ASSESSMENT OF ENVIRONMENTAL DISTURBANCE AND COPING STRATEGIES OF EARLY CHILDHOOD EDUCATION CENTRES LOCATED AROUND BUSINESS AREAS IN LAGOS STATE, NIGERIA

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Abstract

This study examined the extent to which Early Childhood Education Centres (ECECs) clustered around business areas in Lagos State, Nigeria. It investigated the prevailing types of environmental disturbance issues (noise, smoke, litter and odour) arising from proximity to business centres and also investigated the type of strategies employed by ECEC managers in coping with environmental disturbance issues arising from proximity to business centres in the State. These were with the view to providing information that could guide prospective proprietors on the best business location that could not impede learning or create environmental disturbance that might put them to task on seeking strategies to cope with such disturbance(s). The study adopted the cross-sectional survey design. One hundred and forty-nine business centres were selected as the focal points of the study. Five Local Government Areas (LGAs) were randomly selected each from three Senatorial Districts (to make 15 LGAs out of the 20 LGAs) in Lagos State. A

total of 730 ECEC Managers were selected purposively around three business centres categorized as food business, non-food business, and factory. The ECEC Managers (730) contacted were selected from ECECs which fell within 300-metre radius of any of the identified business centres purposively, because it was assumed that the centres were vulnerable to environmental disturbance issues. Data were collected with the aid of the Global Positioning System (GPS) technology, which was used to coordinate location, the distance and pattern of distributions of ECE centres around business areas. A self-constructed observation checklist titled Early Childhood Education Centre Environmental Disturbance Observation Schedule, was used to record the presence or otherwise of litter, smoke, noise and odour-emitting matters around each centre; and a self-constructed multi-section structured interview guide, titled Early Childhood Education Centre Environmental Disturbance Questionnaire, was used to collect information on strategies employed by ECEC managers to cope with environmental disturbances around their centres. Data collected were analysed using ArcGIS measure of coordinate, the metric system, and simple percentage statistics. The results showed that in a 300 metre radius, ECECs clustered around the three major business areas in Lagos State at a relatively closer range (x= 157.77m) to the factories, followed by non-food business centres (x=178m) and food businesses (x=183.60m). The result also showed that the prevailing environmental problem arising from proximity to business areas in Lagos State were noise disturbance (34.15%), followed by litter disturbance (27.33%), smoke (21.63%) and odour (16.87%). The result further showed that the strategies employed by ECEC managers to cope with environmental disturbance issues arising from proximity to business areas were in this order: "ignoring the

disturbance" (68.30%), "negotiation" (21.57%), "reporting to law enforcement agencies" (6.59%), "using warning post sign" (2.30%), "using violent means" (1.14%) and lastly "charging creator of disturbance to court" (0.11%). The study concluded that factory business activities appeared better regulated in Lagos State and may not pose much environmental disturbances that could impede learning activities and hence may require less coping mechanisms on the part of Early Childhood Education Centres, unlike the food and the non-food business activities.

Keywords: Assessment of Environmental Disturbance; Coping Strategies; Early Childhood Education Centres; Business Areas; Lagos City, Nigeria.

Introduction

Nowadays, Early Childhood Education (ECE) practitioners in Nigeria are faced with some predicaments which could hinder their successful provision of quality early Childhood education. These are associated with high pupil-teacher ratio, issues of minimum standards, confusion on the use mother tongue as a medium of instruction and difficulties in the adequate supervision of the centre by centre owners (Ajayi, 2008). Other difficulties associated with poor provision of early childhood education are proliferation of early childhood institutions, poor funding of ECE programmes, negligence of quality control on the part of the government, and poor quality and qualification of head teachers (Ibhaze, 2016). It has also been observed (by the researchers) that the centres are also sometimes faced with challenges such as provision adequate classroom and or poor play space. Unhealthy physical school environment and different environmental issues occurrence (which are of concerns to these researchers and the focus of this research), depending on the location of the centre also constitute major predicaments. Such environmental issues and problems are not only capable of

disturbing the activities of the school, but may also create health risks to the children, who are most vulnerable in their formative years. Such environment or locations could be regarded as environmental hotspots; and examples are business centres surrounded by schools.

