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## CALL FOR PAPERS IFE JOURNAL OF THEORY AND RESEARCH IN EDUCATION (IJOTRE)

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**CLASS PARTICIPATION AS PREDICTOR OF ACADEMIC ACHIEVEMENT IN  
BASIC SCIENCE AND TECHNOLOGY IN LOWER PRIMARY SCHOOLS IN  
SOUTHWESTERN, NIGERIA**

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**Abstract**

*The study investigated the relationship between class participation and pupils' academic achievement in Basic Science and Technology (BST) in Southwestern, Nigeria. The study adopted a correlational survey research design. The population consisted all lower primary III pupils in Southwestern, Nigeria. The sample size of the study was made up of 810 primary III pupils. Multistage sampling procedure was used to select the sample for the study. Simple random sampling technique was used in selecting three states out of the six states in Southwestern geographical zones of Nigeria. One Local Government Area (LGA) was selected from each of the three senatorial districts in the selected Southwestern states using simple random sampling technique making a total of 9 LGAs. Three primary schools were selected from each LGA using simple random sampling technique making a total of 27 schools. Thirty students were selected from each of the schools to make a total of 810 primary school pupils. Three self-designed instruments were used to collect data for the study, they were Observation Scale Measuring Pupils Participation in Basic Science and Technology Class (OSMPPBSTC) (observes pupils' participation in Basic Science and Technology Class) and Basic Science and Technology Achievement Test (BSTAT) (measures academic performance of pupils in Basic Science and Technology). Data were analyzed using influential statistics of Analysis of Variance (ANOVA), Post Hoc Analysis, Regression Analysis and Pearson Product Moment Correlation.*

*The result showed a significant relationship between class participation and pupils' achievement in BST in Southwestern, Nigeria ( $F=74.182, p < 0.05$ ). The results revealed that there was significant combined influence of class participation and gender on pupils' achievement in BST in the study area ( $R = 0.406; p < 0.05$ ). The results also showed no significant combined influence of class participation and school type on pupils' achievement in BST in the study area ( $R = 0.436; p < 0.05$ ). The study concluded that class participation is capable of predicting lower primary school pupils' achievement in Basic Science and Technology.*

**Keywords:** Class Participation, Class Achievement, Basic Science and Technology

**Introduction**

Education is the bedrock for the growth of any developed nation of the world and also a means of acquiring growth in all ramifications including science, economy and technology. One of the major interests of government across the world includes the

commitment to providing quality education and training. In year 2003, the National Policy on Education, considered training a child to be a top instrument that can bring about the materialization of change and development for individual entities and for the nation as a whole. Thus, the envisioned development is planned to become visible through a properly designed and well executed curriculum at all stages of education with special emphasis on the primary stage of education because this forms the basis for every stage or in child education.

Primary education gets the child ready for life beyond the four walls of the classroom. It enhances the skill sets of the child most especially as regards numeracy and literacy. Primary education exists as the bedrock of formal schooling. It has evolved to exist as a fundamental piece of the instructive framework across the globe. Moreover, advancement into other stages of education can only be guaranteed when an individual has successfully passed through the primary school. Thus, primary school education is a premise whereupon other educational stages are built. In 2004, the National Policy on Education, declared education at the primary level as the apparatus for national development needed to enhance individual development for advanced learning as well as the holistic development of the society and fair access to education among the children. The role of primary education is to provide a basis for further education at higher levels, so as to ensure that there is no problem at subsequent levels.

Science is the knowledge about the physical or natural world based on facts that can be experimentally proven. It is done through the observation of natural occurrences coupled with the experimentation that seeks to improve natural processes subject to controlled conditions. Thus, science can be regarded as a continuous search for explanation of natural phenomenon (Oni, 2008). For a nation to develop, more attention must be given to science education especially at the elementary stage in order to lay the basic foundation for its development (Oloyede, 2009).

Early Childhood Education is a type of education that is given right from birth till age eight within Nigerian context. It is so crucial, as it is the basic educational level that children from birth to eight (0 - 8yrs) are exposed to. Childhood education is as old as man and there is keen interest in how children learn and in what they learn. Childhood is a time of incredible development and growth from cognitive, social, physical, emotional and psychosocial development, it is the formative period of a child life, when development is very rapid, children at this stage of development are largely influenced by their environment and hence the need for a flourishing environment in order to make this stage remarkable.

Early childhood education is commonly conceived to be a pre-school, or rather an extension of semi-formal education beyond the four walls of the home (Aliyu, Okolie, Onifade & Osho, 2014). Primary education captures the levels of education such as the crèche, nursery and kindergarten (Akinbote, 2006). The programme was presented to pupils from birth to 5 as expressly provided in the 2014 National Policy on Education of the Federal Republic of Nigeria. The effort to design Early Childhood Education (ECE) in a purposeful, appropriate and effective manner is the responsibility of all and sundry but the greatest of this is on the government of a given state (Aber, Behrman & Wolf, 2017). Parents are expected to ensure that the children gain access to school while they also co-work with the school. Similarly, the society is supposed to make constant provisions for resources while the

teachers are supposed to expedite the development of the children. However, these strategies can only be successful if the government partners with the relevant stakeholders while it gives the framework needed for the execution of this level of education (Kabay, Wolf & Yoshikawa, 2017). A huge piece of the work plan is the vital approach to guarantee consistence, authorization, and simplicity of execution of the programme.

Basic Science and Technology (BST) is among of the compulsory subjects taught at the lower primary schools. Its effective teaching involves class participation which has to do with the extent to which pupils make use of recommended textbooks within and outside BST classroom. Not only that, the involvement of pupils in teaching and learning activities which is class participation cannot be de-emphasized. However, the need for effective administration of instructional materials to promote functional and quality education has been the one of the specific targets of the educational system in the country. Studies have shown that primary pupils' achievement in BST is declining and many reasons have been implicated as the causal factors of this outrageously low academic outcome. Evidence has shown that effective and efficient class participation in classroom activities is effectively employed in the improvement of performance in school pupils. However, little information is available on the effects on BST at the primary school level based on gender and school type.

Class Participation is a vital component of pupils learning. This captures activities such as partnering with another pupils in class or as a group while they think and reflect together in a bid to build an enhanced learning environment (Cooke, 2001). Inadvertently, as soon as pupils begin to get used to speaking up in class, they begin to learn to communicate their intentions in a clearly understandable manner. Also, when they ask questions, they get used to seeking and acquiring information needed to enrich their understanding of the subject matter. Moreso, class participation has been considered to be a valuable learning tool for the teachers. Through pupil's questions, teachers can access the perception of the pupils about the subject matter and adjust to the instructions given accordingly (Shore, 2016). Classroom participation is affected by the suitability and relevance of textbooks utilized. In participation, the teacher ensure that all the pupils have the recommended social studies textbook, the class will be learner centered instead of teachers centered and therefore motivate the pupils to learn, this is because all the pupils will be involved in the class participation by using their textbooks. It has been observed by researchers that at the commencement of the academic year, majority of pupils do not participate voluntarily in classroom discussion. Oni (2008) attributed this possibility to some factors such as familiarization with a new school environment, timidity or introversion, absence of enough awareness, cultural issues, fear of humiliation, or language intricacies.

An achievement test is a test of developed skill or knowledge. Prominent among such achievement test is a standardized test carried out through planned instruction to ascertain the requisite knowledge or skill acquired by a pupil in a given grade level. Ordinarily, achievement tests are often held in contrast with tests that determine aptitude which is a more broad-spectrum and stable cognitive characteristic. In establishing the grade level for which a pupil is prepared for, achievement tests scores are considered. Oyedele (2017) studied the effect of resources on the academic performance of learners, as he carried out his research on school children. However little or no work has been carried out on class

participation among primary pupils since most of the researchers carried out their studies on instructional materials in school children. Likewise, it has been reported that the performance of pupils in BST being one of the compulsory subjects taught in lower primary schools continues to dwindle from year to year (Adeyemi, 2008). The importance attached to science by the State and Federal governments in Nigeria has been clearly stated in section five of the National Policy on Education (2014) sub-section thirty-nine of this part read as follows: 'University and other levels of education would be needed to give better attention to the improvement of scientific programme.

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

Low level of achievement of pupils has been the concern of stakeholders and researchers in education. This might be linked to poor implementation of the curriculum content, lack of qualified teachers and practical work, inappropriate teaching methods and lack of textbooks by pupils among others. Evidence has shown that effective and efficient participation in classroom activities is effectively employed in the improvement of learning in school children. It is therefore necessary to examine variable such as class participation as it affects pupils' academic achievement in BST at the lower elementary school level; hence this study.

#### **Purpose of the Study**

The aim of the study is to investigate how class participation affect academic achievement of lower primary school pupils in Basic Science and Technology in Southwestern, Nigeria.

The specific objectives of this study are to:

- i. determine the relationship between class participation and pupils' achievement in Basic Science and Technology in Southwestern, Nigeria;
- ii. examine the combined influence of class participation and gender on pupils' achievement in Basic Science and Technology in the study area; and
- iii. investigate the combined influence of class participation and school type on pupils' achievement in Basic Science and Technology in the study area.

#### **Hypotheses**

The following hypotheses were generated for the purpose of this study:

- H<sub>0</sub>1 There is no significant relationship between class participation and pupils' achievement in Basic Science and Technology in Southwestern, Nigeria.
- H<sub>0</sub>2 There is no significant combined influence of class participation and gender on pupils' achievement in Basic Science and Technology in the study area.
- H<sub>0</sub>3 There is no significant combined influence of class participation and school type on pupil's achievement in Basic Science and Technology in the study area.

#### **Methodology**

The study adopted a correlational survey research design, the independent variable (class participation) was used to present science concept to lower primary pupils in Southwestern, Nigeria. The efficiency on pupils' academic achievement was measured as

the dependent variable was academic achievement in science. Correlation survey research design was used to determine the extent to which two or more variables are related among a single group of pupils. The population for the study comprised all primary III pupils in Southwestern, Nigeria. Both male and female primary three school pupils were involved in the study. The southwestern States covered in the study are Ekiti, Oyo and Ondo states. The sample for the study comprised 810 primary three pupils. Multistage sampling procedure was used to select the sample for the study. Simple random sampling technique was used in selecting three states out of the six states in the southwestern geographical zones of Nigeria, one Local Government Area (LGA) in each state was selected from three senatorial districts per state in all the three states making nine local governments areas. Three primary schools were selected from each LGA using simple random sampling technique making a total of twenty-seven schools. Two self-designed and validated instruments were used to collect data for this study are as follows:

1. Observation Scale Measuring Pupils Participation in Basic Science and Technology Class (OSMPPBSTC)
2. Basic Science and Technology Achievement Test (BSTAT)

#### **1. Observation Scale Measuring Pupils Participation in Basic Science and Technology Class (OSMPPBSTC)**

The above instrument, Observation Scale Measuring Pupils Participation in Basic Science and Technology Class (OSMPPBSTC) was used to observe pupils' participation in Basic Science and Technology class. The instrument was divided into two sections. Section A was demographic information of the respondents while Section B contained 20 items which was the observer scale measuring pupils' participation in BST class. Pupils' were observed and rated with 5-Likert point scale: Excellent 5, Very Good 4, Good 3, Fair 2, Poor 1. Each of the 20 criteria embraced different aspects of classroom participation. The criteria were incorporated to rate pupils who are active participants and those who are passive participants in BST class. The criteria also included the extent to which pupils gave their opinions and response to teachers' questions.

#### **2. Basic Science and Technology Achievement Test (BSTAT)**

Basic Science Achievement test is a standardized test/questions which contain 20-multiple choice items based on three different topics taught by their teachers during the research work. The topics are classes of food, functions of food and balanced diet. This instrument was used to measure pupils' academic achievement in Basic Science and Technology class.

The content and construct validity of instruments were established by experts in the field of test and measurement. The two instruments were trial tested on 30 pupils outside the scope of the study, their responses to the items were used to determine the reliability of the instruments using Cronbach Alpha. This yielded a reliability Coefficient of 0.714 for (OSMPPBSTC) while that of BSTAT yielded a reliability Coefficient of 0.721 indicating that the instruments are reliable for the study.

**Results**

**Hypothesis One:** There is no significant relationship between class participation and pupils' achievement in Basic Science and Technology in Southwestern Nigeria.

In order to test this hypothesis, data collected on pupils' class participation and achievement in Basic Science and Technology were subjected to regression analysis and the results are presented in Table 1.

**Table 1:** Regression Analysis of the Relationship Between Class Participation and Pupils' Achievement in Basic Science and Technology in Southwestern Nigeria

Model	Sum of Square	df	Mean Square	F	Sig.	Remark
Regression	1539.682	1	1539.682	74.182	.000	Significant
Residual	16770.387	808	20.755			
Total	18310.069	809				

(F = 74.182, p < 0.05)

Dependent Variable: Pupils' Achievement Test

Predictors: (Constant); Class Participation

Results in Table 1 showed that there was significant relationship between class participation and pupils' achievement in Basic Science and Technology in South Western Nigeria (F = 74.182, p < 0.05). Therefore, the null hypothesis that stated that there is no significant relationship between class participation and pupils' achievement in Basic Science and Technology in South Western Nigeria is hereby rejected. The result implies that classroom participation was a predictor of pupils' achievement in Basic Science and Technology in the study area.

