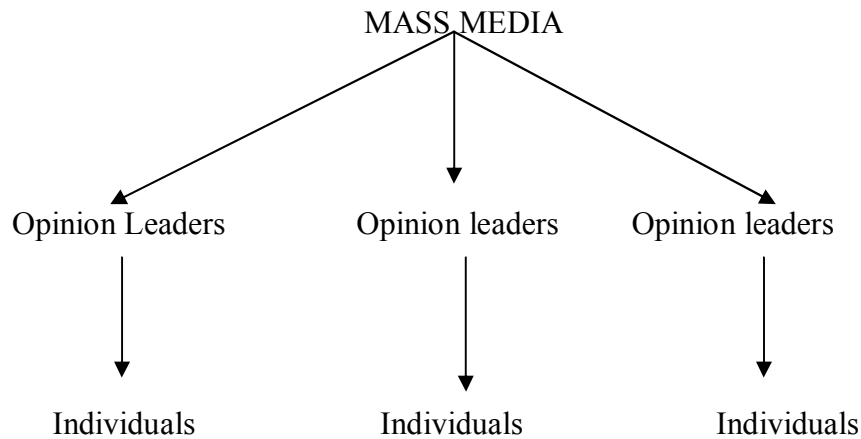
Learning organizations are collectives or communities of individuals who share experiences and understanding through cooperative learning and genuine participation in those events which affect them... individuals must not only themselves be active learners, but also be committed to share that learning in ways which allow consensual understanding or meaning to be reached. Here then is the essence of participatory process through

which "people-centered development" is made possible through "social learning concepts and methods".

The researcher knew that it was not enough to simply hold the workshop with the students. The importance of the environment cannot be over emphasized (globalhealth communication; 2010). Moreover, one of the key elements of the health belief model outlined by Rosenstock, Strecher and Becker (1994) is barriers to the desired behavior. When the facilities to facilitate the desired behavior are absent, it poses a barrier to proposed change. Hence he sought a way to create an enabling environment for the students. He went to the proprietress and told her about the decision the students had taken to keep their classes and toilets clean.

The authority had to play their part to sustain this; so he explained to her the need for rules to be made. There was the need for adequate water supply to encourage flushing after use, and soap to wash hands. He said the toilets were without keys and there was the need for keys. When the doors are locked the students would go to the nanny for the keys. The nanny can then monitor the use of the toilets by checking the toilet when the student returned the key. Students who default from proper use of the toilet will then be disciplined (asked to go back and do the right thing).

The following week when he came back, the students had the money contributed. Form one had thirty naira; two had a hundred and seventy naira; form four, fifty naira; and form five had bought their basket. Note that the school did not have form six then; in form one there were only three students; form three had five students; form four had five students, too; and in form five there were only three students. Form five had contributed five times the agreed amount, and only one of them attended the workshop! This development is symptomatic of the two-step information flow theory (Lazersfeld, Berelson and Gaudet: 1948) captured below:



Here they posited that information get to opinion leaders, who then share it with individuals and influence their action. The only student from form five had convinced his classmates on the need for a waste basket. The facilitator made up for the shortfall and gave the money to Grace in form two, whose mother sells plastic wares to bring the baskets.

4.5 Evaluation

About three months later (this was in April) he was in Romi—not for the evaluation, but for some other business, though he used the opportunity to visit the school. He was pleased with what he saw. They were making good use of the waste baskets, and the toilets were clean.

A week after this visit he went back; this time he had a camera handy to take evidence of the outcome. If he had gone at the start of school, the cleanliness may have been attributed to the fact that the cleaner had just finished cleaning. But it was around 11a.m (after break) that he visited them; and he observed that the classrooms were clean—the students were using the waste bins; the compound was clean; and the toilets were clean. There was no excreta, nor was there the smell of urine in the classes. As to the toilet doors, there still were no locks as the proprietress

said the school was to undergo a major renovation; thus she thought it wise to wait a little because there was much to be done about the toilets. From the above one may conclude that the project was a success.