In addition, the environmental issues have been observed to be the major factors that could downgrade every of the good structures that are put in place, because they create unpleasant situations such as stench (odour), litter, smoke and noise which are capable of disturbing play and learning activities. This maybe because when an ECEC is being established around environment like business areas, it may suffer from environmental pollution in form of disturbances resulting from refuse dump producing offensive odour and ugly sight, traffic congestion that leads to air pollution (smoke) from motor vehicle exhaust and noise from horns and vendors speaker. All these could happen if the zoning guidelines and planning standards are violated (Sylvia, 1968). According to Sylvia, an ECEC should be sited at a close range of approximately 80 metre to residential areas. It should be within the center of a community; within the neighbourhood shopping and marketing areas and should be within a walking distance to the home or work place. In addition to this (the researchers 'opinion), any sensitive centre like learning environment must be under monitoring against pollution that could be life threatening.

Danesy and Okediran (2002), pointed out that if learning environment is not free from barriers such as noise, gas, smoke and other form of pollution, it could constitute health hazard and in turn affect or reduce student's attentiveness during learning and as a result, affect their academic performances. Similarly, few studies have stated that markets and motor parks that are located near schools have always posed a threat to student's academic performance. Hence, any form of disturbances from these sources might be endangering to learners life and academic concentration during school activities. The effect of these issues has become more distressing for the greater proportion of the general community, especially on the helpless children learning around the operating

environment. Moreover, when looking for a community where these problems may abound, it would not be out of place to have considered Lagos State (the locale of this study) because of its cosmo-metropolitan nature and with its attendant over population and the associated consequences.

Several other studies (Sheild & Dockrell 2003; Clark, Martin, van Kempen, Alfred, Head & Davies, 2006; Goldschagg, Cockcroth & Seabi, 2014) have investigated the effect of external noise disturbances emanating from business areas on learning outcomes of primary school students located around them. These studies have observed that schools that are located and exposed to road, rail or airline transportation may be affected by disturbances causing distraction, annoyance and loss of concentration to learners and caregivers during play and learning activities. Other observations are that chronic noise from these sources may impair prospective memory vital for learning. By and large, in as much as reports of these studies could be useful for school managers when considering the siting of their centre and policy maker in regulating school location for safe learning environment, it however appears that the studies have only focused on transportation noise disturbance, ignoring other forms or sources of environmental disturbance that could hamper learning activities. Their studies were also limited to aircraft and road traffic noise disturbance within a region, but did not examine how other environmental disturbance such as litter, smoke or odour could impede learning activities. This current study is out to fill these gaps.

Similarly, environmental disturbances from industrial areas could also pose a threat on early childhood education children on their learning activities as well as their health because it is assumed that such activities in such site might release gaseous fumes in term of smoke and noise which might result to affecting the wellbeing of the children as well as caregivers. In a study conducted by Persico and Venator (2021) on the impact of local industrial environmental disturbance on students and schools, it was observed that the presence of an industrial site can be associated with toxic release into the air. Their studies showed that schools

located in about one or two miles away from industrial sites are likely to be exposed to the toxic substances. The study also observed that the effect of the toxic substance could be associated with low test scores and increased likelihood of suspension from school among children who are closer to the site than those whose schools that are far away.

Another study (Aizer, Currie, Simon & Vivier, 2015) also associated children's cognitive development and school success to the location of the school. In their study, Aizer, Currie, Simon and Vivier (2015) investigated the effects of lead exposure in early childhood on children's test scores by exploiting Rhode Island's rules regarding residential lead abatement and also associated the exposure to pollution with cognitive development. This study however, only focused on effect of schools located around factory, neglecting other effects of environmental disturbances arising from other business type areas. It did not check other forms of disturbance like noise, litter and odour and its effect on children's learning; or at best how schools (ECEC) could cope with the challenges posed like this study.

Furthermore, previous studies (Maxwell & Evans, 2000; Flutter 2006; Sato & Bradley, 2008) have agreed that there are associations between the effect of noise disturbance and children learning outcome because it is observed that schools that are located close to a noisy environment like business centres, are likely to impede learning activities. These studies however only examined noise level as a disturbance capable of disturbing the learning environment, hindering speech development and reading skills, but failed to examine the association of different types of business centres and the level of noise produced by the centres and the effect that it could create on learning activities in Early Childhood Education centres. This study has therefore investigated this gap.