**Hypothesis Two:** There is no significant combined influence of class participation and gender on pupils' achievement in Basic Science and Technology in Southwestern, Nigeria.

In order to test this hypothesis, data collected on pupils' class participation and achievement in Basic Science and Technology in relation to gender were subjected to regression analysis and the results are presented in Table 2.

**Table 2:** Regression Analysis of Combined Influence of Class Participation and Gender on Pupils' Achievement in Basic Science and Technology in Southwestern Nigeria

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error Beta	T	Sig.
(Constant)	7.329	0.551	13.308	.000
Class Participation	0.060	0.151	0.402	.003
Gender	-0.543	0.311	-1.744	.082

R = 0.406, R<sup>2</sup> = 0.165, Adj. R<sup>2</sup> = 0.162, Estimated Standard Error = 4.356

Dependent Variable: Pupils' Achievement Test

Predictors: (Constant); Class Participation and Gender.

Results in Table 2 showed that there was significant combined influence of class participation and gender on pupils' achievement in Basic Science and Technology in Southwestern, Nigeria (R = 0.406; p < 0.05). Therefore, the null hypothesis that states that there is no significant combined influence of class participation and gender on pupils' academic achievement in Basic Science and Technology in Southwestern Nigeria is hereby rejected. The results implied that pupils' class participation was a predictor of students' academic achievement in Basic Science and Technology. Class participation ( $\beta = 0.018$ ; t = 80.402; p < 0.05) was significantly dependent predictor of pupils' academic achievement in Basic Science and Technology however, gender ( $\beta = -0.056$ ; t = -1.744; p > 0.05) was significantly not a predictor of pupils' achievement in Basic Science and Technology in the study area.

**Hypothesis Three:** There is no combined influence of class participation and school type on pupil's achievement in Basic Science and Technology in the study area.

In order to test this hypothesis, data collected on pupils' class participation, class participation and achievement in Basic Science and Technology in relation to school type were subjected to regression analysis and the results are presented in Table 3.

**Table 3:** Regression Analysis of Combined Influence of Class Participation and School Type on Pupils' Achievement in Basic Science and Technology in the study area

Model	Unstandardized Coefficients B	Standardized Coefficients Std. Error Beta	T	Sig.
(Constant)	8.779	0.534	16.425	.003
Class Participation	0.124	0.149	0.834	.003
School Type	-1.707	0.320	-5.330	.000

R = 0.436, R<sup>2</sup> = 0.190, Adj. R<sup>2</sup> = 0.187, Estimated Standard Error = 4.289

Dependent Variable: Pupils' Achievement Test

Predictors: (Constant); Class Participation and School Type.

Results in Table 3 showed that there was significant combined influence of class participation and school type on pupils' achievement in Basic Science and Technology in Southwestern, Nigeria (R = 0.436; p < 0.05). Hence, the null hypothesis that states that there is no significant combined influence of class participation and school type on pupils' achievement in Basic Science and Technology in Southwestern, Nigeria is hereby rejected. The results implied that pupils' class participation and school type were predictors of their academic achievement in Basic Science and Technology. Class Participation ( $\beta = 0.037$ ; t = 0.834; p < 0.05) and school type ( $\beta = -0.170$ ; t = -5.330; p < 0.05) were significantly predictor of pupils' academic achievement in Basic Science and Technology in the study area.

**Discussion of Findings**

The result of the findings also showed that the relationship between class

participation and pupils' achievement in Basic Science and Technology in Southwestern, Nigeria is significant which corroborates the findings of Meziebo et al (2008) that Class Participation is very vital in Basic Science and Technology teaching-learning process such that when teaching is effectuated with textbooks much learning takes place and there is a better chance of success in achieving lesson objectives. But when teaching is done without the use of textbook, learning may look dull and too theoretical to students. According to Cimmina (2007), class participation is important because learning is not just between the pupils and the teachers, but part of the whole classroom experience, she believes that when pupils participate in class, they learn from each other and internalize the knowledge better. In line with the study, Wanjiku (2013), in the study on availability and utilization of school resources found out that, in spite of differences in school categories, there were similarities in students' utilization of the available text books. Chepchieng and Kibbossa (2005) agreed with this view where he notes that adequate and quality textbooks in secondary schools are highly correlated with students' achievement among students from a lower socio-economic background.

### Conclusion

The study concluded that lower primary school pupils' academic achievement can be predicted by class participation in Basic Science and Technology in Southwestern, Nigeria.

### Recommendations

Based on the findings of the study, the following recommendations were therefore suggested to further promote children learning and achievement:

1. Teachers should ensure that they make use of recommended Textbooks in Basic Science and Technology in teaching the pupils.
2. Parents should be ready to give quality attention to the learning of the children since pupils at this stage are not yet mature to make some certain significant decision as regard their learning.
3. Government being major stakeholders in education should ensure the provision of learning facilities that could make the learning environment conducive in school,
4. Teachers should be motivated and updated on how to make teaching-learning interesting irrespective of the subject matter.
5. Education remains the bedrock of development in any country, government should make the achievement of standard education her priority.

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**MAKING A CASE FOR ETHICAL AND MORAL LEADERSHIP IN  
SECONDARY SCHOOLS: TEACHERS' PERCEPTION OF ETHICAL AND  
MORAL LEADERSHIP OF SCHOOL PRINCIPALS IN EDO STATE, NIGERIA**

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**Abstract**

*The study examined teachers' knowledge of ethical and moral leadership of secondary school principals in Edo State. It determined teachers' perception of ethical and moral leadership of the school principals in the region and as well examined the influence of factors such as gender and years of teaching experience on teachers' perception of ethical and moral leadership of the school principals in the study area. The study employed survey research design. The population consisted of 296 secondary schools 3,321 teachers and 296 principals in Edo State. A total of 330 teachers constituted the sample size for the study using multistage sampling procedure. As instrument titled: "Perception and Knowledge of Secondary School Principals on Ethical and Moral Leadership Questionnaire" (PKSSPEMLQ) was developed, validated and used for data collection. Two research questions were asked and answered and two hypotheses were tested. The simple percentage, graph, t-test and ANOVA were the statistical tools used in the analysis of data. Furthermore, the results revealed that teachers had low knowledge (52.1%) of ethical and moral leadership of school principals in Edo State. Furthermore, The study also showed that there is significant difference of gender on teachers' perception of ethical and moral leadership of the school principals ( $t = 4.701$ ;  $p < 0.05$ ). It was recommended that government should provide an enabling environment that will allow school principals to discharge their roles as expected.*

**Keywords:** Ethical, Leadership, Moral, Principals, Teachers Perception.

**Introduction**

Secondary schools are institutions designed to promote social change and establish social norms. Although these institutions are dedicated to the well-being of children, students generally are not the ones controlling what happens there. For this reason, we need a leader to guarantee moral aspects of educational activities and principals' as leaders of secondary schools, ethical responsibilities are essential for the effective leadership of their school. For a principal, making a true decision is bound to his/her true understanding (Pehlivan, 1998). In general terms, leadership is defined as the power to influence people.

Leadership in terms of ethics, on the other hand, is the power to determine what is good and bad or right and wrong so as to reach common aims of organizations and to influence others accordingly (Bolat & Seymen, 2003). In other words, leaders who are ethical lay down rules, follow these rules, and seek to enforce them. It is to be noted that if interpersonal relations within the school are based on morality, the quality of education would be promoted and the goals and objectives of the secondary schools would be achieved.

According to Brown, Trevino and Harrison (2005), each social organization needs a leader beyond a manager to run effectively as such, leadership and traits that leaders should have are of the issues focused in the field of social sciences. Ethic scandals, especially in business management caused the debates about the ethical aspects of leaders. However, the lack of ethical understanding is not only limited to business organizations but also grows among politicians, educators and other professionals (Gaedeke, Kelley, & Tootelian, 1992). Moral leadership is essential for every organization of all types and in all corners of society. Administrators play a significant role in society as leaders and role models for today's students but future's leaders. To create a morally virtuous community, those who manage today's schools and business departments must invest in a continuing dialogue about their ethical duties to society and thoughtfully examine both their roles and the benefits that can come from honoring the responsibilities of ethical leadership (Caldwell and Jeane, 2007; Ibrahim and Turgut 2009).

As a result of the increase in ethical and moral problems, a break down in the trust of leaders and organization is experienced. It is to be noted that moral leadership can best be understood as a two-part process involving personal moral behaviour and moral influence (Brown & Treviño, 2006). This process has been described as holding much promise for "enabling school administrators to lead in a manner that can best help teachers develop and empower themselves to teach and lead in the context of external pressures to reform schools" (Greenfield, 2004).

In recent times, moral decadence appears to be a common feature of the education system in Nigeria. Some common moral and ethical problems among students and teachers in the secondary school system are examination malpractice, drug abuse, lateness to school, negligence of duty, sexual harassment and corruption or fraudulent practices among others. Lekia (2013) posits that ethical behavior problems in Nigeria education may be classified as namely: violation of law, departure from the truth, and deviation from moral rectitude. They may also be classified in respect of those associated with lack of trust; lack of accountability or responsibility to one's duty action or inaction; lack of integrity, and poor value system. According to Otokunefor (2011) in Omonijo, Uche, Rotimi and Nwadiolor (2014), the major factors responsible for the present moral dilemma in education in Nigeria is a steady decline state of the-art-facilities. These include physical infrastructure-lecture theatres, laboratories, hostel blocks and residential quarters for teaching and support staff. Be that as it may, the school principal has a crucial role to play in instilling ethics and moral in students and teachers in that his moral leadership and behaviour can determine the ethical environment.

Secondary school principals are responsible for more than their own moral behaviour. They are also accountable for the actions of those whom they are charged with leading and so are required to establish an ethical environment in their schools. Ibrahim and Turgut (2009) averred that principals' ethical behaviors help create a trustful school climate and not only the school staff but also students have great benefit from educational process. Leaders can also serve as aspirational models of ethical behaviour for other members of the

learning community (Campbell, 1999). As Starratt (1991) suggests, ultimately “educational leaders have a moral responsibility to be proactive about creating an ethical environment for the conduct of education”. Conversely, leaders can become products of their own creative and moral acts, as “ethical climates promote the moral development of leaders as well as followers, fostering their character and improving their ability to make and follow through on ethical choices” (Johnson, 2004).

Mukadder, Tuncay and Ramazan (2017) stated that teachers expect that administrators make ethical and moral decisions and behave ethically while resolving conflicts. This enhances the significance of ethics and increases the liabilities of administrators. Ethics is crucial in that it sets rules and customs that require the particular profession to obey. Within the field of educational administration, ethical codes enable all administrators to make ethical decisions and act accordingly. Thus, subjective practices are minimized. It is an undeniable fact that values, moral and ethics are indispensable elements of leadership and management because leadership is a moral and ethical issue due to leader's responsibilities. Ethical leadership includes demonstration of normatively appropriate actions and promotion of such actions among followers. According to the findings, it is assumed that leader's effectiveness is linked by followers with his/her leader's honesty and trustworthiness (Moorhoue, 2002). It was asserted that ethical leaders would contribute organizational effectiveness through creating a sense of shared core values supporting mission, vision and strategies of organization; leaders must develop an ethical atmosphere including mission, vision and organizational policies. Ethical framework created by the leader would help and guide staff regarding values and ethical codes of organization. Followers would learn about ethical standards observing leaders' ethical actions (Kim, & Brymer, 2011; Manning, 2003; Gill, 2006).

#### Statement of the Problem

It is obvious that secondary schools need a leader beyond a manager to run effectively. On this note, leaders should raise awareness of ethics and values. When they behave ethically, they make similar decisions in similar circumstances. Thus, they treat employees more fairly. Leaders who are responsible for others' ethical or unethical acts should set an example for them. As ethical leaders internalize ethical values, they are guided by these values and try to convey them to their colleagues. There are complaints from some secondary school teachers that principals who are supposed to be role models do not demonstrate leadership traits. Teachers are also of the view that many secondary school leaders lack effective communication skills, they do not care about teachers' well-being, they treat teachers unfairly, they lack honesty and do not listen to teachers. It also appears that many secondary school principals do not possess good ethical and moral school leadership qualities. This, however, can result to indiscipline in the school system and an impediment to the attainment of worthwhile educational goals. This is a gap which this study seeks to fill; hence this study.

#### Purpose of the Study

This study seeks to make a case for ethical and moral leadership in secondary schools and to find out how teachers perceive ethical and moral leadership of the school principals in Edo State. The specific objectives of the study are to:

- a. examine the level of teacher's perception on ethical and moral leadership of principals
- b. determine the level of teacher's knowledge of ethical and moral leadership of school principals
- c. examine if gender of secondary school teachers influences their perception of ethical and moral leadership of school principals
- d. examine if years of experience influence their perception of ethical and moral leadership of school principals

#### Research Questions

The following research questions are raised to guide the study:

- a. What is the level of teacher's perception on ethical and moral leadership of principals?
- b. What is the level of teacher's knowledge of ethical and moral leadership of school principals?

