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WYDAWNICTWO ADAM MARSZAŁEK, ul. Lubicka 44, 87-100 Toruń  
tel./fax 56 648 50 70; tel. 56 660 81 60, 56 664 22 35  
e-mail: [info@marszalek.com.pl](mailto:info@marszalek.com.pl) [www.marszalek.com.pl](http://www.marszalek.com.pl)

Drukarnia nr 1, ul. Lubicka 46, 87-100 Toruń, tel. 56 659 98 96

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# CONTRIBUTORS

Agreda Montoro Miriam	Department of Didactics & School Organization. Granada University. Campus Universitario de la Cartuja, s/n, 18071. Granada, Spain	e-mail: m.agredamontoro@gmail.com
Amali I. O. O, Ph.D	Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria	e-mail: oteikwu2007@yahoo.com
Bartík Pavol, Prof. PaedDr. PhD.	Faculty of Arts UMB, Vice-Dean, Tajovského 40, 974 01 Banská Bystrica, Slovak Republic	e-mail: pavol.bartik@umb.sk
Bolach Bartosz, PhD.	Academy of Physical Education, ul. Banacha 11, 51-617 Wrocław, Poland	e-mail: bartosz.bolach@awf.wroc.pl, bbolach@interia.pl
Bolach Eugeniusz	Prof. Academy of Physical Education, ul. Banacha 11, 51-617 Wrocław, Poland	e-mail: eugeniusz.bolach@awf.wroc.pl
Bonar Jolanta PhD., Hab. Prof. UŁ	University of Lodz, Poland	
Brust Nemet Maja	Faculty of Education, University of Osijek, Croatia	
Correa-Díaz Ana María	Magister, Researcher, Corporacion Universitaria Remington, Calle 51 N° 51 – 27 Parque Berrio – Medellín Colombia	e-mail: acorread@eafit.edu.co, website: <a href="http://goo.gl/aT9Ome">http://goo.gl/aT9Ome</a>
Čotar Konrad Sonja, PhD	Assistant professor, University of Primorska, Faculty of Education, Cankarjeva 5, SI – 6000 Koper, Slovenia	e-mail: sonja.cotarkonrad@pef.upr.si
Dubovicki Snježana	Faculty of Education in Osijek, University of Osijek, Croatia, Cara Hadrijana 10, 31000 Osijek	e-mail: sdubovicki@gmail.com, website: <a href="http://www.foozos.hr/">http://www.foozos.hr/</a>
Fatykhova Rimma Mukhametovna	M. Aknullah Bashkir State Pedagogical University, 3a, Oktyabrskoi Revolutsii Street, the city of Ufa, 450000, Russia	
Feber Jaromír, Doc., PhD., CSc.	VŠB-Technical University Ostrava, Czech Republic	e-mail: jaromir.feber@vsb.cz, website: <a href="http://www.vsb.cz">www.vsb.cz</a>
Gałązka Alicja Prf. PhD.	PhD., Hab. Faculty of Pedagogy and Psychology, Department of Pedagogy of Child's Creativity and Expression, University of Silesia, Poland	a.galaska@wp.pl
Gallego Ortega José Luis, PhD.	Faculty of Education, University of Granada, Spain, Campus of Cartuja s/n. 18071 Granada	e-mail: jlgalleg@ugr.es, website: <a href="http://didacoe.ugr.es/">http://didacoe.ugr.es/</a>