Another factor that is capable of impeding learning activities is smoke disturbance in the form of air pollution. Epidemiological studies conducted by Currie, Hanushek, Kahn, Neidell, and Rivkin (2007) and Wang *et al.,* (2009) suggested that such disturbance as smoke has been associated with brain development and

intelligence quotient (IQ) and which has a strong relationship with academic performance and absenteeism among school children (Marburger, 2001; Currie *et. al.,* 2007; and Wang *et al.,* 2009. According to the scholars, health consequences, such as respiratory symptoms, have being associated with disturbance from smoke. Nikoic, Stankovic, Jovic, Kocic and Bogdanovic (2014) reported that disturbance from smoke can also be associated with deficiency in children's height and weight when exposed to chronic air pollution. However, all the findings of the studies were only limited to the association of traffic exhausts pollution area on school children for a period of time. But the studies did not investigate the effect of smoke disturbance that could have been generated from business centres on learning activities. This present study has been designed to fill this gap.

Pelekamoyo (2014), in a study of litter disturbance observed that litter is capable of disturbing learning activities of the children while in the centre. According to Pelekamoyo, although litter might not have a direct impact on learning activities like other environmental disturbances such as noise or smoke, if not properly disposed and managed, it could become a nuisance and ugly sight to the environment, especially when a school surrounding has a heap of dumped litter wastes generated by the school's neighbourhood and the general public. Pelekamoyo, remarked litter waste has caused a lot of diseases like flu, diarrhea and coughs among the pupils. Furthermore, Ana, Oloruntoba, Shendell, Elemile, Benjamin and Sridhar (2011) observed that litter which has been left unattended to, has also been associated with production of offensive odour which could be another factor that could impede leaning activities. Litters could attract pests and overflow, which leads to deteriorating environmental health condition. Ana and colleagues' study was limited to assessing solid waste management problem in selected urban school in Ibadan, Nigeria. However, as much as these studies could be beneficial to providing insight into how to provide good and conducive physical environment for the children to learn, it failed to relate litter disturbance arising from business areas, its impact to the school environment and how the

school copes with the environmental challenges. This present study therefore, seeks to bridge the gap by assessing the environmental disturbance of Early Childhood Education centres located around business areas such as food business, non-food business and factories in Lagos State Nigeria.

By and large, having exposed what could constitute impediments to learning at the ECE, it is expedient to discuss the measures to attend to the impediments, with view to providing useful information to current and prospective ECEC owners on the possible ways to handling existing and or emerging environmental disturbances capable of disturbing their school businesses or put in a milder form, the education of children in their care. Some empirical studies are relevant in this wise. In a study conducted by Adepoju and Abdulkarim (2017) different measures employed in mitigating the impact of different environmental disturbance such as noise, smoke, litter and odour were identified. Adepoju and his colleague investigated the source and control measures for environmental noise. The study associated environmental noise source with vehicular and pedestrian traffic, commercial activities and religious buildings. The study stated that building fenestrations (creating more window and doors), building walls, floor, roof structures, landscaping barriers, and road setback were measures that were put in place to checkmate noise exposure. As a research gap, the study was observed to have only focused on noise disturbance in commercial and administrative centres in Osogbo, Osun State, Nigeria, but failed to investigate how schools (ECEC) cope with environmental noise disturbance effect and strategies to help reduce such disturbance, which this study had sought to investigate.

Komolafe and colleague (2014) studied the effect of air pollution on climate change in Lagos Nigeria. Their study associated the environmental disturbance to industrialization, commercialization and emerging megacity. The study however, suggested that in other to combat air pollution, proactive measures should be taken, therefore advocating the involvement of all stakeholders with the collaborative effort of the government, private sector and communities dwellers. It was opined that the strategies for

confronting future school environmental disturbance impacts are education, use of indigenous knowledge and creation of awareness on its impacts. The study however did not report any observation of how the disturbances affect the school and children's learning activities or outcome, let alone how to cope with it.

Elugoke and Ojedokun, (2016) conducted a study on human development and global foot print. The study focused on how human activities contribute to climate change. The study recommended that people should cut down their consumption of energy, and reuse, recycle and reclaim their wastes. While Elugoke and Ojedokun's study was of general environmental concerns, less emphasis was placed on how environmental disturbance can affect learning in school environment especially in ECECs with children who are vulnerable.

Ihemeje, Okorie and Ikpe (2016) and Obi (2018) have also mentioned that it is possible to make use of traditional leaders as influential tools on how people act towards the environment and sensitizing people on the importance of imbibing a solid waste management practices. These two sources suggest that traditional leaders in rural areas have a role of sensitizing of the rural dwellers on solid waste management practices to improve situation of the community. However, they did not investigate the strategies that could be employed by Early Childhood Education centre managers in dealing with litter disturbance from business areas to the centres. Therefore, this study had investigated the strategies employed by Early Childhood Education centres managers in dealing with environmental disturbance around business areas in Lagos State as a way of filling the research gaps.