#### Hypotheses

- H<sub>0</sub>1: Gender of secondary school teachers does not influence their perception of ethical and moral leadership of school principals
- H<sub>0</sub>2: Years of experience do not influence secondary school teachers perception of ethical and moral leadership of school principals.

#### Methodology

The study employed survey research design. The population consisted of 296 secondary schools 3,321, teachers and 296 principals in Edo State. A total of 330 teachers constituted the sample size for the study using multistage sampling procedure. From the 18 local government areas in the state, eleven local government areas were selected using simple random sampling technique, from each local government area, three schools were selected using simple random sampling technique and from each school, ten teachers were equally selected using simple random sampling technique. As instrument titled: “Perception and Knowledge of Secondary School Principals on Ethical and Moral Leadership Questionnaire” (PKSSPEMLQ) was developed, validated and used for data collection. Data collected were analyzed using simple percentage, graph, t-test and ANOVA statistical tools.

#### Results

**Research Question One:** What is the level of teachers' knowledge of ethical and moral leadership?

To answer this question, teachers' responses to section A of PKSSPEMLQ were scored based on the items in the questionnaire as rated by the investigator. The individual respective scores were summed up to build their measure of knowledge. The mean and standard score of the group were 25.5 and 10.7 respectively. Scores below the group mean score were considered as having a low level of knowledge. Scores within the mean score and one standard deviation above the mean score (i.e. 25.5-36.2) were considered as moderate level of knowledge while those with scores of 37 and above were considered as high knowledge level. The result is presented in table 1 below.

**Table 1: Teachers' knowledge of ethical and moral leadership**

Teachers' knowledge	Frequency (f)	Percentage (%)
Low	172	52.1
Moderate	94	28.5
High	64	19.4
<b>Total</b>	<b>330</b>	<b>100.0</b>

Table 1 shows that 52.1% of the teachers had low level of knowledge of ethical and moral leadership. Also, 28.5% of the teachers have moderate knowledge while 19.4% of the teachers were found to have high knowledge of ethical and moral leadership. There is an indication from this result that more than 50% of the teachers that participated in the study demonstrated low level of knowledge of ethical and moral leadership.

**Research Question Two:** How do teachers perceive the ethical and moral leadership of the school principals?

To answer this research question, teachers' responses to PKSSPEMLQ based on the items in the questionnaire were rated by the investigator. The individual respective scores were summed up to build their measure of perception. The mean and standard scores of the group score were 30.8 and 10.7 respectively. Teachers whose scores were less than the group mean score were considered as having negative perception while those with and above the group mean score were considered as having positive perception. The result is presented in Table 2 below:

**Table 2: Teachers' perception on ethical and moral leadership of the school principals**

Teachers' knowledge	Frequency (f)	Percentage (%)
Negative	161	48.8
Positive	169	51.2
<b>Total</b>	<b>330</b>	<b>100.0</b>

Table 2 above shows that the majority (51.2%) of the sampled teachers had a positive perception on ethical and moral leadership of the school principals while 48.8% of them had negative perception. This result concludes that the majority of the teachers had a positive perception on ethical and moral leadership of the school principals.

**Research Hypothesis 1:** There is no significant difference of gender and teachers' perception of ethical and moral leadership of the school principals

**Table 2: t-test Summary Table showing the influence of gender on teachers' perception of ethical and moral leadership of school principals**

Gender	N	Mean	Std. Deviation	df	df	P
Male	169	28.19	10.643	328	-4.701	.000
Female	161	33.57	10.104			

The table shows that the t-value (-4.701) is significant at 0.05 threshold ( $p < 0.05$ ). It means that there is significant difference between male and female teachers' perception of ethical and moral leadership of school principals. The mean values, 28.19 for male and 33.57 for female indicates that, female teachers have higher perceptions of ethical and moral leadership of their school principals than their male counterparts. Hence, the null hypothesis was rejected.

**Research Hypothesis 2:** There is no significant influence of years of teaching experience on teachers' perception of ethical and moral leadership of the school principals

**Table 4: Analysis of Variance on the influence of years of experience on teachers'**

Gender	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	7726.754	5	1545.351	16.678	.000
Within Groups	30021.597	324	92.659		
Total	37748.352	329			

The results in Table 4 shows that there was a significant influence of years of teaching experience on teachers' perception of ethical and moral leadership of the school principals, ( $F = 16.678, p < 0.05$ ). The year of experience ranges from 0-5yrs, 6-10yrs, 11-15yrs, 16-20yrs, 21-25yrs and above 25yrs. Hence, the null hypothesis was rejected.

### Discussion

The study showed that teachers had low level of knowledge as well as positive perception of ethical and moral leadership of school principals. This may be as a result of the fact that teachers see themselves as mere teachers and not leader. This is in line with the view of Gaedeke, Kelley & Tootelian, 1992; Brown & Trevino, 2006 as well as Greenfield, 2004 who are all the view that ethical understanding should not be limited to business management but should be extended to education.

Also, gender, years of teaching experience were found to influence their perception of ethical and moral leadership of the school principals. These were equally in line with the previous finding of Mukadder, Tuncay & Ramadan, 2017; Kim & Brymer, 2011; Manning, 2003; Gill, 2006; Campbell, 1999 as well as Starratt, 1999, who are all the view that teachers as followers irrespective of sex should learn about ethical standard by observing leaders' ethical actions such as principals and to equally serve as aspirational model of ethical behaviour for other members of the community.

### Conclusion

The study concluded that teachers had low knowledge of ethical and moral leadership of school principals.

### Recommendation

It was recommended that principals should demonstrate the importance of ethics by his own behaviour and involve dedicated teachers in the maintenance of ethical and moral practices in schools. Also, teachers are expected to demonstrate good virtues worthy of emulation by students.

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## DECISION-MAKING STYLES AND ADMINISTRATIVE EFFECTIVENESS OF PUBLIC SECONDARY SCHOOL PRINCIPALS IN IBADAN, OYO STATE

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### Abstract

*The administration of Nigeria's secondary school system appears to have been plagued by several teething problems which seem to be impacting the performance of principals in operating the school system. With a large and growing number of students enrolled in schools today, principals have significant responsibilities in achieving school's objectives. The study investigated influence of principal's decision-making styles on the administrative effectiveness of secondary schools in the Ibadan Metropolitan Area. Two questions and hypotheses were raised and tested respectively; one thousand two hundred and fifteen (1,215) teachers from public secondary schools in the Ibadan metropolitan area were sampled using Simple Random Sampling Technique. Descriptive Statistics of frequency counts and simple percentages as well as inferential statistics of Multiple Regression to answer research questions and test hypotheses respectively. Finding showed that level of administrative effectiveness in public secondary schools in Ibadan metropolis is moderate. In other words, discipline, supervision and delegation of duties are moderately carried out among principals and teachers. Also, findings showed that directive decision making is high among public secondary school principals while others are moderate. Further results showed a significant combined influence of directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools. Finally, result of relative influence indicated that directive decision making style contribute the most to the dependent variable when considered separately. It was recommended among others that the government should guarantee that public secondary school principals get effective administration training, seminars, or workshops.*

**Keywords:** Decision making styles, administrative effectiveness, principals.

### Introduction

Administration is a careful and systematic arrangement and use of resources (both human and material) for the achievement of a given organization's specific goals. Administrators are responsible for putting policies and decisions into action through coordinated activities, hence, they are expected to be capable of planning, organizing, and

controlling available resources in order to achieve results. In the school system, the principal is the educational leader as well as the head of management. He is responsible for the supervision of instruction as well as execution of administrative functions and implementation of government policies on education in accordance with set standards (Shannon, 2017). The principal of a school is expected to have a strong understanding of the school and what needs to be done to improve education for all students.

Many teething difficulties seem to have plagued the administration of Nigeria's secondary school system, affecting the efficacy of principals in the process of running the school system. With a vast and ever-increasing number of students enrolled in our secondary schools today, administrators (principals) have significant obligations for the various tasks that come with greater school size. As a result, this study investigates the influence of decision-making styles on principal's administrative effectiveness in secondary schools in the Ibadan metropolis.

A decision is not a simple, one-time occurrence but the result of a complex social process that usually takes a long time (Briggs, 2018). A decision process may be viewed as a series of actions and dynamic elements that begin with the identification of a stimulus for action and conclude with a particular commitment to action (Briggs, 2018). According to a study, the decision-making process involves the steps of recognition, improvement, and selection (Ndana, 2019). Also, the decision process entails defining the problem, acquiring evidence, developing appropriate alternatives, making judgments, practicing the decision, and assessing the results (Davis, 2017). Leaders adopt styles among which Directive, Analytical, Conceptual, and Behavioral decision-making styles examined in this study.

A directive decision-maker usually weighs the advantages and disadvantages of a scenario based on what he already knows. Decision-makers who make directive decisions are extremely logical and have a limited tolerance for ambiguity (Adegbesan, 2015). Rather than seeking further information from others, their conclusions are based on their own knowledge, experience, and reasoning. The advantage of this decision-making technique is that it is rapid, ownership is apparent, and it does not need additional discussion. However, directorial choices might be made rashly and without all of the essential facts.

Before taking action, analytic decision-makers review a large amount of information for instance, an analytic leader bases his judgments on direct observation, data, and facts. An analytic decision-maker, unlike a directive decision-maker, would seek information and opinion from others to corroborate or refute their own understanding. These decision-makers are adaptive and have a high tolerance for ambiguity, yet they want to control the majority of the decision-making process. This strategy provides a well-rounded approach to decision-making yet can be time-consuming.

When compared to directive or analytic procedures, conceptual decision-making adopts a more social approach. Conceptual decision-makers promote creative thinking and cooperation while taking into account a wide range of viewpoints. When making critical judgments, these decision-makers are goal-oriented and tend to look far into the future.

Behavioral decision-makers strive to ensure that everyone gets along nicely. Behavioral decision-making, like conceptual decision-making, is group-oriented; however, instead of discussing potential solutions, the group is given the alternatives accessible to them. The group then debates the advantages and disadvantages of each option. This decision-making technique takes into account a wide range of perspectives and viewpoints.

## 1.2 Statement of the Problem

The administration of Nigeria's secondary school system appears to have been beset with many teething issues, which appear to be affecting the efficacy of certain principals in the process of running the school system. With a large and ever-increasing number of students enrolled in schools today, principals have significant high responsibilities that include effective administration such as maintaining school records, maintaining discipline among students and members of staff, supervising instruction and the school system as a whole, monitoring and coordinating admission procedures, and so on. Studies have highlighted factors such as a poor working environment, bad government policy, poor collaboration on the part of teachers, insufficient personnel, low financing, and so on as issues that administrators encounter in properly operating secondary schools (Igwe, 2016), (Mwangi, 2015). In addition to the aforementioned, a thorough literature search conducted by the researcher revealed that principals' decision-making styles appear to be understudied, particularly as they impact principals' administrative effectiveness. To that end, this study investigated the influence of decision-making styles of the principal on the administrative effectiveness of secondary schools in the Ibadan Metropolitan Area.

### Research Questions

1. What is the extent of administrative effectiveness in secondary schools in Ibadan Metropolis, Oyo State?
2. What is the most used decision-making style (directive, analytical, conceptual and behavioral) among secondary school Principals in Ibadan Metropolis Oyo State?

### Hypotheses

- Ho1: There will be no significant influence of decision-making (directive, analytical, conceptual and behavioral) of Principals on administrative effectiveness of secondary schools in Ibadan Metropolis, Oyo State.
- Ho2: There will be no relative significant influence of decision-making (directive, analytical, conceptual and behavioral) of principals on administrative effectiveness of secondary schools in Ibadan Metropolis, Oyo State.

### Methodology

The study used a descriptive design, with the population consisting of all principals and teachers in public secondary schools in the Ibadan metropolitan area. The Simple Random Sampling Technique was used to pick one thousand two hundred and fifteen (1,215) teachers from the city's eleven local government areas. Similarly, all public secondary schools principals in the research area's public secondary schools were conveniently chosen. To collect data for the study, a questionnaire was developed and was validated using a pilot study carried out at five public secondary schools in Ogbomosho which was believed to share similar characteristics with the actual population of the study. This further yielded Cronbach Alpha coefficient  $r = 0.76$ . The instrument is divided into two halves, A and B. Section A includes items on administrative effectiveness and decision making styles, whereas Section B includes items on the influence for the decision making styles on administrative effectiveness. To evaluate data acquired for the study, descriptive statistics of

frequency counts and simple percentages were utilized, while inferential statistics of Analysis of Variance (ANOVA) were used to test hypotheses.

## Results

### Research Question One

What is the perceived level of administrative effectiveness indices (Discipline, Supervision and Delegation of duties) in public secondary schools in Ibadan metropolis, Oyo State?