Garbula Joanna Maria, PhD., Hab. Prof. UWM	University of Warmia and Mazury in Olsztyn, Poland	
Gherman Tatiana	School of Business and Economics, Loughborough University, Leicestershire, United Kingdom	e-mail: T.I.Gherman@lboro. ac.uk
Hanesová Dana, Doc. PaedDr, PhD.	Faculty of Education, Matej Bel University, Ružová 13, 97411 Banská Bystrica, Slovakia	e-mail: dana.hanesova@umb. sk.com, website: <a href="http://www.pdf.umb.sk/dhanes/">http://www.pdf.umb.sk/dhanes/</a>
Hinojo-Lucena Francisco Javier	Departament of Didactics & School Organization. Granada University. Campus Universitario de la Cartuja, s/n, 18071. Granada, Spain	e-mail: fhinojo@ugr.es
Charles Vincent	CENTRUM Católica Graduate Business School, Pontificia Universidad Católica del Perú, Lima, Peru	e-mail: vcharles@pucp.pe
Jablonský Tomáš, Doc. PaedDr., PhD.	Catholic university, Faculty of Education, Ružomberok, Slovakia, Hrabovská cesta 1, 034 01 Ružomberok	e-mail: tomas.jablonsky@ku. sk, website: <a href="http://pf.ku.sk">http://pf.ku.sk</a>
Jaszczyszyn Elżbieta PhD., Hab. Prof. UwB	University of Białystok, Poland	
Jukić Renat	Faculty of Humanities and Social Sciences, University of Osijek, Croatia, Lorena Jägera 9, 31000 Osijek	e-mail: rjukic@ffos.hr, website: <a href="http://web.ffos.hr/">http://web.ffos.hr/</a>
Juszczyk Stanisław, Prof., PhD.	University of Silesia, Faculty of Education and Psychology, Katowice, Poland	stanilaw.juszczyk@us.edu.pl
Kopaczyńska Iwona (PhD.)	University of Zielona Gora, Poland	
Krasoń Katarzyn (Prof. PhD. Hab.)	Department of Education, Children's Creativity and Expression, Faculty of Pedagogy and psychology, University of Silesia in Katowice, ul. Michała Grażyńskiego 53, 40-126 Katowice, Poland,	e-mail: katarzyna.krason@us. edu.pl
Kim Yongdeog, Prof., PhD.	Hankuk University of Foreign Studies, Republic of Korea	zidozakim@hotmail.com
Kwiatkowski Stefan M., Prof., PhD.	Vice-Chancellor of the Maria Grzegorz- wska University, Warszawa, Poland	skwiatkowski@aps.edu.pl
Łaczyk Małgorzata PhD.	Faculty of Pedagogy and Psychology Department of Pedagogy of Child's Creativity and Expression, University of Silesia, Poland	laczyk@interia.pl
Lappo Violetta, PhD	assistant professor, Kolomyia Institute of the SHEE "Prykarpatskyi National University named after Vasyl Stefanyk", Kolomyia Ivano-Frankivsk region, Ukraine	



Łaszczyk Jan, Prof. PhD.	The Maria Grzegorzewska University, Warszawa, Poland	jlaszczyk@aps.edu.pl
Majewska Kamila, PhD.	Department of Didactics and Media in Education, Faculty of Educational Sciences,	Nicolaus Copernicus University in Torun, Poland
Martinez-Figueira E., PhD.	Faculty of Education and Sport Sciences, University of Vigo, Campus A Xunqueira s/n 36005 - Pontevedra, Spain	e-mail: esthermf@uvigo.es
Mingazova Darya Vasilyevna	M. Aknullah Bashkir State Pedagogical University, 3a, Oktyabrskoi Revolutsii Street, the city of Ufa, 450000, Russia	
Mrazović Marija	Faculty of Humanities and Social Sciences, University of Osijek, Croatia, Lorenza Jägera 9, 31000 Osijek	e-mail: mmrazovic@ffos.hr, website: <a href="http://web.ffos.hr/">http://web.ffos.hr/</a>
Muhinat M.B., Ph.D	Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria	
Nowak-Łojewska Agnieszka PhD., Hab. Prof. UG	University of Gdansk, Poland	
Olczak Agnieszka PhD.	University of Zielona Gora, Poland	
Okálová Oľga, PhD., PhDr.	Catholic University, Faculty of Education, Ružomberok, Slovakia, Hrabovská cesta 1, 034 01 Ružomberok	e-mail: olga.okalova@ku.sk, website: <a href="http://pf.ku.sk">http://pf.ku.sk</a>
Parrilla A., PhD.	Faculty of Education and Sport Sciences, University of Vigo, Campus A Xunqueira s/n 36005 - Pontevedra, Spain	e-mail: parrilla@uvigo.es
Petrucijová Jelena, Doc., PhDr., CSc.	University of Ostrava, Czech Republic	e-mail: jelena.petrucijova@ osu.cz, website: <a href="http://www.osu.cz">www.osu.cz</a>
Pinya Medina Carme	Department of Applied Pedagogical and Educational Psychology. University of Balearic Islands. Palma, Mallorca, Balearic Islands, Spain	
Raposo-Rivas M., PhD.	Faculty of Education Sciences, University of Vigo, Campus As Lagoas s/n 32004 - Ourense, Spain	e-mail: mraposo@uvigo.es
Raso Sánchez Francisco	Departament of Didactics & School Organization. Granada University. Campus Universitario de la Cartuja, s/n, 18071. Granada, Spain	e-mail: fraso@ugr.es
Rodríguez Fuentes Antonio, PhD.	Faculty of Education (University of Granada, Spain), Campus of Cartuja s/n. 18071 Granada	e-mail: arfuentes@ugr.es, website: <a href="http://didacoe.ugr.es/">http://didacoe.ugr.es/</a>