4.6 Achievements/Implications

Participatory communication always yields very good results. It may not be easy on a large scale because of time and other resources needed to practice it. Then, there is also the possibility of serious disagreements, undercurrent power play and other such issues. However, in the long run it pays off. For this particular BCC there were several achievements as shall be seen below; first it is pertinent to ask why the workshop was a success, and students responded the way they did. These answers can be found in one of the theories surrounding BCC like this: the health belief model (HBM).

This is a psychological model that attempts the explanation and prediction of health behaviors by giving attention to the beliefs and attitudes of people. The key elements of this model are outlined below (Rosenstock, Strecher and Becker, 1994;pp 5-24):

Perceived Threat: Consists of two parts: perceived susceptibility and perceived severity of a health condition.

Perceived Susceptibility: One's subjective perception of the risk of contracting a health condition,

Perceived Severity: Feelings concerning the seriousness of contracting an illness or of leaving it untreated (including evaluations of both medical and clinical consequences and possible social consequences).

Perceived Benefits: The believed effectiveness of strategies designed to reduce the threat of illness.

Perceived Barriers: The potential negative consequences that may result from taking particular health actions, including physical, psychological, and financial demands.

Cues to Action: Events, either bodily (e.g., physical symptoms of

a health condition) or environmental (e.g., media publicity), that motivate people to take action.

There is no doubt that a combination of the above elements or, at least, one of them, prompted the students to action. Perceived threat was the most influential elements for them. It was not surprising because, at the time of this research, cholera had claimed many lives: in 2010 alone there were 1716 deaths recorded, and it was all over the news. To be included in this count was the life of a student's father, who lived just opposite the school. Also a neighbour to one of the students (a woman from his tribe, who lived in the same compound), was claimed by cholera. This woman lived just two buildings away from the school. This was a real threat to them because of what they had heard and seen concerning the epidemic. Their perceived susceptibility to cholera was high, as the deaths of their neighbours brought the problem very close to them. Moreover, a few had had it before.

Their perception of the severity of contracting cholera and other such diseases say, toilet infection was high. For example, they knew that many had died including people they knew. On the other hand, they recognized the perceived benefits of taking positive action (the starting point of which was to drop the problem behavior for the desired one). The perceived benefits as mentioned include better health, freedom from the smell of urine and excreta during classes; and avoiding the inconvenience of having to go to nearby bushes to urinate (especially, for the girls), using messed up toilets, and so on.

The confidence of the students was boosted knowing that they were part of something worthwhile. They talked freely during the workshop; even cracked jokes unlike the classroom situation. One could say they even felt a little superior to those who were not part of the

workshop. This made others to come and join the workshop. This is one of the benefits participation brings about as UNICEF India (2013) agrees:

Their developmental needs are met, particularly the need for responsibility, respect and recognition, which increases their confidence and self-esteem. Because they are part of the process by which decisions are reached, they feel more committed to make those decisions work.

This importance about themselves and what they were doing made them to be proactive. They did not wait to be called to come to the meetings; they would even suggest extra time when we were running out on time. They were willing to stay long after school. Some of them tried to talk to others to join. When it was time to buy waste baskets they were the ones who suggested contribution from each participant; and eventually, they bought the baskets to the pleasant surprise of the school.

The students were creative, and dramatizing was not difficult for them, and they did not hold back; and in this regard UNICEF Nigeria (2013) has this to say:

Increased participation of children in issues affecting their lives can have positive and far reaching effects on their health and socio-economic conditions. When children participate in decision making, they tend to be more creative, positive and energetic, offering ideas devoid of prejudices and stereotypes.

Continuity is an important criterion in evaluating behavior and the success of a project. In this regard the project was a success, because on account of this workshop the school now has a health club. They invited Red Cross to come give them training. They are trying to create a working relationship with UNICEF Nigeria, so as to be able to organize workshops in Romi, and also to liaise with other schools.

The students' active participation was really helpful in the message design for the posters to be used in the toilets and class rooms. For example a girl linked cleanliness to godliness, something that mattered to them all. Thus emphasizing that being clean is like worship to God. Although they did not know the terms with which to describe the type of message they needed, their suggestions showed that they preferred messages that were positively encouraging to those of threats. This emphasizes what the apex organisation for children (ibd, 2013) said about gaining insight from young ones:

Children can help shape policy and practice. Insights gained from children and young people help adults to be more effective in meeting their changing needs. These needs are best defined by children from their everyday interests and problems, because what they actually experience may be different from what we had intended or expected.