Table 1: Level of Administrative Effectiveness (Discipline, Supervision and Delegation of Duties)

S/N	Items (What is the level of)	No	Never	Rarely	Seldom	Always	Mean	S.D.	Remark
1	maintain standard	1359	124 (9.1%)	219 (16.1%)	808 (59.5%)	208 (15.3%)	2.81	0.80	Moderate
2	cooperate in order to minimize disruption of school activities	1359	164 (12.1%)	297 (21.9%)	586 (43.1%)	312 (23.0%)	2.81	0.80	Moderate
3	ensure students maximize their ability to behave appropriately	1359	127 (9.3%)	229 (16.9%)	578 (42.5%)	425 (31.3%)	2.81	0.80	Moderate
4	punish students for unwanted behaviour	1359	127 (9.3%)	389 (28.6%)	553 (40.7%)	290 (21.3%)	2.81	0.80	Moderate
5	maintain school order	1359	127 (9.3%)	221 (16.3%)	772 (56.8%)	239 (17.6%)	2.81	0.80	Moderate
6	Ensure the school operates effectively and within the legal framework	1359	127 (9.3%)	225 (16.6%)	647 (47.6%)	360 (26.5%)	2.91	0.89	Moderate
7	Ensure teachers and other faculty members are doing what they are supposed to do	1359	130 (9.6%)	253 (18.6%)	831 (61.1%)	145 (10.7%)	2.91	0.89	Moderate
8	Ensure students are receiving the best education possible	1359	127 (9.3%)	392 (28.8%)	638 (46.9%)	202 (14.9%)	2.91	0.89	Moderate
9	Visit classrooms	1359	127 (9.3%)	220 (16.2%)	817 (60.1%)	195 (14.3%)	2.91	0.89	Moderate

S/N	Items (What is the level of)	No	Never	Rarely	Seldom	Always	Mean	S.D.	Remark
10	supervises teachers in order to formulate proper performance evaluations	1359	127 (9.3%)	397 (29.2%)	668 (49.2%)	167 (12.3%)	2.91	0.89	Moderate
11	maintain standard	1359	126 (9.1%)	211 (15.5%)	877 (64.5%)	144 (10.6%)	2.76	0.76	Moderate
12	identify checkpoints with delegate to review progress	1359	127 (9.3%)	381 (28.0%)	618 (45.5%)	233 (17.1%)	2.76	0.76	Moderate
13	clearly outline the time frame within which the delegated task must be completed	1359	127 (9.3%)	211 (15.5%)	758 (57.8%)	236 (17.4%)	2.76	0.76	Moderate
14	identify checkpoints with delegate to review progress	1359	127 (9.3%)	381 (28.0%)	618 (45.5%)	233 (17.1%)	2.76	0.76	Moderate
15	hold debriefing session	1359	127 (9.3%)	211 (15.5%)	662 (48.7%)	359 (26.4%)	2.76	0.76	Moderate
<b>Weighted Mean = 2.8</b>									Moderate

Source, field survey, 2021

**KEY:** N= Never (1), R= Rarely (2), S= Seldom (3) and AL= Always (4)

\*\*\***Threshold:** mean value of < 2.50 (Low), 2.5-2.99 (Moderate) and  $\geq$  3.00 (High),

Table 1 presents analysis of respondents' opinion on level of administrative effectiveness vis a viz (discipline, supervision and delegation of duties) weighted mean = 2.8 was arrived at. This implies that level of administrative effectiveness is 'moderate' in public secondary schools in Ibadan metropolis.

### Research Question Two

What is the most used decision making style (directive, analytical, conceptual and behavioral) in public secondary schools in Ibadan metropolis?

**Table 2: Level of Decision Making Styles (directive, analytical, conceptual and behavioral) respectively**

	S/ Items (What is N the level of)	No	Never	Rarely	Seldom	Always	Mean	SD	Remark
<b>Directive</b>	1 Take decision that are rooted in his or her own knowledge	1359	127 (9.3%)	252 (1.5%)	253 (18.6%)	727 (53.5%)	3.16	1.03	High
	2 Do consult others before making decision	1359	127 (9.3%)	211 (15.5%)	805 (59.2%)	216 (15.9%)	3.16	1.03	High
	3 Quick to make decision	1359	149 (11.0%)	321 (23.6%)	673 (49.5%)	216 (15.9%)	3.16	1.03	High
	<b>(Directive) Weighted Mean</b>						3.16	1.03	High
<b>Analytical</b>	4 Examine much information before taking action	1359	193 (14.2%)	358 (26.3%)	592 (43.6%)	216 (15.9%)	2.16	0.91	Moderate
	5 Rely on direct observation to make decision	1359	220 (16.2%)	227 (16.7%)	696 (51.2%)	216 (15.9%)	2.16	0.91	Moderate
	6 Rely on data and facts to support their decision	1359	253 (18.6%)	301 (22.1%)	589 (43.3%)	216 (15.9%)	2.16	0.91	Moderate
<b>(Analytical) Weighted Mean</b>						2.16	0.91	Moderate	
<b>Conceptual</b>	7 Often and quickly come up with creative solutions	1359	224 (16.5%)	387 (28.5%)	532 (39.1%)	216 (15.9%)	2.54	0.94	Moderate
	8 Evaluate different options and possibilities with high tolerance for ambiguity	1359	259 (19.1%)	315 (23.2%)	569 (41.9%)	216 (15.9%)	2.54	0.94	Moderate
	9 Take time to consider big ideas and creative solutions	1359	304 (22.4%)	321 (23.6%)	671 (49.4%)	63 (4.6%)	2.54	0.94	Moderate
<b>(Conceptual) Weighted Mean</b>						2.54	0.94	Moderate	

	S/ Items (What is N the level of)	No	Never	Rarely	Seldom	Always	Mean	SD	Remark
<b>Behavioural</b>	10 Focuses on relationships more than the task	1359	290 (21.3%)	306 (22.5%)	709 (52.2%)	54 (4%)	2.54	0.94	Moderate
	11 Evaluate feelings of others as part of their decision making	1359	318 (23.4%)	322 (23.7%)	671 (49.4%)	48 (3.5%)	2.39	0.86	Moderate
	12 Have a low tolerance for ambiguity and a social focus as they evaluate solutions	1359	389 (28.6%)	379 (27.9%)	541 (39.8%)	50 (3.7%)	2.39	0.86	Moderate
<b>(Behavioural) Weighted Mean</b>						2.39	0.86	Moderate	

**KEY: N= Never (1), R= Rarely (2), S= Seldom (3) and AL= Always (4)**

**\*\*\*Threshold:** mean value of < 2.50 (Low), 2.5-2.99 (Moderate) and ≥ 3.00 (High)

Table 2 shows the levels of decision making styles in public secondary schools in Ibadan metropolis. It presents the following results. With weighted mean = (3.16) directive decision making style is the mostly used style in public secondary schools in Ibadan metropolis, this is followed by analytical (2.61) then, conceptual decision making style with weighted mean = (2.54) and behavioral style with weighted mean = (2.39) analytical (2.61), is the least in public secondary schools in Ibadan metropolis.

**Figure 1 Levels of Decision-making Styles**

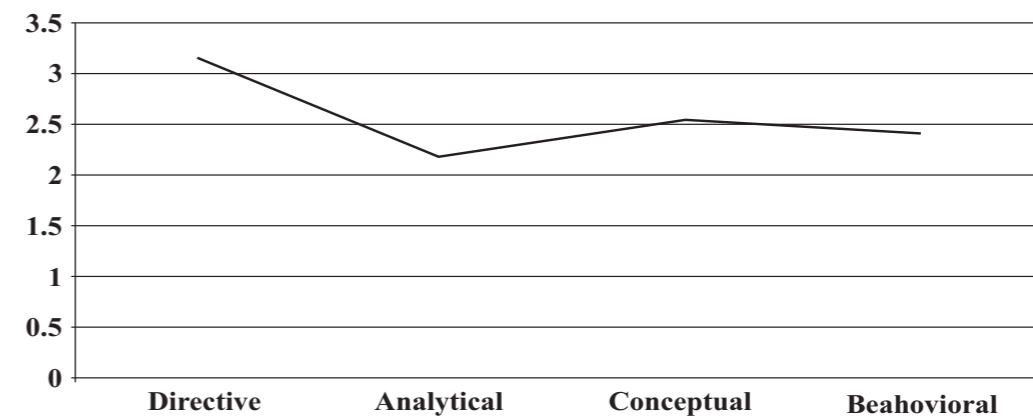


Table shows Behavioural is the least  
**Source: Field survey, 2021**

This implies that most decisions are made in public secondary schools in Ibadan metropolis using directive style.

**Test of Hypotheses**

**Hypothesis One:**

There will be no significant influence of decision-making styles (directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools in Ibadan metropolis.

**Table 3: Summary of Regression Analysis Showing Combined Influence of decision-making styles (directive, analytical, conceptual and behavioral) on administrative effectiveness in public secondary schools in Ibadan metropolis**

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	704.751	8	88.094	704.173	.000
Residual	168.888	13.50	0.125		
<b>Total</b>	<b>873.639</b>	<b>13.58</b>			

Dependent Variable: Administrative Effectiveness

Predictors: Variable: Decision-making Styles

R = 0.898

R<sup>2</sup> = 0.807

Adj. R<sup>2</sup> = 0.806

Std. Error = 0.354

Source: Field survey, 2021

Table three presents summary of regression analysis of combined influence of decision making styles on administrative effectiveness in public secondary schools in Ibadan metropolis. The table gave (p-value 0.000 < 0.05), this implies that a significant influence exist. Further verification from the table shows (F = 704.173; P < 0.05) meaning independent variables (decision-making styles) when considered jointly, have significant influence on dependent variable administrative effectiveness. The table also presents (Adj. R<sup>2</sup> = 0.806) meaning 80 percentage of the total variation was accounted for by the independent variables (decision-making styles) when considered together. Therefore, the null hypothesis was rejected.

**Research Hypothesis Two:**

**Table 4: Summary of Regression Analysis Showing Relative decision-making styles (directive, analytical, conceptual and behavioral) on administrative effectiveness in public secondary schools in Ibadan metropolis.**

Model	Understandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig. p
(Constant)	.613	.062		9.861	.000
Directive Decision making style	.371	.015	.478	24.320	.000
Analytical Decision making style	.230	.021	.263	10.871	.000
Conceptual Decision making style	.178	.019	.210	9.342	.000
Behavioral Decision making style	.051	.013	.056	4.072	.000

Dependent Variable: Administrative Effectiveness

Table five presents the summary of regression analysis of relative influence of decision-making styles (directive, analytical, conceptual and behavioral) on administrative effectiveness in public secondary schools in Ibadan metropolis. The table revealed that with standardized beta coefficient = 0.478, directive decision making style contribute the most to the dependent variable when considered separately. This was following by analytical decision-making style (Beta = 0.263), conceptual decision making style (Beta= 0.210 and behavioral decision making decision making style (Beta= 0.056) respectively. Thus, the null hypothesis was rejected at 0.05 level of significance.

**Discussion of Findings**

Research question one which was asked to determine the level of administrative effectiveness indices (Discipline, Supervision and Delegation of duties) in public secondary schools in Ibadan metropolis. The results that level of administrative effectiveness in public secondary schools in Ibadan metropolis is moderate. In other words, discipline, supervision and delegation of duties are moderately carried out among principals and teachers in public secondary schools in Ibadan metropolis. This is against the submission in a study where administrative effectiveness was found to be low among principals of public secondary schools (Hartman, 2018). Similarly, the findings of the study is in contrast with the position of a study that agreed that among other factors hindering the achievement of secondary school stated objectives in Nigeria, poor administration is more significant (Van Wart, 2015). Another study recommended that principal officers need to be trained on the act administration as they were found not effective in a survey carried out to determine their levels of effectiveness in Southwest, Nigeria (Ikgbusi, 2016). In the same vein a study reported poor administration of schools in Nigeria and significant relationship with poor academic achievement of secondary school students in government owned secondary schools in rural areas<sup>4</sup>. On the contrary, the report in a study is in line with the result of this study on level of administrative effectiveness. That study posited that administrative skills of secondary school principals was found high and highly significant to the achievement of educational goals in public institutions in Southwest, Nigeria (Faremi, 2015).

Research Question two was raised to ascertain the mostly used decision making style (directive, analytical, conceptual and behavioral) in public secondary schools in Ibadan metropolis. This question was asked to ensure levels of decision making styles among public secondary school principals in Ibadan metropolis. To ensure accuracy, teachers were made to answer questions on the mostly used decision making styles of the principals. This was to reduce bias to the minimum. Findings showed that, out of the decision making styles (directive, analytical, conceptual and behavioral) that were examined, directive decision making is high among public secondary school principals while others are moderate. This implies that most secondary school principals in Ibadan metropolis takes decision that are rooted in his or her own knowledge, do consult others before making decision and are quick to making decisions. Also, as presented in the findings of the study, it was revealed that other decision making styles are moderate, in other words, analytical, conceptual and behavioral styles are seldom used to make decisions in the public secondary schools in Ibadan metropolis. This position is supported in a study that concluded that poor decision making style is directly and significantly responsible for poor school effectiveness as observed in Nigerian public secondary schools (Azeska, 2017). In a contrary position, it was reported that most secondary school principals in public secondary schools adopts democratic leadership styles and thus involve stakeholders especially parents and teachers in making decisions (Ejimabo, 2015). Another study which supported this view posited that poor leadership style is most significant among other factors hindering the achievement of administrative effectiveness among public secondary schools in developing countries like Nigeria (Kumar, 2018).