Rosselló Ramon Maria Rosa	Department of Applied Pedagogical and Educational Psychology. University of Balearic Islands. Palma, Mallorca, Balearic Islands, Spain	
Róžańska Aleksandra MA	The Maria Grzegorzewska University, Poland	
Rzymelka-Fraćkiewicz Agata, PhD.	Assistant Professor in the Department of Social Pedagogy, Faculty of Education and Psychology, University of Silesia, Katowice, Poland	e-mail: agata.rzymelka-frackiewicz@us.edu.pl
Seidel Stanisław	MA in Psychology, University of Silesia in Katowice, Institute of Psychology, Katowice, Poland	e-mail: uppseidel@gmail.com
Siemieniecki Bronisław, Prof., PhD.	Department of Didactics and Media in Education, Faculty of Educational Sciences, Nicolaus Copernicus University in Torun, Poland	bron@town.home.pl
Śliwerski Bogusław Prof., PhD.	University of Lodz, Poland President of the Committee of the Polish Academy of Sciences Member of the Presidium of Central Commission for Scientific Degrees and Professor Title	boguslawsliewski@gmail.com
Tyl Anna PhD.	University of Lodz, Poland	
Valencia Alejandro	Magister, Researcher, Instituto Tecnológico Metropolitano, Calle 54 A No 30-01 Boston – Campus Fraternidad – Boston, Medellín, Colombia	e-mail: jhoanyvalencia@itm.edu.co, website: <a href="http://goo.gl/b0GJnO">http://goo.gl/b0GJnO</a>
Vélez-Salazar Carolina	Researcher, Universidad Nacional de Colombia, Carrera 80 No 65-223 - Núcleo Robledo, Medellín, Colombia	e-mail: tata.velez@gmail.com, website: <a href="http://goo.gl/ndX2pa">http://goo.gl/ndX2pa</a>
Vélez-Salazar Mauricio	Magister, Researcher, Instituto Tecnológico Metropolitano, Calle 54 A No 30-01 Boston – Campus Fraternidad – Boston, Medellín, Colombia	e-mail: mauriciovelez@itm.edu.co, website: <a href="http://goo.gl/2F89hW">http://goo.gl/2F89hW</a>
Wilk Teresa, PhD. Hab.	Assistant Professor in the Department of Social Pedagogy, Faculty of Education and Psychology, University of Silesia, Katowice, Poland	e-mail: teresa.wilk@us.edu.pl
Yusuf A., Ph.D	Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria	
Ziomek Dariusz, PhD.	Academy of Physical Education, ul. Banacha 11, 51-617 Wrocław, Poland	e-mail: dariusz.ziomek@awf.wroc.pl

## Editor's Preface

The fourth number of *The New Educational Review* in 2015 is the forty second issue of our journal since the start of its foundation in 2003. In this issue there are mainly papers from: Colombia, Croatia, the Czech Republic, Nigeria, Poland, Republic of Korea, Peru, the Slovak Republic, Slovenia, Russia, Spain, Taiwan, Turkey, Ukraine, and the United Kingdom, because our journal is open for presentation of scientific papers from all over the world.

In the present issue the Editors' Board have proposed the following subject sessions: General Didactics, Social Pedagogy, Pedeutology, Special Pedagogy, Psychology of Health, Letter to Editor and Chronicle.

In the subject session "General Didactics" we publish five articles. The objective of the article by Alicja Gałazka and Małgorzata Łączyk is to present the authors' reflections on the role of corporality in drama and to indicate the specific nature of kinaesthetic and corporal creativity observed in children, dominated by diverse forms of expansion. The aim of the study by Miriam Agreda Montoro and her co-workers is to describe and analyse faculty members' training in ICT in all faculties of education within Spanish public universities. The results of the research carried out by Carme Pinya Medina and Maria Rosa Roselló Ramon indicate changes that should be introduced in the design of the learning activities and the provision of feedback to utilise the blog as a tool to promote the development of professional skills. The article by Bronisław Siemieniecki and Kamila Majewska is a summary of one part of the research conducted in the Department of Didactics and Media in Education, regarding the use of tablets in the teaching process.