From the foregoing, it may be stated that several gaps abound to be filled in relation to the presence of environmental disturbance, the type and the strategies to be engaged in coping with them, especially in relation to Early Childhood Education Centres in Lagos State, bearing in mind that owners of Early Childhood Education Centers (ECECs) locate their schools or centres in strategic places (including business areas), specifically to secure large enrolment and make profits, forgetting that they could be confronted with

environmental disturbances that they might need to cope with at all cost. The status of ECECs in Lagos State on these issues therefore require investigation, hence this study.

Objectives

With the assessment of the environmental disturbance and coping strategies of Early Childhood Centres located around business areas in Lagos State, Nigeria in mind, the study specifically examined the extent to which Early Childhood Education Centres (ECEC) cluster around business centres in Lagos State; investigated the type of environmental disturbance issues (noise, smoke, litter and odour) arising from the proximity to business centres; and examined the strategies employed by ECEC managers in coping with environmental disturbance issues arising from proximity to business centres in Lagos State. These were with the view to determining the order of the capability of the three categories of business activities (food business, non-food business, and factory) to disturb learning activities in Early Childhood Education Centres in Lagos State, and would not give the centre managers the stress of coping with environmental disturbances.

Research Questions

In order to address the objectives of this study, the following research questions were raised:

(i) How clustered are Early Childhood Education Centres (ECECs) around business areas in Lagos State?
(ii) What are the prevailing environmental disturbance issues (noise, smoke, litter or odour) arising from proximity to business environment in Lagos State?
(iii) What are the prevailing strategies employed by ECEC managers in coping with environmental disturbance issues arising from proximity to business environments in Lagos State?

Method

The study adopted the cross-sectional survey design. One hundred and forty-nine business centres were selected as the focal points of the study. Five Local Government Areas (LGAs) were selected each from three Senatorial Districts (to make 15 LGAs out of the 20 LGAs) in Lagos State, using simple random sampling technique. A total of 730 ECEC Managers were selected purposively around three business centres categorized as food business, non-food business, and factory. The ECEC Managers (730) contacted were selected from ECECs which fell within 300-metre radius of any of the identified business centres purposively, because it was assumed that the centres were vulnerable to environmental disturbance issues. Three instruments were used to collect data for the study. These were Global Positioning System (GPS) technology, which was used to coordinate location, the distance and pattern of distributions of ECE centres around business areas. A self-constructed observation checklist titled Early Childhood Education Centre Environmental Disturbance Observation Schedule, was used to record the presence or otherwise of litter, smoke, noise and odour-emitting matters around each centre; and a self-constructed multi-section structured interview guide, titled Early Childhood Education Centre Environmental Disturbance Questionnaire, was used to collect information on strategies employed by ECEC managers to cope with environmental disturbances around their centres. Data collected were analysed using ArcGIS measure of coordinate, the metric system, and simple percentage statistics.

Results

Research Question One

How clustered are Early Childhood Education Centres (ECECs) around business areas in Lagos State?

Table 4.1: The average sum (in meters) of the distance from ECEC to business area in Lagos State

S/N	Local Government Area	Food Business (Average in meters)	Non-Food Business (Average in meters)	Factory (Average in meters)
1	Agege	158.272	174.8638	121.6569
2	Mushin	173.4404	200.1015	127.657
3	Oshodi/Isolo	235.4339	182.6202	145.3355
4	Somolo	207.7974	173.3473	162.5805
5	Kosofe	182.4108	185.6932	157.1832
6	Ikorodu	151.9485	160.6509	170.7293
7	Surulere	131.1888	184.8492	129.2994
8	Alimosho	238.3658	193.703	238.1045
9	Apapa	161.234	163.4687	151.6054
10	Lagos Mainland	135.5597	140.9127	142.2183
11	Lagos Island	258.636	143.5384	109.1002
12	Eti-Osa	195.0379	161.6294	Nil
13	Ikeja	186.1538	235.9246	234.4571
14	Lekki-Ibeju	139.5822	126.0404	Nil
15	Epe	Nil	243.3427	Nil
Overall	Average	183.5963	178.00355	157.77491

Rank 3rd (close) 2nd (closer) 1st (closest)
Source: Field survey (2019)

On the overall, result showed that out of 730 ECECs visited in Lagos State are cluster around 300m radius of any identified business centre, ranked in this order: ECECs are clustered around food business centres at an average of (183.5963m radius, 3rd) while ECECs are clustered around non-food business centres at an average of (178.00355m radius, 2nd). Early Childhood Education centres are clustered around factories at an average of (157.77491m radius, 1st).