Hypothesis one tested the combined influence of decision-making styles (directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools in Ibadan metropolis. Result showed a significant influence of the dependent variables (directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools in Ibadan metropolis. This was concluded when ( $p < 0.05$ ) was arrived at. This implies that for administrative effectiveness to be attained, communication and decision making styles need to be carefully handled. To this end, principals and teachers in secondary schools need to ensure appropriate decision making style and good communication style to ensure achievement of goals is optimal. In line with this result, a study which investigated the relationship between leadership style and job satisfaction arrived at a conclusion that poor level of teachers' job satisfaction in Nigeria is a product of poor leadership (Geisler, 2018). A related study found decision making style of the leader more significant than others when factors influencing job performance of secondary school teachers are examined. Similarly, it was reported that poor decision is directly related to poor achievement of school's objectives.

Hypothesis two tested the relative influence of decision-making styles (directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools in Ibadan metropolis. Result of this showed that directive decision making style contribute the most to the dependent variable when considered separately. This was following by, analytical decision-making, conceptual decision making, aggressive communication

making, passive communication, passive/aggressive communication and behavioral decision making decision making styles respectively.

### Conclusion

This study was carried out to investigate influence of decision making styles on administrative effectiveness of secondary schools in Ibadan metropolis.

The study examines the administrative effectiveness indices (Discipline, supervision and delegation of duties) of secondary schools principals in Ibadan Metropolis, Oyo State. It also examines the combined and relative influence of decision-making (directive, analytical, conceptual and behavioural) on administrative effectiveness. The finding showed that level of administrative effectiveness in public secondary schools in Ibadan metropolis is moderate. In other words, discipline, supervision and delegation of duties are moderately carried out among principals and teachers. Also, findings showed that directive decision making is high among public secondary school principals while others are moderate.

Further results showed a significant combined influence of directive, analytical, conceptual and behavioral) and communication styles (aggressive, assertive, passive and passive/aggressive) on administrative effectiveness in public secondary schools. Finally, result of relative influence indicated that directive decision making style contribute the most to the dependent variable when considered separately.

### Recommendations

The following recommendations were made based on the findings.

1. The government should guarantee that public secondary school principals get effective administration training, seminars, or workshops, and that tight mechanisms are put in place to ensure successful school administration.
2. The government should create a check and balance system to guarantee that principals' excesses are addressed, particularly in school administration in the areas of discipline, monitoring, and delegation of tasks.

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## EFFECT OF AN EIGHT-WEEK WEIGHT TRAINING PROGRAMME ON THE CARDIOVASCULAR INDICES OF MALE COLLEGIATE BALL GAME ATHLETES IN NIGERIA

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### Abstract

*This study investigated the effect of an eight-week weight training programme on the cardiovascular indices (heart rate, VO<sub>2</sub> max and blood pressure) of male ball game athletes of Obafemi Awolowo University, Ile-Ife, Nigeria, and sought to determine possible sport-related differences in the effect of the 8-week weight training programme among athletes of different sports. The research adopted the pre-test, post-test experimental design. Participants were 56 male ballgame athletes drawn from soccer (n=18), basketball (n=12), handball (n=14) and volleyball (n=12) teams using intact class sampling technique. Baseline data of participants were recorded before the 8-week intervention. Participants' weight and height were measured with a digital BMI scale (Seca769), heart rate was recorded with a stethoscope and an aneroid sphygmomanometer was used to measure resting blood pressure. Cardiovascular endurance (VO<sub>2</sub>max) was estimated with the Cooper 12-minutes run/walk test. A structured weight training programme (CF-WET) was used to train participants for 8 weeks, after which post-test data were collected. Data were described using means and standard deviations, pre-test and post-test data were compared using t-test and 2-way ANOVA was used to compare data of participants in the four ball games. The results showed a marked improvement in the VO<sub>2</sub> max of participants post training (t=-4.39, p<0.05). Their resting heart rate, systolic blood pressure and diastolic blood pressure were lowered significantly (t=-14.68, p<0.05, t=-22.54, p<0.05, t=-45.07, p<0.05) after the 8-week weight training programme. The results revealed substantial improvements in the cardiovascular indices of ball game athletes but no significant sport-related difference in the training effect. The study concluded that an eight-week weight training programme yielded significant improvements in the selected cardiovascular indices. It therefore recommended that weight training programme is effective in improving the cardiovascular fitness of ball game athletes for optimal performance.*

**Keywords:** Weight training, cardiovascular indices, Ball games, Athletes

### Introduction

Cardiovascular endurance is the most critical aspect of physical fitness. It is concerned with the ability of the heart, lungs, and blood vessels to deliver fuel (energy) to body organs and tissues during physical activities. It fundamentally delineates how healthy the heart is and as well as the limit or capacity of the individual to perform physical activity. Since the heart controls the distribution of oxygen to all the cells in the body including cells of the skeletal muscle, it could be rightly construed as the “engine room” that drives the performance of physical activities and may justifiably be regarded as the most crucial organ in the human body. As described by the American College of Sports Medicine, ACSM (2014) cardiovascular fitness is the ability of the body to access, transport and utilize oxygen while

exercising. It is a function of the heart, and its vessels, lungs, muscles, and blood working harmoniously for a common goal. Cardiovascular fitness can be developed in an assortment of ways, ranging from stair climbing to long-distance strolls, vigorous activities and circuit weight training.

Weight or strength training is a significant part of most exercise programmes and is one of the most broadly practised physical activities with diverse benefits, ranging from building up of the muscle fibres through increment in muscle mass (hypertrophy), strength, power, and even endurance. It utilizes “heart-challenging” activities that employ resistance to place demand on the heart and lungs to work more efficiently and consistently. Weight training is so dynamic in nature that it incorporates the use of free-weights, hydraulic weight training systems, body weight exercises or a battery of weight bearing activities that can be done with equipment such as medicine balls, resistance bands, and body weight supported implements. Moraes, Bacurau, Simões, Campbell, Pudo, Wasinski, Pesquero, Würtele and Araujo (2012) had reported that resistance training performed over a period of 8 weeks significantly improved the cardiovascular fitness of middle-aged hypertensive patients. There seems to be a divergence of opinion however, on how weight training affects the cardiovascular fitness of ball game athletes. While authors like Ho, Dhaliwal, Hills and Pal (2012), Alves, Neto, Morgado, Saavedra, Canário-Lemos, et al. (2016), and Balsalobre-Fernández, Santos-Concejero, and Grivas (2016) suggested that weight training could enhance components of cardiovascular fitness and overall performance, others like Vrachimis, Hadjicharalambous and Tyler (2016) and Liu, Lee, Li, Zhu, Zhang and Sui et al. (2019) argued that resistance training when performed independently will have no significant effect on cardiovascular fitness.

Ball games are typically high-intensity, fast-paced, and dynamic sports in which performers require specific fundamental skills such as kicking, tackling, jumping, sprinting, turning, repetitive explosive bursts, agility, stamina, and changing speed for considerable periods of the game (Akinbiola & Yekini 2022). Successful performance in ball games is not exclusively reliant on a specific type of training, although more significant part of the training time is spent on developing mastery of the specific skill components such as kicking, passing, shooting, jumping and spiking. Other training techniques that seek to develop athlete explosiveness, core strength, aerobic and anaerobic capacities, agility and balance are as valuable to a ballgame athlete as the aforementioned. These qualities and numerous others form part of the requirements for successful performance in handball, basketball, volleyball and other ball games, thus, athletes and coaches are continually searching for suitable training modalities to optimize performance. Benefits attributed to weight training generally include strong bones, improved strength, sculpted appearance, dexterity in sports skill execution, endurance, and coordination. Little is however known about the benefit of resistance or weight training to the cardiovascular fitness of ballgame athletes in a college setting. This study therefore sought to investigate the effect of an eight-week weight training programme on the cardiovascular indices of male ball game athletes of Obafemi Awolowo University, Ile-Ife, Nigeria.

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

Cardiovascular fitness is an essential component in sports performance and coaches have continued to explore training modalities that best develops the attributes. Studies have

suggested that weight training possesses some benefits which include bone strength, toned muscles, endurance and dexterity in sports skill execution. Few studies have however attempted to unearth the benefit of weight training to the cardiovascular fitness of ballgame athletes, hence, this study.

#### **Purpose of the Study**

This study sought to investigate the effect of an eight-week weight training programme on the cardiovascular indices of male ball game athletes of Obafemi Awolowo University, Ile-Ife, Nigeria. The specific objectives are to;

- i. assess the cardiovascular indices of ball game athletes of Obafemi Awolowo University, Ile-Ife;
- ii. investigate changes in the cardiovascular indices of ball game athletes after the 8-week weight training programme; and,
- iii. determine possible sports-related differences in the effect of the 8-week weight training programme.

#### **Research Questions**

- Attempt would be made to provide answers to the following questions in the study,
- i. What constitutes the cardiovascular indices of ball game athletes in Obafemi Awolowo University, Ile-Ife?
  - ii. Will there be changes in the cardiovascular indices of ball game athletes due to the 8-week weight training programme?
  - iii. Will athletes of different ball games differ in the effect of the 8-week weight training programme on their cardiovascular indices?

#### **Methodology**

The study adopted a pre-test-post-test quasi-experimental design. Fifty-six active ball game athletes who were members of the Obafemi Awolowo University's contingent to the 2022 NUGA Games held at the University of Lagos participated in the study. Participants were drawn from four ball games namely; soccer (n=18), basketball (n=12), handball (n=14) and volleyball (n=12) teams using an intact class sampling technique. Participants were regular team members of the selected sports who had been drafted for camping prior to the games. Baseline data of participants were recorded before the 8-week training intervention was administered. Post-test data was collected within 48hrs of completion of the 8-week weight training programme. Participants' VO<sub>2</sub> max was estimated using the Coopers' 12min Run/walk Test, height, weight and BMI were recorded with a digital BMI column scale (SECA769), resting blood pressure was recorded with a digital aneroid sphygmomanometer (ADC ProSphyg770) and heart rate was recorded using a Littman electronic stethoscope. The 8-week weight training intervention programme was administered using a structured weight training programme (CF-WET); a multi-station weight training machine, free weights, sets of dumbbells, an Olympic weight lifting bar and weight-lifting bench were used for weight training. Cones, markers, whistle, digital stop-watches and recording sheets were used for the Coopers' 12min Run/walk Test. All instruments were validated using standard procedures. Data was analysed using the IBM version of the Statistical Package for Social Sciences (IBM-20 SPSS). Specifically, mean and standard deviation was used to describe data, Student's t-Test and Analysis of Variance (ANOVA) statistics were computed

to compare pre-test and post-test data for training effect and to determine differences in the effect of weight training by sports.

### Results

The physical characteristics of the study participants are summarized in Table 1, while the cardiovascular indices of participants are presented in Table 2.

**Table 1: Demographic characteristics of Participants**

Variables	Participants (n=56) ( $\bar{x}\pm sd$ )
Age (years)	24.29 $\pm$ 3.95
Height (cm)	176.96 $\pm$ 6.74
Weight (kg)	73.85 $\pm$ 8.08

The mean age of ballgame athletes in the study was 24.29 $\pm$ 3.95yrs, while the means of their height and weight were 176.96 $\pm$ 6.74cm and 73.85 $\pm$ 8.08kg respectively.