In the subject session "Social Pedagogy" we publish twelve articles. The study of Dana Hanesová focuses on some aspects of plurilingual and intercultural competences of future teachers – their theoretical outcomes and data from the comparison of two research studies. The paper by Marija Mrazović and Snježana Dubovicki examines satisfaction with university communication in students of private and state universities, which consider communication as one of the most

important competence frameworks. Rimma Mukhametovna Fatykova and Darya Vasilyevna Mingazova present the authors' methods of determining teenagers' disposition towards destructive communication, identifies the main types of destructive communication and provides their psychological characteristics. The aim of the paper by Tomáš Jablonský, Olĝa Okálová and Stanisław Juszczyk is to provide a research overview of practical information about Fetal Alcohol Syndrome (FAS or Fetal Alcohol Spectrum Disorder), a presentation of the 4-Digit Diagnostic Code method and a sample of the research results by the first Centre of Diagnosis, Treatment and Prevention of FAS in Slovakia. The article by Violetta Lappo deals with the problem of finding new means of spiritual education of high school students. The study by Alejandro Valencia and his Colombian co-workers examines factors involving the acceptance of social networks for academic purposes. In their article, the researchers from Nigeria I.O.O. Amali, A. Yusuf and M.B. Muhinat describe the impacts of schooling and human capital-development on agro-based rural communities in Southern Benue, Nigeria, from the perspectives of farmers and non-farmers. The description of a reconfiguration of social behaviours and the role of the teacher in the virtual class in Poland and South Korea can be found in the paper by Stanisław Juszczyk and Yongdeog Kim. The paper by Vincent Charles and Tatiana Gherman focuses on assessing the dimensions of brand equity of business schools from the MBA-enrolled student's perspective, with a specific reference to the Peruvian market. The research presented by Jaromír Feber and Jelena Petrucijová focuses on the professional ethics of social work in the context of the philosophy of education. The study by I.O.O. Amali seeks to examine the educational approaches and roles of the cultural puzzle and number riddle game used as an evening activity in the development of children's cognitive ability. The paper by Agata Rzymekka-Frąckiewicz and Teresa Wilk addresses the issue of the concept of lifelong learning based on Polish experience.

In the subject session "Pedeutology" we publish two articles. In their article, Snježana Dubovicki and Maja Brust Nemet, by triangulation of the results of a questionnaire, sociometry and interviews with students of teacher study, describe a significant level of their social competence. The study by Sonja Čotar Kondrad examines the relationship between metacognitive learning strategies and motivational beliefs, predicting academic performance of student teachers.

The subject session "Special Pedagogy" consists of two papers. The article by Pavol Bartík and his co-workers from Poland deals with evaluation of general motor performance in older school age pupils with a moderate mental disability. A. Parrilla, E. Martinez-Figueira and Raposo-Rivas in their paper show how a par-

ticipatory study on inclusive education was designed and developed in a town in the northwest of Spain.

In the subject session "Psychology of Health," Stanisław Seidel focuses on the differences in body dissatisfaction among young men who work out to reach different aims.

The subject session "Letter to Editor" contains a research report prepared by Dana Hanesová.

In the "Chronicle" we publish two texts dedicated to the memory of Professor Czesław Kupisiewicz, Honorary Editor of *The New Educational Review*, and real member of the Polish Academy of Sciences. The first has been prepared by professor Bogusław Śliwerski, member of the Presidium of Central Commission for the Scientific Degrees and Professor Title, and President of the Committee of the Pedagogical Sciences of the Polish Academy of Sciences. And the second one has been prepared by professor Jan Łaszczyk, chancellor of the Maria Grzegorzewska Academy of Special Education in Warsaw and by professor Stefan M. Kwiatkowski, vice-chancellor of this Academy.

We hope that this edition, like previous ones, will encourage new readers not only from the Central European countries to participate in an open international discussion. On behalf of the Editors' Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*, according to the formal requirements placed on our website: [www.educationalrev.us.edu.pl](http://www.educationalrev.us.edu.pl) – Guide for Authors.