Research Question Two

What are the prevailing environmental disturbances issues arising from proximity to business environments in Lagos State?

In order to answer this research question, the prevalence of each type of environmental disturbances in reference to noise,

smoke, odour and litter arising from proximity to business centres in Lagos State were measured as discusses in section of 3.7 of chapter three is provided in the table below.

Table 4.2: Summary of the Result on the Prevailing Environmental Disturbance arising from Proximity to Business environments in Lagos State

Type of Business	Environmental Disturbance (%)			
	Noise	Smoke	Litter	Odour
Food	84.68	46.37	71.77	58.47
Non-food	80.71	50.00	64.64	28.93
Factory	86.67	63.37	65.35	37.13
Total	252.06	159.74	201.76	124.53
Overall Average	84.02	53.25	67.25	41.51
Rank	1st	3rd	2nd	4th

Source: Field survey (2019)

Results in Table 4.2 showed that the prevailing environmental disturbances arising from proximity to business areas ranked in this order: Noise disturbance (84.02%, 1st); Litter disturbance (67.25%, 2nd); Smoke disturbance (53.25%, 3rd) while odour disturbance (41.51%, 4th).

Research Question Three

What are the prevailing strategies employed by Early Childhood Education Centres managers in coping with environmental disturbance issues arising from proximity to business environment in Lagos State?

In order to answer this research question, data collected on strategies employed by Early Childhood Education Centres managers towards coping with environmental disturbance issues were subjected to descriptive analysis as explained in section 3.7 of chapter three and the results is presented in the table below.

Table 4.3: Summary of Strategies used by Early Childhood Education Centre Mangers in Coping with Environmental Disturbances in Lagos State

Strategies	Disturbance (%)						
	Noise	Smoke	Litter	Odour	Total	Average	Rank
Do nothing	67.45	76.95	58.39	70.39	273.18	68.30	1st
Use violence means	1.26	2.13	0.73	0.43	4.55	1.14	5th
Charge to court	0.00	0.00	0.49	0.00	0.43	0.11	6th
Use warning sign post	1.08	0.35	5.60	2.15	9.18	2.30	4th
Negotiation	29.32	15.60	19.46	21.89	86.27	21.57	2nd
Report to law enforcement agencies	0.90	4.96	15.33	5.15	26.34	6.59	3rd

Source: Field survey (2019).

Results in Table 4.3 showed that the prevailing strategies employed by Early Childhood Education Centre Managers to cope with environmental disturbance issue arising from proximity to business area ranked in this order: "Ignore the disturbance" (68.30%, 1st); "Negotiation" (21.57%, 2nd); "Report to law enforcement agencies" (6.59%, 3rd); "Using warning post sign" (2.30%, 4th); "Using violent means" (1.14%, 5th) while "charge to court" (0.11%, 6th).

Discussions

In this study three findings have emerged. They are hereby discussed in sequence. First ECECs were reported to have clustered around the three major business areas in Lagos State at a relatively closer range with the closeness to the factories ranking (1st), followed by non-food business centre (2nd) and lastly food business (3rd). The finding appears to disagree with the report of Debnath, Nath and Barthakur (2012), that found out that most learning institutes are located near the busy places such as bus-stops, commercial area such as food market and busy roads, while Persico and Venator (2018) however observed that schools are located anywhere by school owners, not really minding whether the location were industries or any other business. This is an astonishing finding to the researcher because food and non-food businesses are assumed

to be very attractive to enroll school children since it is was assumed that schools closer to food business will cater of children of the business woman as well as the civil servant that residents closer to the business area, parents could easily make a stop overs while returning home in the evening to buy necessary basic needs for the home. The parents can easily make a stop at the market and as well pickup their children out of school environment as they return to their respective homes in the evening. The findings of this study may suggest that ECEC owners probably might have sited their schools at a location before urbanization caught up with them since the study had revealed that a larger proportion of the school has been established more than 10 years or probably as at the time of laying down a structure of their centre, the land acquire were the available ones for sale. It is also possible that the owners of the centre did not put into consideration the negative impact of the kind of business activities surrounding the proposed site for the centre rather looking for strategic place for high enrollment of pupils so as to make maximum profit. The findings of this study may also suggest that the factories on the other hand, could have decided to provide a play centre for the workers to help cater for their children while they go on their day to day activities.