### Research Question One & Two:

**Table 2: Summary of cardiovascular indices of participants at pre-test and post-test**

Variables	Soccer	Basketball ( $\bar{x}\pm sd$ )	Handball ( $\bar{x}\pm sd$ )	Volleyball ( $\bar{x}\pm sd$ )	t	Sig.	
VO <sub>2</sub> max (ml/kg/min)	Pre	50.38 $\pm$ 8.05	46.44 $\pm$ 2.62	48.27 $\pm$ 3.40	46.55 $\pm$ 5.29	-4.39	0.03*
	Post	55.54 $\pm$ 4.31	52.20 $\pm$ 6.22	52.30 $\pm$ 7.60	51.80 $\pm$ 8.70		
HR (bpm)	Pre	64.33 $\pm$ 6.85	66.83 $\pm$ 7.13	66.30 $\pm$ 11.30	68.33 $\pm$ 10.71	-14.68	0.01*
	Post	58.33 $\pm$ 7.53	63.24 $\pm$ 3.04	62.19 $\pm$ 37.82	64.68 $\pm$ 22.24		
SBP (mmHg)	Pre	131 $\pm$ 5.70	131.5 $\pm$ 8.30	127.93 $\pm$ 8.70	124.92 $\pm$ 6.60	-22.54	0.00*
	Post	125 $\pm$ 09.22	127.5 $\pm$ 12.36	123.04 $\pm$ 7.62	122.778 $\pm$ 3.18		
SBP (mmHg)	Pre	82.20 $\pm$ 5.52	86.10 $\pm$ 6.94	87.40 $\pm$ 12.50	86.60 $\pm$ 12.00	-45.07	0.00*
	Post	79.52 $\pm$ 8.44	84.33 $\pm$ 2.76	87.63 $\pm$ 21.82	85.92 $\pm$ 27.15		

Results in Table 2 showed the cardiovascular indices of ballgame athletes in Obafemi Awolowo University and changes attributable to the 8-week weight training intervention. The means of athletes' pre-test VO<sub>2</sub>max (ml/kg/min) in soccer, basketball, handball and volleyball were 50.38 $\pm$ 8.05, 46.44 $\pm$ 2.26, 48.27 $\pm$ 3.40 and 46.55 $\pm$ 5.29 respectively, while their post-test values increased were 55.54 $\pm$ 4.31, 52.20 $\pm$ 6.22, 52.30 $\pm$ 7.60 and 51.80 $\pm$ 8.70 respectively. The t-Test statistic comparing pre-test and post-test data confirmed significant difference in athletes VO<sub>2</sub>max after intervention (t=-4.39, p<0.05). Their resting heart rates (bpm) at pre-test were 64.33 $\pm$ 6.85, 66.83 $\pm$ 7.13, 66.30 $\pm$ 11.30 and 68.33 $\pm$ 10.71 respectively for soccer basketball, handball and volleyball, this also reduced significantly after the 8-week weight training programme as evidenced by the post-test values of 58.33 $\pm$ 7.53, 63.24 $\pm$ 3.04, 62.19 $\pm$ 37.82 and 64.68 $\pm$ 22.24 respectively, the reduction in heart rate of participants after intervention was considered significant (t=-

14.68, p<0.05) from the t-Test analysis. Ballgame athletes in the current study had systolic blood pressures of 131 $\pm$ 5.70mmHg, 131.5 $\pm$ 8.30mmHg, 127.93 $\pm$ 8.70mmHg and 124.92 $\pm$ 6.60mmHg respectively at baseline for soccer, basketball, handball and volleyball. These values also reduced significantly (t=-22.54, p<0.05) at post-test to as low as 125 $\pm$ 09.22mmHg, 127.5 $\pm$ 12.36mmHg, 123.04 $\pm$ 7.62mmHg and 122.78 $\pm$ 3.18mmHg respectively in the four ballgames. Participants' pre-intervention diastolic blood pressures in the four sports were 82.20 $\pm$ 5.52mmHg, 86.10 $\pm$ 6.94mmHg, 87.40 $\pm$ 12.50mmHg and 86.60 $\pm$ 12.00mmHg respectively, the post intervention values (79.52 $\pm$ 8.44mmHg, 84.33 $\pm$ 2.76mmHg, 87.63 $\pm$ 21.82mmHg and 85.92 $\pm$ 27.15mmHg) also reflected significant lowering (t=-45.07, p<0.05) of athletes' diastolic blood pressure. Table 3 presents the summary of ANOVA comparing the post-test data of participants in the four sports.

### Research Question Three:

**Table 3: Summary of pre-test and post-test cardiovascular indices (VO<sub>2</sub> max, heart rate systolic and diastolic blood pressures) of participants by sports**

Variables	Soccer	Basketball ( $\bar{x}\pm sd$ )	Handball ( $\bar{x}\pm sd$ )	Volleyball ( $\bar{x}\pm sd$ )	F	Sig.
VO <sub>2</sub> max (ml/kg/min)	55.54 $\pm$ 4.31	52.20 $\pm$ 6.22	52.30 $\pm$ 7.60	51.80 $\pm$ 8.70	27.08	0.08
HR (bpm)	58.33 $\pm$ 7.53	63.24 $\pm$ 3.04	62.19 $\pm$ 37.82	64.68 $\pm$ 22.24	41.94	1.03
SBP (mmHg)	125 $\pm$ 09.22	127.5 $\pm$ 12.36	123.04 $\pm$ 7.62	122.778 $\pm$ 3.18	58.97	0.76
SBP (mmHg)	79.52 $\pm$ 8.44	84.33 $\pm$ 2.76	87.63 $\pm$ 21.82	85.92 $\pm$ 27.15	31.17	0.29

Results summarized in Table 3 showed the cardiovascular indices (VO<sub>2</sub> max, heart rate systolic and diastolic blood pressures) of ballgame athletes by sports post intervention. Although, ballgame athletes across sports recorded significant improvements in their cardiovascular indices after the 8 weeks of weight training, there was no significant difference whatsoever in the effect of the intervention by sport. Athletes presented no significant sport-related difference in VO<sub>2</sub> max (F=27.08, p>0.05), HR (F=41.94, p>0.05), systolic blood pressure (F=58.97, p>0.05) and diastolic blood pressure (F=31.17, p>0.05).

### Discussion of Findings

Physiological traits contribute substantially to optimum performance in sports and cardiovascular endurance is an essential recipe for success particularly in ballgames. Reports of empirical studies on the attributes of successful athletes in ballgames have converged on the importance of cardiovascular endurance to human performance. Findings from the current study revealed that the eight-week weight training programme significantly affected the cardiovascular fitness of male ball game athletes in the experimental group. This finding concurs with Moraes et al. (2012) who found that resistance training over a period of 8 weeks can significantly improve cardiovascular fitness among middle aged hypertensive patients.

The result emanating from this study also revealed a reduction in body weight of participants after the 8-week weight training intervention. This finding is similar to the one reported by Ho, Dhaliwal, Hills and Pal (2012) who posited that eight-week weight training would enhance cardiovascular fitness and performance of ball game athletes.

The finding of this study with regards to improvement in cardiorespiratory endurance ( $VO_2$  max) of athletes after weight training buttressed the submission of Balsalobre-Fernández, Santos-Concejero, and Grivas (2016) that resistance exercises are suitable for improving the oxygen consumption levels of athletes. Vilaça-Alves et al. (2016) also opined that weight training can replicate the role of aerobic exercise in provoking an increase in oxygen uptake ( $VO_2$ max). Ozaki, Loenneke, Thiebaud and Abe (2013) held that increase in  $VO_2$ max depends solely on the initial  $VO_2$ max of the athletes. The authors argued that when the initial  $VO_2$  max level is low, weight training may yield no significant improvement in  $VO_2$ max.

This study also found that heart rate was lowered after the weight training programme. The finding concurred with that of Reimers, Knapp, and Reimers (2018) who reported that endurance training proved to be effective in reducing resting heart rates. Reimers et al. implied that exercise can be used as a treatment modality for tachycardia. The finding however differed slightly from that of Vrachimis, Hadjicharalambous and Tyler (2016) who held that body weight exercise training had no significant effect on the resting heart rate of their participants but still went further to opine that it may reduce the risk of cardiovascular diseases.

Furthermore, findings from this study indicated that weight training over 8 weeks significantly lowered both the systolic and diastolic blood pressures of soccer, basketball, handball and volleyball athletes. It suggested that a weight training programme could reduce or normalize both systolic and diastolic blood pressures. This finding seems to be in congruence with that of Cornelissen, Fagard, Coeckelberghs and Vanhees (2011) who found that resistance training over a period of 4 weeks could potentially reduce blood pressure. Catharine (2018) supported the findings of this study when she posited that cardiovascular fitness and weight training are strongly linked and that weight training is beneficial to athletes' performance and cardiovascular fitness. The author expressed that static weight training is more beneficial to cardiovascular fitness than dynamic weight training. On the overall, this study showed that weight training significantly improved the cardiovascular fitness ( $VO_2$  max, heart rate and blood pressure) of male ball game athletes. This position contrasted with the position of Liu et al. (2019) who reported that resistance training alone without cardiovascular training, though may reduce inflammatory fat, abdominal fat and promote general weight loss, it will have no significant effect on cardiovascular fitness. The disparity in the findings of the study and the positions held by these previous authors may be due to differences in the characteristics of the population sampled. This study engaged college-level ballgame athletes who may be construed as being at the sub-elite level of performance. This class of athletes may not manifest the same pattern and magnitude of changes in the effect of exercise training or conditioning with athletes operating in the elite level.

#### Conclusion

Based on the findings of this study, it was concluded that an 8-week weight training programme produced significant improvements in the cardiovascular fitness of male ball game athletes irrespective of the sport type.

#### Recommendations

The study recommended that weight training should be included in both the in-season and off-season training programmes of collegiate ball game athletes. Findings from this study also suggested that blood pressure could be lowered through the medium of weight training, sports trainers, exercise instructors and exercise enthusiasts are therefore encouraged to incorporate weight training in their exercise regimen, as it could be of great assistance in managing athletes and individuals with pathological high blood pressure.

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## SCHOOL UNIFORM AND THE PERCEPTIONS ON ITS UNIFICATION IN NIGERIA

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### Abstract

*The study examined stakeholders' perception of the initiative to unify all school uniforms in Osun state, Nigeria. It determined the unification effects; differentiated school attendance in pre-unification and post-unification periods. A descriptive survey research design was adopted. The population consisted of all residents of Osun State, Nigeria from varied works, age and social status. Multi staged sampling technique was adopted to select two cities from the state using a convenient sampling technique and 50 respondents from each of the cities using a random sampling technique to field the Likert-scaled, self-developed and validated questionnaire named Perceptions of School Uniform in Osun State (POSU)'. The study found stakeholders' perception of unified school uniform policy closing gaps between the rich and poor; conscripts' freedom of choice, encourage conflict and, demean governments' interest in education. It also found overt effects of unification including unique identity for public schools, encouraging truancy and difficulty in tracing mischievous learners. The differentiated school attendance in pre and post-unification periods dropped from 90 to 66.5 percent in aggregate of enrollees to attendees. The study concludes that stakeholders and school attendees preferred the varieties in school uniforms existing prior to unification. It recommends a return to statuesque.*

**Keywords:** O'Uniform, Identity, Dress code, Unification, Differentiation.

### Introduction

School Uniform has its origin traceable to 16th-century England wherein exists the oldest school uniform still in use. The Christ's Hospital Boarding school founded in 1553 under Edward VI admitted fatherless and other poor children from Horsham, West Sussex and other nearby parishes and educated them. The children wore blue cloaks reminiscent of the cassocks worn by clergy, along with yellow stockings donated by London citizens which led to the famous nickname – 'Bluecoat Schools' (Scott, 2014). As of January 2021, students at the school proudly still wear the same distinctive long blue “housey” coat, accompanied by breeches for boys and; the long pleated skirts for girls; the famous yellow socks, the typical school tie and the leather belt, “girdle” or “broadie” now replaced by the white cotton bands; uniforms with mild customization (Dudman, 2021); it is the oldest school uniform existing (Fig.1). In 2011, when Christ's Hospital surveyed its students, 95 percent voted to keep the traditional uniforms. Webster's Encyclopedic Unabridged Dictionary (1989) described Uniform - "to clothe in or furnish with a set of similar garments to obtain a single form or pattern." This must be differentiated from the dress code. While the former is mandatory and specifying, the latter is only required but leaves some choices such as colors and design up to the person.

According to Carr (2017), the United States followed the traditional use of uniforms

established in England and were generally limited to private and parochial schools. One exception was found in government-run boarding schools for Native American children, first established in the late 1800s, where the children, who had been removed from their families, were dressed in military-style uniforms.

In Nigeria, education was facilitated by different ethnic groups prior to colonization. Adefule (2018) asserted that the onset of colonization introduced western style education to present-day Nigeria and ab initio, vocational education was the major, traditional form of education. Some schools of thought also presented that, the Islamic preceded western education in Nigeria (Graham, 1966 in Ayanlowo & Bello, 2015).

The first primary school was established by the Methodist Mission and christened Nursery of Infant Church in 1843 at Badagry. The school was renamed in 1945 as St. Thomas Anglican Nursery and Primary School and housed in the nations' first-story building in Badagry before moving to Topo, Badagry where its vestiges are to date (Fig.2). Interesting to know that the unwillingness of non-Christians instigated the establishment of the first public (colonial government-sponsored) primary school in 1899 – Government Primary School, Lagos. The schools all have uniforms.



(Annabel Pulvermacher and Arthur Hannavy: Christ's Hospital School, courtesy Carr, 2017)

**Fig.1:** The oldest school uniform existing - Christ's Hospital Boarding School, England.

Concerns about safety, belief that uniforms make 'school rooms more orderly and more disciplined' make many schools adopt the tradition of specified, unique uniform. According to Mitchell (1996), President Clinton and the Department of Education adopted uniforms in public schools which had since gained widespread adoption in the United States.

Osun State, Nigeria did the unification of school uniforms (O-Uniform) as part of

the effort to create a unique identity for her students, promote indigenous culture and stimulate the local economy. This innovation ensures uniformity and engenders a unified sense of belonging among all government-owned public primary and secondary school pupils (Osun.gov, 2017).