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**General  
Didactics**

I.O. O Amali, A. Yusuf,  
Muhinat M.B.  
Nigeria

## **Indigenous Farmers' and Non-Farmers' Perceptions on Schooling and Human-Capital Development in Agro-Based Rural Communities in Southern Benue, Nigeria**

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### **Abstract**

The presented study examined the impacts of schooling and human capital-development on agro-based rural communities in Southern Benue, Nigeria, from the perspectives of farmers and non-farmers. This study made use of the descriptive survey method. 1150 farmers and non-farmers were sampled using a multi-stage sampling technique. A researcher-designed questionnaire, interview schedule and observation technique were used for data collection. Mean rating and chi-square were used for data analysis. The results showed that schooling and human capital development (SHCD) had disorientated agro-based work-force in rural communities of Southern Benue, which was ranked 1<sup>st</sup> with a mean score of 29.6 and the diversion of community resources towards schooling and human capital development (SHCD) instead of farming in rural communities of Southern Benue was ranked 2<sup>nd</sup> with a mean of 28.8. Also, insignificant difference was found in the perspectives of farmers and non-farmers concerning the impacts of schooling and human-capital development on agro-based rural communities of Southern Benue, Nigeria. It was, therefore, concluded that schooling and human-capital development have created economic and social challenges, not development in the agro-based rural communities of Southern Benue, Nigeria. It is recommended that there is a need for the Government's strong commitment to addressing the paradox created by schooling in the human input used for sustaining productivity in the agro-based rural communities of Southern Benue, Nigeria.

**Keywords:** *schooling and human-capital development (SHCD), agro-based communities, farmers, non-farmers*



## **Introduction**

Many communities in Southern Benue, particularly rural communities, put faith in the schooling of their young ones because they hope that it would promote economic growth of the individual and society. In this study, positive social and economic changes are associated with the creation of qualitative citizenry through schooling that would benefit the rural communities. Human capital is a collection of resources involving: all the knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom possessed individually and collectively by the populace. These resources are the total capacity of the people that represents a form of wealth which can be directed to accomplish the goals of the nation or state or a portion thereof. According to Gbenga & Norhasni (2013), human capital development implies the acquisition of knowledge and intellectual stock through the means of education, for expansion of productivity, efficiency, performance and output. It is conceived that human capital plays the main role in economic growth, while the accumulated physical capital plays a secondary role. Countries accumulate human capital usually through formal training 'schools', research and development institutes, and learning-by-doing (in-service training) (Fadi, 2014). It is an aggregate economic view of the human being acting within communities, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions.

The southern part of Benue state, Nigeria, as referred to in this paper, is the land area inhabited by the Idoma-speaking people. The majority of Idoma speaking people in Nigeria are found in Benue State, where they refer to themselves as "Idoma proper". With a population of about 941,621 people (National Population Commission, NPC, 2006), but now estimated to be about two million, they inhabit nine Local Government Areas in a Senatorial District. The Local Government Areas are Ado-Agatu, Apa, Ogbadigbo, Ohimini, Obi, Oju, Okpokwu and Otukpo (Amali, 2000).

The Idoma people are predominantly farmers who, with their Tiv brothers (to the North of Benue State), pride themselves on being called "The Food Basket of the Nation". Thus, agriculture and other economic activities still largely depend on what can be produced in the environment. The Idoma farmers produce crops such as yams, Guinea corn, maize, millet, cotton pepper, soya beans, rice, ginger, benne seed and other crops during the rain seasons. During the dry season they harvest, clear the bush in preparation for the next season (Amali, 2000). Farming is thus, a full life economic activity of the Idoma people.

Western education and schooling in Southern Benue started in 1924 with the creation of a mission station at Igumale in the present Ado Local Government Area of Benue State. Since then, the demand for schooling has been increasing.

In this respect, schooling would have consciously or unconsciously short-charged the active human labour, which hitherto has enhanced the economic production of the rural communities in Southern Benue. This is against the backdrop that an educated population is a productive population as opined by Babalola, (2005).

Education and schooling are two sides of the same coin called economic goods. The economist regards it as a consumer and capital good because it offers utility to a consumer and also serves as input into the production of other goods and services (Ayara, 2002, Garba, 2002). Thus, schooling as used in this study is an organic space proposed for teaching and learning, an institution or centralized location designed for teaching students or pupils under the supervision of teachers. In the Nigerian context, it is a formal system of education which is compulsory for all children aged 6–15 within the Universal Basic Education Scheme.