On the other hand, this study has found out that the prevailing environmental disturbances arising from proximity to business areas were with a very high level of noise disturbance, followed by litter disturbance (2nd), smoke disturbance (3rd) and odour disturbance (4th). Nevertheless, the finding of this study agrees with Moan and Reem (2009), who obsevered that learning place which are located at a relatively closer range to the road way are more likely unprotected to higher levels of noise disturbance from the automobile traffic from recurrent use of horns' and from squishing tires when there is a sudden use of vehicle brakes. In agreement with this Oyedepo (2003) observed that proximity to high traffic flow density and incidence of rail station noise level was very high, while proximity to commercial activities, high density of residential areas and passenger loading parks location were found to be the most nosiest site with peak noise level compared low density

residential areas was moderate. Furthermore, the results of this study found out the prevalence of smoke disturbance in ECECs around food and non-food business is on the average, but high around factories. This could be because that factories areas have prospect to produces more smoke emission probably because of the kind of material products or the their high voltage power diesel generator set in Lagos State. This finding agrees with Komolafe *et. al*. (2014) as well as Persico and Venator, (2018) who observed that the result of industrial activities, fossil fuel and generator fumes which are exposed into the air in urban settlement causes a lot of disturbance among resident close to the factory. In addition, this study the prevalence of litter in ECECs around food business, non-food business and factories in Lagos State is reported to be very high. This also agrees with, the report of Adedeji, Fadamiro and Adeoye (2014), who found that food business areas create more litter than non-food business areas. In addition, this study also found that the prevalence of odour disturbance around food business in Lagos State is on the average while around non-food business and factories in Lagos State it is low. Solaja, Omobowale and Alliyu (2015) found that majority of the respondents acknowledge the occurrence of disturbance in their neighborhood ranked noise disturbance (1st); bad odour from open dump site, blocked drainages and canals near their houses and industrial premises (2nd); industrial smoke emission (3rd); release of gaseous-chemical probably from industries around (4th); and dust incident (5th). However, this result is not surprising to the researcher because disturbance has been assumed to be a general plague especially noise, litter and smoke affecting a large proportions of Lagos State in its totality due to its cosmo-metropolitan nature, with its attendant over population. The finding of the study suggests that, ECEC owners might have assumed that their schools or centre is a business and for every entrepreneur mindset, making profit is its major concern as a result of making maximum profit they might tend to lose sight of whatever challenges that they might be confronted with. It is also possible that, the owners of ECE centres were only desperate to find location for

siting their centres where they can fulfill not just the goal of nurturing children but attracting high enrollment of children so as to make maximum profit not minding the consequence of siting the centre in an environment prone to any form of disturbance.

The study has also found out the prevailing strategies employed by Early Childhood Education Centre managers to cope with environmental disturbance issues arising from proximity to business area were "doing nothing", followed by "negotiation", "reporting to law enforcement agencies", "using warning post sign", "using violent means" and lastly "charging creator of disturbance to court". This research founding does not agree with the findings of Zaini *et al.* (2011), who found more than half of the sensitive receivers have made complaints while, the remaining proportion of less than half of them have never complained because of multiple reasons, such as knowledge of the processes, apathy, or belief that somebody already did so. This finding has agreed with the study of Eludoyin (2016) that residents of Ile-Ife are conscious of noise and its impacts but do not adopt suitable coping strategies to the disruption. Most inhabitants simply deal with or adjust to the noise whereas others move away, overlook, shut the windows or do not deal with the noise at all. However, Uchenna and Olabisi (2016) found out that respondent reacted and agree to pressure of inmates as a measure in adopting to ensure waste free environment but the respondents did not agree to effective penalty of defaulters as a measure of dealing with waste free environment in Onitsha. The result of this findings suggested that it is possible that most of the ECE centre managers have assumed that their centres are business places and thus, requires them to be friendly to their neighbours so as to gain favour from the neigbhours, so they might record high enrollment of pupils in their centres. As the case may be, the result of the findings suggest that it is also possible that the centre managers did not see the need to be responsible to a healthy and safe environment for the children, or felt that having employed a strategy was not necessary for them but should be done by the government law enforcement agencies.

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