**Fig. 2: Relic of Nigerian First Primary School**

Some seven hundred and fifty thousand (750,000) uniforms were provided to students in all public schools across Osun State. This might have attracted additional socio-economic benefits to the State such as the building of the biggest Garment Factory in West Africa, named Omoluabi Garment Factory located in Osogbo which employed some 3000 workers into the garment production industry (Osun.gov, 2017). The political claims of improvements in discipline, non-cognitive skills formation such as self-esteem, and academic ability as justification for uniform adoption notwithstanding; the influence of uniforms on students in the short and long terms remain unclear.

#### Statement of the Problem

School uniform has its origin traceable to 16th Century in England. Osun-State did its unification of school uniform, this might have attracted additional socio-economic benefits to the State.

Therefore, the study investigated the perceptions of stakeholders on the unification of public-school uniforms in Osun State. It also perused the influence of uniform's unification on school enrolment and attendance the perceived effects it waded.

**Purpose of the Study**

The study investigated school uniform on its perception on it in Nigeria. Therefore, the specific objectives on the study are to:

- a. Examined the perceptions of stakeholders on the unification of public-schools uniforms in Osun state.
- b. Determine factors influencing uniforms unification on school enrolments and attendance; and
- c. Determine the effects waved by the school uniform.

**Research Questions:**

The following questions were sought to be answered

- i. What are the perceptions of stakeholders on the unification of public-school uniforms in Osun State? ;
- ii. What are the things that influences uniform's unification on school enrolment and attendance? ; and,
- iii. What are the effects waived by the uniform's unification?



**Fig. 3:** Osun Unified School Uniform

**Methodology**

The descriptive survey research design is employed. The population for the study comprised entire educational stakeholders in Osun. The sampled population consist of a hundred individuals randomly selected at two strategic places (Osogbo and Ile-Ife). The research instrument includes a self-designed questionnaire – 'Perceptions of School Uniform in Osun State (POSU)'. The instrument is subdivided into two sections – the demographic variables and 35 Likert scaled variables on views, influence, and effects of uniform's

unification on learners and society. The questionnaire was scrutinized and content validated by test construct experts. In as much as content validity is the most important concern to educators (Mehrens & Lehmann, 1978), the researcher corrected and harmonized the content of items appropriately to study objectives. Secondary data were also collected through the State Universal Basic Education Board on school enrolment from specific schools in the conveniently sampled cities for data on enrolment and attendance in the study areas. Study subjects' consents were appealingly sought and randomly selected individuals were engaged on willing terms. Completed questionnaires were returned on agreement mostly online. Descriptive statistics were used to analyze the data obtained.

**Results**

The study investigated perception of stakeholders on the unification of public-school uniforms in Osun State. Hence, the first research question was - what are the perceptions of stakeholders on the unification of public-school uniforms in Osun State?

Table 1 presents the perception of stakeholders on ten different variables including aesthetic, discipline, uniformity of education system, government interest, initiate conflict, differentiating teachers from students, economic succor for parents, negating freedom of choice, bridging gap in-between the rich, and poor and public symbol of commitment.

**Table 1: Stakeholders perception of uniform unification**

S/N	Items	S/A	A	D	SD
1.	Unified uniform make school a esthetically beautiful	60	20	10	10
2.	It is a way to subject student under school discipline	54	2		3
7	16				
3.	It enforces uniformity in the states' education system	42	30	12	16
4.	It expresses government interest	30	25	5	40
5.	It's importation of conflict into the system	20	30	40	10
6.	Unified uniform differentiates teacher and student	60	20	10	10
7.	An economic succor for parents	41	21	23	15
8.	Unified uniform negates freedom of choice	38	1		5
14	33				

The results revealed that the initiative to unify school uniforms in state schools is aesthetically acceptable to stakeholders. It also indicated uniform control as a means of injecting discipline. The results further showed the unification of uniforms as a differentiation strategy between students and teachers. Stakeholders accepted the attempt as economic succor for parents and equilibrium between haves' and have-nots'. It, however, connotes negative interests in the educational system by the government. It also reveals the possibility of conflict and denial of free choice of dressing mode. It strengthens public commitment to improve the education system.

According to the State government on her website (<http://osun.gov.ng/education/ouniform>), 'the unification of school uniforms is part of an effort by the State of Osun to create a unique identity for our students, promote our culture and stimulate the local economy. This

innovation ensures uniformity and engenders a unified sense of belonging among all government-owned public primary and secondary school pupils.' Similar schools of thought embraced the unification of school uniforms as an innovative step to add on to safety and reduce aberration in the schools. School uniforms are thought to permit enhanced security, reduced peer pressure, and decline in attention diversion for learners. School uniforms are meant for equality. Same clothes for all students help reduce various factors like jealousy, comparison, and dispute among students. Nigeria consists of various classes of people - the rich, middle class and, the poor - hence everyone cannot afford good quality clothes and thus this is where the school uniform policy comes in handy. The study hereby found stakeholders' perception of unified school uniform policy hanging on a balance. While it closes gaps between the rich and poor, it constricts freedom of choice, encourages conflict and, demean governments' interest in education.

The second research question sought to be answered by the study is - Are there any influence of uniform's unification on school enrolment and attendance? Table 2 below clears the air on this with the supportive discussions.

**Table 2: Influence of School Uniform's Unification**

Year	Class	Pre-Unification Classes						Year	Class	Pre-Unification Classes					
		Term 1		Term 2		Term 3				Term 1		Term 2		Term 3	
		Class enrolment	Class attendance	Class enrolment	Class attendance	Class enrolment	Class attendance			Class enrolment	Class attendance	Class enrolment	Class attendance	Class enrolment	Class attendance
2008	Pry 1	122	109	123	96	122	98	2013	Pry 1	105	70	102	67	102	71
	Pry 4	118	100	115	90	105	89		Pry 4	100	69	110	86	102	67
2009	Pry 1	110	98	118	93	119	89	2014	Pry 1	100	72	102	66	103	84
	Pry 4	111	99	110	92	105	89		Pry 4	95	59	98	61	95	68
2010	Pry 1	100	90	102	89	103	95	2015	Pry 1	111	65	105	89	110	76
	Pry 4	100	98	103	95	106	89		Pry 4	107	76	100	68	120	76
2011	Pry 1	101	89	103	97	102	95	2016	Pry 1	116	99	107	92	104	100
	Pry 4	99	85	104	92	105	90		Pry 4	112	89	102	93	114	101

iv. Field survey, 2018

The study also found the school wears unification policy influencing school enrolment and attendance. The differentiated school attendance in pre and post-unification periods widens as shown in the Table. The differentiated school attendance in pre and post-unification periods dropped from 90% to 66.5% in aggregate of enrollees to attendees.

The final research question of the study is - What were the effects waived by the uniform's unification? The findings were coded in the table below:

**Table 3: Effects of Unification of School Uniform**

S/N	Items	S/A	A	D	SD
1.	Creates unique identity for students	55	19	16	10
2.	Places investment in the hands of few	25	40	10	25
3.	Enhances a sense of equality among schools	14	35	6	45
4.	Help prevents bullying	5	15	20	60
5.	Difficult to trace truants and mischief-makers	80	5	5	10
6.	Eases student's morning routine	30	30	10	30
7.	Promotes free education policy of the government	51	7	3	39
8.	Aids school consciousness in learners	7	50	20	23
9.	Reduces sense of individualism in pupils	40	15	25	20
10.	Competitive spirit among students in reduced	30	25	15	30
11.	Encourages absenteeism in schools	60	10	20	10
12.	Students resent the unification rebelliously		48	3	0

The study found overt effects of unification as opined by the sampled population to include a unique identity for public schools, encouraging truancy and difficulty in tracing mischievous learners, encouragement of absenteeism in schools and promotion of free education policy of the government. The respondents further indicated that the policy did nothing in the amelioration of bully syndrome in the schools and has no reduction effect on the competitive spirit among the learners.

The mandatory uniform policy in Osun State, Nigeria is among measures focused on public school reform by the State. Proponents of school uniform as reformation in the past emphasized or contend that uniformly affects students' safety by lowering student victimization (Scherer, 1991 in Brunisma & Rockquemore, 1998), decreasing gang activity and fight (Kennedy, 1995; Loesch, 1995 in Brunisma & Rockquemore, 1998), and differentiating strangers from students in school buildings (Department of Justice, 1996; Gursky, 1996 in Brunisma & Rockquemore, 1998). Some also advocated that uniforms increase learning and positive attitudes towards school through enhanced learning environments (Stover, 1990), heightened school pride (Jarchow, 1992 in Brunisma & Rockquemore, 1998), increased students' achievement (Thomas, 1994), high level of preparedness (Thomas, 1994) and conformity to organizational goals (LaPointe, Hollman & Alleyne, 1992; Workman & Johnson, 1994 in Brunisma & Rockquemore, 1998). Furthermore, wearing school uniforms was associated with decreased behavior problems by increasing attendance rates, lowering suspension rates and decreasing substance use among the student body (Gursky, 1996). School uniform favorites' attributed psychological outcomes such as increased self-esteem (Thomas, 1994), increased spirit (Jarchow, 1992), and reinforced feelings of oneness among students (LaPointe, Holoman & Alleyne, 1992) to wearing uniforms.

This study provided an updated view to the assertions that wearing a school uniform can create a unique identity for students but does not enhance equality nor decrease behavioral problems such as bullying. The unification of public-school uniforms increased difficulty in tracing truants and mischievous students among others and restrict related investment to the privileged few. In a relationship, results hang on the balance as depicted in the study on the promotion of free education policy as the uniforms are not completely free

for students; influence children's sense of individualism, and; reducing competitiveness.

The perception of educational stakeholders is in tandem with researches opposed to the adoption of compulsory uniform policies in times past who stressed the legal, financial and questionable effectiveness of such policies. The legal concerns focus on the supposition that requiring a uniform violates children's rights (Thomas, 1994; Virginia State Department of Education, 1992 in Brunsmas & Rockquemore, 1998) and that, rather than unique identity as a glory, it is a sort of classification forced on a predominantly minority and poor student population for which no empirical evidence exists to support the numerous and varied claims of uniform proponents.

### Conclusion

The study concludes that while unification of public-school uniforms in Osun State might have bridged the gaps between the rich and poor; it limits the freedom of choice of parents and learners, loudly encourages conflicts thus, demean the state's interest in education. Also, it grossly reduced school attendance and in effect, encouraged truancy, increased the difficulty in tracing mischievous learners and failed to reduce bully and competitive spirits amongst the learners despite the economic succour it gave the parents.

### Recommendations

The study recommends that the government of Osun State, Nigeria and other states and organs of government should intervene in the education industry positively and systemically. This means striking a balance between the will of the government and other educational stakeholders – parents and learners inclusive with the view that parental support is a key factor to compliance in wearing uniforms.

A consideration of legal ramifications of policy decision is also needful. This could be achieved via the utilization of experts and professionals who will consider pre- and post-policy implications effects rather than imposed ideologies that will deface the fledgling school system.

Alternatives to mandatory policy should be given consideration while making the uniforms available and inexpensive. And finally, the school safety framework should be drawn alongside the dress code policy.

Until these are considered and applied, the study recommends a return to the status quo as subscribed by the respondents.

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## ECONOMICS EDUCATION AND INSECURITY IN HIGHER INSTITUTIONS OF LEARNING.

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### Abstract

*The paper investigated the relationship between insecurity and economics education in two higher institutions of learning. The population for the study consisted of all undergraduates students in Emmanuel Alayande College of Education and Ekiti State University, Ekiti (Oyo Chapter). A sample size of 250 undergraduate students were selected from the two institutions using purposive random sampling technique. A self-designed instruments titled Econs and insecurity was used to collect data for the study. The two research questions and an hypothesis raised to guide the study. Descriptive statistics such as frequency counts, percentages and Mean were used in answering the questions posed. The hypothesis was tested using chi-square statistics to ascertain the existence of a relationship between the variables of interest. The result indicated the existence of a relationship between insecurity and Economics Education in higher institution of learning. Furthermore, the result also showed that the respondents voted public awareness on insecurity and taking responsibility to report any breach of security to appropriate authorities, as the most important solution to the challenge posed by insecurity in Oyo town (98.8% agreed and 1.2 % disagreed). On the test of hypothesis, the findings showed a relationship between Insecurity and Economics Education in Institutions of higher learning which could not be attributed to chance as  $\chi^2_{cal}$ , 110.25,  $\chi^2_{0.005,11} = 19.68$ . Hence it was recommended that government should ensure that finances allocated to security are spent on procuring gadgets that help to enforce security. Also provision of gainful employment for Nigerians will discourage involvement in insidious acts of insecurity.*

**Keywords:** Economics education, insecurity, institutions of higher learning.

### Instruction

The importance of Education to a society and individuals has been severally underscored in Literature (Nwanna - Uzenwa, 2009; Osanti, 2012; Nwambam & Eze, 2017). Education is regarded as an instrument for change and development both for the individual and the nation. Education is a systematic training and instruction designed to develop skill, ability, character and intelligence of individuals. In line with this, Teacher Education can be described as the process of training prospective teachers through a well-planned course of study to increase their capabilities, competencies, knowledge and techniques in providing effective instruction (Akpan, Ntukidem, Ekpiken & Etor (2009). Hence a teacher needs to undergo training to emerge qualified to undertake his responsibility of disseminating quality instruction in the educational process. The prospective teacher is empowered with the requisite teaching skills and competencies through the teacher Education program and specifically in this context, via Economics Education program. In recognition of the importance of Economics Education, Ukeje (1996) stressed that the teacher is pivotal to any education system because the school cannot be superior to its teachers. Hence a test of the effectiveness of the educational system is a test of the teachers' quality and devotion to teaching. This suggests that Economics teachers should be

adequately prepared for their responsibilities through appropriate Economics Education program. Economics was first introduced in the West African School Certificate Examination as a school subject in Nigeria in 1967. At the time, school certificate was a two year course, hence, it may be said that economics was formally included in the secondary school curriculum in Nigeria in 1966, much later than most other secondary school subjects (Yusuf 1995). Prior to that time, the subject was taken by private candidates in the General Certificate Examination.