The achievements of this behaviour change communication intervention have several implications that range from the social, health to financial. When decisions are always made for people, it gets to a point when they think that it happens because their contributions are not valued. This makes people adopt a culture of silence. And when people have been made to seem worthless, inferiority complex sets in. This is not good for the development process. This is what the banking system of education does. However, this feeling of worthlessness and the culture of silence were uprooted when, based on the principle of least harm, the participants were encouraged to state their problems and be a part of the process that would try and solve the problem. The social implication of this is that since they now feel important their self esteem has been boosted, and they can hold their heads high amongst their peers, especially, in similar situations.

Another implication of this project has to do with interpersonal skills. It is not easy working in groups because of the different personal beliefs and experiences that people bring along with them. In spite of their differences the participants learned how to work together, thus building interpersonal skills that would help even after the intervention, especially, when they start working with other schools. This was a real process of conscientization.

Also, the knowledge with which the participants were empowered has to do with their health. Several months after the intervention, the classrooms remained clean; so also were the toilets. Water and soap had been provided to wash hands after using the toilets. This situation has the capacity to prevent diseases that could be easily contracted were the situation the other way round. This also prevents the attendant problems that come with diseases such as the physical and psychological agony. Again, limited resources that may have been spent on medicine would be saved and used for other things.

Most importantly, for this research, all these go to prove one thing: that behaviour change communication a veritable tool for ameliorating health issues if properly handled, because unlike the classroom method, this was more engaging. The researcher did not claim to know it all. Even when in some cases he may have made the decision by himself, it was safer to facilitate them toward that end, provided it is not for a selfish interest. If an intervention like this happens in multiples the result could be nothing but stupendous.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter concerns itself with presenting noteworthy points or issues arising from the study, especially, the case study. These issues may in one way or the other relate to issues that may have been raised in other studies; however, it is important to bear in mind that the ones raised here primarily pertain to this particular study. This having been said, one would want to stress also that these might be discussed in light of related ones in order to accentuate a point.

During the course of this research, it was discovered that the primary health centre was well aware of several communication media. An interview revealed that they knew about the importance of face-to-face interpersonal communication and the mass media. According to the findings here, the ministry's policy is such that they are required to communicate with their communities availing themselves of the communication channels within the communities. Thus when they had a need for vaccination, they went to the village chief, who in turn would summon the lesser chiefs to pass on the information. These go back to their wards and ask a town crier to inform the people. Sometimes though, the primary health centre employs a crier to pass information directly to the people. A related research in Kamuru-Ikulu shows that the communication policy is the same, and the practice similar. While what they have as communication policy is quite laudable, in terms of praxis, it does not yield the expected result, because what they do in practice is just pass information; and in most cases, it is when people come for treatment that such information is passed. Often this comes as a set of rules: keep your environment clean; boil water before you drink; wash your hands after using the toilet; and so on. Findings from the field show that the school's communication approach to health

issues, just like the health centre is the class room educational method which is hugely non-participatory. All of this relate to the dominant paradigm's approach to communication. These methods of dealing with behaviour problems is ineffective because at that point when an individual comes for treatment, his focus is to get a cure; whatever is said may be taken as a means to the needed cure, which is temporary. More so, behaviour comes from attitudes acquired over years, which needs reorientation over a period of time, and in an engaging manner.

To deal with the issue of poor hygiene therefore, it is recommended that there be conscious efforts to actively involve people in a learning process, for example BCC using participatory learning and action (PLA) tools. This is a learner centered approach to interrogating a people's reality that prepares them to tackle their issues, as Daniel notes:

Participatory Learning and Action (PLA) is an approach for learning about and engaging with communities. It combines an ever-growing toolkit of participatory and visual methods with natural interviewing techniques and is intended to facilitate a process of collective analysis and learning.

The approach can be used in identifying needs, planning, monitoring or evaluating projects and programmes. Whilst a powerful consultation tool, it offers the opportunity to go beyond mere consultation and promote (sic) the active participation of communities in the issues and interventions that shape their lives.