This makes it a process where students or pupils progress through a series of schooling institutions, some of which are Government or privately owned. Both Christian and Islamic religious organizations have been the forerunners in the development of the school system in Nigeria. Some scholars claim that schooling requires systematic methods of teaching which usually involve the use of a curriculum, a syllabus, an outline of work and a lesson plan (Ben 2006, Harris, 2006). In addition, they observed that typical schools have various areas, such as cafeteria ground, auditorium, library, laboratories, etc. (Rehman, 2008). Schooling has two purposes, which Rehman (2008) identified as practical and philosophical. The practical purpose of schooling is its usefulness to students or pupils, which can make them contributory citizens, workers, scholars and people in an increasingly complex society. These, he said, are derived through the contents taught in school. While in the philosophical context, schooling is designed to make intelligent choices and help pupils to make informal decisions. In Nigeria, schooling has become a foundation of hope for many parents who send their children to school because of the career opportunities it offers to its recipients. Human capital, on the other hand, represents the investment society makes in its members to enhance their economic productivity. Human Capital Development Theory concludes that investment in human capital will lead to greater economic outputs (Angela, 2009). In most communities, it is designed to bring about positive economic and social change, which would enhance productivity and large-scale production of goods and commodities.

Babalola (2005) argued that the rationale behind schooling and human capital development is the need for people to be encouraged to develop entirely new ideas, products, processes and methods through creative approaches so as to introduce new processes, production and social services. Fadi (2014) applied human capital theory to justify large public expenditure on education across the globe, more so that it is consistent with the democratic principles of the Western world. Thus, the maxim “educate part of the community and the whole of it benefits” has become the central notion to the reason why most communities send their children to school. Ayara (2002) reported that education or schooling has not had the expected positive impact on the economic growth of the rural communities in Nigeria. It is with these incompatible views expressed by scholars and researchers that this study sought to examine the impacts of schooling and human capital development on the agro-based rural communities of Southern Benue.

### **Purpose of the Study**

The general purpose of this study was to investigate farmers' and non-farmers' perceptions of schooling and human capital development in agro-based rural communities of Southern Benue. The specific aims were:

1. to examine the nature of the effect schooling and human capital development have on agro-based rural communities of Southern Benue in Nigeria.
2. to determine whether there are differences in the farmers' and non-farmers' levels of perception of schooling and human capital development in agro-based rural communities of Southern Benue.

### **Research Questions**

The research questions for this study were as follows:

1. What is the nature of schooling and human capital development in the agro-based rural communities of Southern Benue, Nigeria?
2. Are there any differences in the perception levels of farmers and non-farmers regarding the effect of schooling and human capital development on agro-based rural communities of Southern Benue?

## **Research Hypothesis**

**Ho1:** There is no significant difference in the perceptions of farmers and non-farmers regarding the effect of schooling and human capital development on agro-based rural communities of Southern Benue, Nigeria

## **Methodology**

The study adopted a descriptive survey method. The population of this study covered all farmers and non-farmers in Southern Benue. A total of 1150 participants, made up of 575 farmers and 575 non-farmers, were sampled with the use of the multistage sampling technique, i.e. a stratified random sampling technique at the 1<sup>st</sup> stage and a simple random sampling technique at the 2<sup>nd</sup> stage.

A researcher-designed questionnaire (with four Likert scale-type responses) was used to obtain data on schooling and human capital development in agro-based rural communities of Southern Benue. A structural interview and an observation technique were also used to enrich the data gathered.

Descriptive statistics (mean rating) were used to estimate the demographic data of the respondents and to provide answer to the research question posed, while inferential statistics (chi-square) were used to test the hypothesis formulated in this study at the 0.05 level of significance.

## **Data Analysis and Results**

Analysis of the data obtained from 1150 respondents (575farmers and 575 non-farmers) and the results are presented below.

## **Answering Research Question One**

Using a cut-off score of 2.50 as the baseline for determining the participants' responses, all the items (item1 to 10) were chosen and agreed on by the majority of the respondents, the mean score obtained from their responses in each item is above 2.50 as shown in Table 1. This implies that schooling and human-capital

development has a significantly negative effect on agro-based rural communities of Southern Benue.