One of the principles involves the need to hand the stick. This principle stresses the need for the facilitator to allow the participants to take control of certain situations that are not too technical for them to handle. What he does in such instances is moderate the interactions. Adopting this principle was very helpful in two regards: it empowered the student participants on the one hand; and on the other, the facilitator. The students became very enthusiastic, so that they participated actively in the workshop, making suggestions for meetings and helping in the design and implementation of the communication strategy. Their confidence seemed to increase, knowing

they were involved in something important. In a nutshell, there was some level of empowerment on their part. And on the other hand, the researcher was able to find out first hand, the benefit of handing control over to participants. At some point, he was humbled to note that the participants could have better ideas. For example when the form five students analyzed the implication of his planned message, he had to agree with them. It was a process of learning him too.

One invaluable point the researcher noted, which is captured in the presentation of the case study is how dangerously powerful fear is. When the researcher first met with the students, no one ventured to speak up about their problems because some of them affected the teachers and authority. This shows that fear has negative implication for participation and dialogue. When people are not sure of the consequences of what they say would be, or when they fear some punishment would follow, they would rather suffer in silence than speak up. This further goes to prove that it is not only the feeling of worthlessness that makes people adopt a culture of silence.

The humble recommendation here is that a facilitator should be sensitive; he must know that people have real fears based on some tangible experience or other. These should not be overlooked. It is best to always pursue the cause least harm to the participants. Thus it is important to investigate why people would not speak up in public. And based on their fears other means of gathering information may be adopted. This research applied what may be called *open-secret* discussion. Here, although there was an open discussion, certain information may be provided in anonymity. That way the information may be thrown up for discussion without other participants knowing who provided it. This worked for the research. It is also recommended that facilitators be keenly aware of the difference social groups when a community dialogue is to hold. There are communities where members of the opposite sex may not meet to discuss. There are also cases of serious dissention, where it may be risky to bring the dissenting voices together.

Other cases may arise out of diffidence in the presence of supposedly superior participants. In all of these cases, it is recommended that separate spaces be provided for interrogating whatever issues need to be addressed, pending when the afore-mentioned challenges may be addressed.

One important recommendation to researchers in the field is to steer clear of building false hope in the beneficiaries of a project. For example, the proprietress of Lindy Academy was excited about the workshop because, according to her, there were several problems which needed to be addressed, some of which were the following: poor response of parents/guardians to financial obligations; truancy on the part of some students; parents/guardians' desire to place their children/wards in classes regardless of their qualification; low quality of the teachers, especially in English, Physics, Chemistry, and Biology; parents/guardians coming to the school to harass teachers over their children/wards; indifference to PTA meeting; and teachers are not steady in the school. It was her hope that the facilitator would address these without prejudice as an outsider with no vested interests.

In a situation like this it is important to politely state the scope of the project. If time allows there is no harm done if one or two issues may be addressed, since it can create goodwill. However, a facilitator must strongly guard against the temptation to build hope in what he cannot do (Abah, 2000)

Conclusion

Throughout history man has made discoveries, has invented things for the progress of his species and to make the world better. But man is caught up in a dialectical world so that what is evil may be found in what is good. In discussing theatre for instance, Boal (1998) says it was a communal thing which was captured by the aristocrats in ancient Greece and turned to a weapon of

oppression. He posited theatre was also a weapon for revolution if only the masses were to wield it appropriately. This is the case of participation in the sphere of development. Participation continues to be a powerful process for development, or a tool for securing funds for projects, which could be used perfunctorily (or not at all). It may be keyed into the proposals for projects, but remains a ghost in the execution process. It all depends on who uses it. That is to say while participation is noble in itself, practitioners may take advantage of its desirability and recognition in the international development circles and misapply.

But despite this misapplication, participation will remain a veritable process for improving the conditions of mankind. In relation to this particular research work, the evidence speaks for itself: that it is an invaluable practice for tackling health issues. Comparing what was obtainable during the baseline and end line, the conclusion is that involving people in preventive measures to health problems will considerably reduce the risk of susceptibility to the outbreak of preventable diseases.

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APPENDIX

PICTURE I: CONDITION OF THE TOILETS BEFORE THE WORKSHOP



PICTURE V: WASTE BASKET PROVIDED BY PARTICIPANTS



PICTURE VII: TOILET AFTER WORKSHOP