**Table 1.** Mean and rank order of participants' responses concerning the effect of schooling and human-capital development in agro-based rural communities of Southern Benue, Nigeria

No.	Items	Mean	Rank
1	Schooling and human capital development have disorientated agro-based work-force in rural communities of Southern Benue	3.60	1 <sup>st</sup>
2	Community resources are being directed towards schooling and human capital development instead of farming	3.42	2 <sup>nd</sup>
3	Schooling and human capital development have led to rural-urban drift of youths in rural communities of Southern Benue	3.33	3 <sup>rd</sup>
4	Mass production of food has been reduced as a result of schooling and human capital development in rural communities of Southern Benue	3.04	4 <sup>th</sup>
5	The Agricultural Science subject as optional in schooling has shifted the minds of community children from farming in rural communities of Southern Benue	2.94	5 <sup>th</sup>
6	Schooling and human capital development have prevented farmers from inculcating the habit of manual work and farming in their children	2.87	6 <sup>th</sup>
7	Schooling and human capital development have increased the cost of living in rural communities of Southern Benue.	2.72	7 <sup>th</sup>
8	Proficiency of youths in traditional practical skills have been affected as a result of schooling and human capital development	2.69	8 <sup>th</sup>
9	Schooling and human capital development have oriented the rural communities of Southern Benue to other business activities instead of faming.	2.62	9 <sup>th</sup>
10	Government support for farming instead of education ought to be increased.	2.57	10 <sup>th</sup>

## **Hypothesis Testing**

As shown in Table 2, the  $t$  value is 321.212 with a  $p$ -value of 0.24. Since the  $p$ -value of 0.24 is greater than the 0.05 level of significance, the null hypothesis is confirmed. This implies that there is an insignificant difference in the perceptions of farmers and non-farmers regarding the effects of schooling and human-capital development on agro-based rural communities of Southern Benue.

**Table 3.** Chi-square analysis of farmers' and non-farmers' perceptions of the effect of schooling and human-capital development on agro-based rural communities of Southern Benue, Nigeria

	Response Types				df	$\chi^2$ -cal	Sig.
	S. Agreed	Agreed	Disagreed	S. Disagreed			
Farmers	2246	2680	1237	1620	4	463.677	0.24
Non-Farmers	1333	2087	1246	2246			
Total	3579	4767	2483	3866			

P>0.5

## Discussion of Findings

Questionnaire items (items 1–10) were structured to elicit data from 1150 (575 farmers and 575 non-farmers) respondents regarding the effect of schooling and human-capital development on agro-based rural communities of Southern Benue.

The findings of the presented study revealed that schooling and human capital development had disorientated agro-based work-force in the rural communities of Southern Benue. This was ranked 1<sup>st</sup> with a mean score of 3.60. The diversion of community resources towards schooling and human capital development instead of farming in the rural communities of Southern Benue was ranked 2<sup>nd</sup> with a mean of 3.42. Also, schooling and human capital development have reduced mass production of food, affected proficiency of the youth in traditional practical skills, led to rural-urban drift of the youth, prevented farmers from inculcating the habit of manual work and farming in their children, increased the cost of living, diversified the business activities of rural communities, shifted the minds of community children from farming, reduced government support to farmers among others in the rural communities of Southern Benue. This finding is in line with Fadi (2014), who found that schooling and human capital development had negative effects on the agro-based environment. Thus, schooling and human capital development have affected the agro-based rural communities of Southern Benue, Nigeria.

The findings also revealed that there is an insignificant difference in the perceptions of farmers and non-farmers regarding the effect of schooling and human-capital development on the agro-based rural communities of Southern Benue.

## **Conclusions and Recommendations**

There is some ambivalence towards schooling and human capital development in the agro-based rural communities of Southern Benue. The paradox is that in spite of positive theoretical formulations that schooling and human capital development would stimulate growth and development of the rural communities, there is still under-employment, loss of workforce, low capacity for effective production of goods and scarce resources and a general disorientation of attitudes from their basic means of life sustenance, which is agriculture. These have created economic and social problems and no development in the agro-based rural community of Southern Benue as examined in this study.

There should be various policies to a responsive and functional education system that would help address the socio-economic needs of a rural society. As examined in this study, it is not an achievement that a negligible contribution is made to the economic growth of the rural communities which are not commensurate with the demand of human capital put into schooling by the rural communities.

Therefore, there should be the Government's strong commitment to addressing the paradox created by schooling the human input used for sustaining productivity in the agro-based rural communities of Southern Benue, Nigeria.

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