The reason for the late inclusion of Economics into secondary school curriculum could be traced to factors which are internal and external. The external factor relates to the status of Economics as a secondary school subject in Great Britain. In the fifties, an important controversy ensued over the inclusion of Economics in the secondary school curriculum of Great Britain. This debate was sparked by the critical paper presented by Robbins (1955) on the teaching of Economics in Secondary schools and universities. The debate generated arguments for and against the earlier proposition. The argument was not so much about the desirability of Economics as it was about its pliability for teaching to secondary school students (Obeameta, 1991). Prominent Economists in Universities in Great Britain submitted that the subject matter of Economics required deductive and abstract reasoning and as such could be understood only by students with a certain degree of maturity placed at about 16 years and upwards (Szreter 1975). This view led to the exclusion of Economics from the Nigerian curriculum till the mid-sixties. About this time, the British were solely responsible for the National policies on Education in Nigeria. Needless to say this was patterned after what obtained in Britain.

The internal factor essentially summarized the responses of school principals to the teaching of Economics in schools headed by them. Most Principals in the sixties were majorly missionaries who specialized in classics and divinity but rarely dabble in the study of science or social sciences. When confronted with the opportunity to permit the inclusion of Economics as a subject to be taught in their schools, many regarded this with suspicion, claiming it was suited for extremists and is a breeding ground for communism which was a threat to colonial territories (Obeameta, 1991). As a result Economics was taught only at Higher School Certificate level or as part of other subjects. Over time, Economics gradually gained acceptance as a subject to be taught in secondary schools as the society began to appreciate the civic and didactic value of Economics. Szreter (1975) opined that it was a fact that secondary school leavers could not be said to be adequately prepared for the challenges of life in a contemporary society without cultivating an appreciation for economic topics such as inflation, national income, population, banking, exchange rate etc. Economics became generally accepted as sine qua non for every citizen to understand the economic system and its workings.

With the introduction of the subject into the secondary school curriculum, its acceptance grew speedily, due to the fact that, the first few schools which offered it in West African School Certificate Examination (WASCE) had unexpectedly good results. Subsequently, the increase in the number of candidates that offered the subject in WASCE could be said to be a function of the quality of excellent results previously recorded in earlier examination (Yusuf 1995).

Since 1967, when economics was first taken as a school subject in West African School Certificate Examination, the number of schools where the subject is taught and the number of candidates registered to be examined in the subject have witnessed an extraordinary increase. In 1967, 0.07% of the total number of candidates that sat for the

examination was examined in economics, in 1969, this increased to 12.56%, in 1970, it was 17.16% and a decade after its pioneering debut the population has risen to 76.95% (Yusuf 1995). The subject has been known to compete favorably with subjects like Mathematics and English Language. In 1985, 441,448 school candidates registered for Economics while in the same year English had 373,507. In 1996 711,377 registered for Economics as against 748,239 for Mathematics, and 748,984 for English language. By this analysis it is probably an understatement that English Language and Mathematics top the list of entries. It may be said that economics is probably the most popular subject in the secondary school curriculum if the popularity of a secondary school subject may be determined by the number of schools that teach it and the number of candidates that offer it in school certificate examination (Yusuf 1995). It may be said that Economics comes after English language and Mathematics. Furthermore, when it is appreciated that Economics became a secondary school subject in Nigeria in 1966, it may be said that the growth in its popularity as a secondary school subject in Nigeria has been monumental. This is as a result of the fact that, economic problems were recognized to be at the heart of the modern society.

The guiding principle of the curriculum for Economics was the desire to equip graduates of Senior Secondary Schools with foundational knowledge and expertise that furnish them with attitudes that helps them appreciate the nature of economic problems in any society. In line with this philosophy, the following are the objectives of Economics Education:

- (i) to equip students with the basic principles of Economics necessary for useful living,
- (ii) to prepare and encourage students to be prudent and effective in the management of scarce resources
- (iii) to raise students respect for the dignity of labor and their appreciation of economic, cultural and social values of our society and
- (iv) to enable students acquire knowledge for the practical solution of the economic problems of society; Nigeria, developing countries and the world at large.

The importance of Economics Education to any nation cannot be overemphasized. It goes beyond the goal of understanding the basic principles of demand and supply and the workings of an economy. It embraces the study of how people make sound economic choices. By observing how markets work, students are empowered to make efficient choices in managing their own scarce resources, such as time and money (Poole, 1998). In addition, Economics Education teaches students a decision- and choice - making process applicable to all aspects of life. Such skills are those necessary to make informed choices as citizens, to decide which policies to support or oppose. As participants in the global economy the students today and those in the future will be confronted with excessive opportunities, which has eluded the current generation. Economics Education can equip students with tools necessary to make the best choices among these seemingly infinite possibilities (Poole, 1998). Obeameta (1981) opined that Economics Education enables both leaders and citizens to understand basic economic concepts and principles as well as to appreciate and seek to improve economic situations for their own social good. In a similar vein, Adu (2002) submitted that, the study of Economics serves a useful purpose in modern life. It presents facts and predicts future outcomes of certain lines of behavior; it helps us to decide which of the several alternatives to choose from.

Several challenges have been identified in literature as militating against Economics Education in Nigeria. These include; insufficient infrastructural facilities, poor funding, degenerating facilities, obsolete equipment, shabby, grossly dilapidated and inadequate

classrooms, inadequate supply of relevant instructional materials and electricity, failure to accommodate the rising enrolment, politicization of education, corruption and bad governance (Onyeachu, 2007; Akubuilu, 2007; Ololobu, 2007; Nwambam & Eze, 2017).

Presently, a new challenge has been added to the list above, this is the problem of insecurity. Security according to Omede (2012) is a situation in which a nation has the wherewithal to repel or repulse threats to its core ethics and ideals. It is also seen as every measure put in place to secure fortification of individuals, information, and belongings against all forms of hostility from people, influences and actions (Akin, 2008; Achumba, 2013; Onifade Imhonopi & Urin, 2013). It also has to do with creating an environment that frees individuals from any form of terrorizations, real or perceived as they go about their normal activities. Insecurity is simply the opposite of security. It describes a state of being insecure. Insecurity is a situation characterized with fear, loss of focus, subjugation, devastation and lack of serenity, physical or emotional. According to Iyenger (1977), an insecure person feels unsafe, hopeless, rejected, antagonistic, cynical and guilt-ridden.

The incidence of insecurity has impacted every sector of the Nigerian economy with resulting negative outcome. Narrowing our search light to the educational sector, the incidence of insecurity has assumed alarming proportions. The first notable record of its effect in the educational sector in Nigeria began with the kidnapping of 276 students of Government Girls College, Chibok in 2014. Since then several incursions has been made into different schools in Nigeria. Insecurity in the Nigerian education system manifests in form of abduction of teachers and students both in secondary and tertiary institutions (Lagos Junior Model College, Igbonla). There were records of bomb discharge on school assemblies which left dead students and teachers in the aftermath. Several school buildings were recorded to have been incinerated and in Rivers state, five secondary school teachers were reportedly abducted at gunpoint Iheamnachor (2015). In the Northern parts of the country, some mission schools experienced attacks from Islamic fanatics. Many female students were also reportedly raped in their hostels and several more gory incidents were left unreported by the media. According to Adesulu (2019) an estimate of 2,295 teachers have reportedly been murdered and more than 19,000 were displaced in Bornu, Yobe and Adamawa States between 2009 to 2018. In addition, about 1,500 schools had been devastated since 2014, with over 1,280 fatalities among teachers and students. School attendance and enrolment have been affected as parents withdraw their children from schools out of fear for their safety and in dire situations, insecurity has led to closure of schools (Akintunde and Musa 2016). Ameh (2015) submitted that the spasm of violence in schools is usually accompanied with vandalism and flagrant destruction of school amenities which militates against the building of new ones. Thus, scarce resources meant for other developmental purposes were sadly expended on curtailing the negatives in the wake of attacks. Ultimately, educational attainment in terms of quality teachers and manpower suffers and this largely affects overall national development. Given the foregoing, this research seeks to investigate the relationship between insecurity and Economics Education in higher institution of learning in Oyo town.

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

The prevalence of insecurity has negative implication for the achievement of the goals of Economics Education. Trainee teachers have to cope with fears of attacks which could leave some decimated or cause loss of lives. Working or learning in an environment that breeds fear, real or imagined makes it near impossible to produce teachers who are enthusiastically driven, diligent, effectual and proficient in the school environment and in

the classroom. The incidence of insecurity and its manifestations in the school environment makes this research relevant, timely and necessary. Hence, this research seeks to investigate the relationship between insecurity and Economics Education in higher institutions of learning in Oyo town.

### Objectives of the Study

The Objectives of the Study are to:

1. investigate the relationship between Insecurity and Economics Education in higher institutions of learning, in Oyo town.
2. determine the problems that arose as a result of insecurity in higher institutions of learning, in Oyo Town.

### Research Questions

- I. What is the relationship between insecurity and Economics Education in higher institutions of learning, in Oyo Town?
- ii. What are the solutions to insecurity in higher institutions of learning, in Oyo Town?

### Hypotheses

The following null hypothesis was generated for the study:

- H<sub>0</sub>1: There is no relationship between insecurity and Economics Education in higher institutions of learning in Oyo town.
- H<sub>0</sub>2: There is a relationship between Insecurity and Economics Education in Higher Institutions of learning in Oyo town.

### Methodology

A survey research design was adopted for the Study. The population of the study was made up of all undergraduates in two higher institutions of learning selected in Oyo town. A sample size of 250 undergraduates studying Economics Education in Emmanuel Alayande College of Education and Ekiti State University (Affiliated with Emmanuel Alayande College of Education) were sampled using Purposive Random Sampling Techniques. A self-designed questionnaire titled "Insecurity and Economics Education in Oyo Town" was developed and used for the study.

The instrument was validated by experts in the field of measurement and evaluation who ascertained the items in the questionnaire were capable of producing information required for the study. The test-retest method was used to ensure the reliability of the instrument.

### Results

The data obtained through the questionnaire were analyzed using frequency counts and simple percentage. The chi square statistical method was used to test the hypotheses of the study. The Chi-square statistic compares survey respondents actual responses to questions with expected answers, to assess the statistical significance of a given hypothesis. The formula for chi-square is provided below:

$$\chi^2 = \frac{f_o - f_e}{f_e}$$

Where

f<sub>o</sub> = observed frequencies

f<sub>e</sub> = expected frequencies (Best, 1981)

### Presentation of Results

**Research Question One:** What is the relationship between Insecurity and Economics Education in Higher Institutions of Learning, in Oyo Town?

Table 1a: Summary of responses on relationship between Insecurity and Economics Education in Higher Institutions of Learning in Oyo Town.

S/N	Items	SD	A	SD	D	Mean	
1.	Insecurity has a negative impact on Economics Education?	150	80	12	8	3.488	
2.	The fear of insecurity affects a teacher's competence in the class?	110	130	7	3	3.388	
3.	Violence within schools breeds fear in students and this affects performance?	130	109	6	5	3.456	
4.	Cult activities in schools have negative implications for Economics Education in Oyo town?	150	89	7	4	3.54	
5.	Destruction of school property as a result of insecurity affects the process of teaching and learning in Oyo town?	140	100	5	5	3.5	
6.	Closure of schools due to insecurity, have negative implications for Economics Education in Oyo town?	130	90	20	10	3.36	
7.	An insecure school environment in which kidnapping can take place fills students with fear?	160	85	5	0	3.62	
8.	Reckless detonation of bombs, tear gas and firing of guns has negative impact on the performance of the student Teacher?	180	65	2	3	3.688	
9.	Arson, a manifestation of insecurity brings	125			1	0	5
11	9	3.384					
	decadence to facilities meant for Economics Education				1	0	0
10.	The dedication and commitment of trainee	150					
0	0	3.6					
	teachers is severely affected when there is breach of security?						
11.	Insecurity affects school enrolment and exacerbates factors that keep students from enrolling or staying in schools.	100	0	30	20	3.12	
12.	Elite exploitation of ethnicity and religious	105			1	1	6

Table 1b: Percentage Distribution of Responses on relationship between Insecurity and Economics Education in Higher Institutions of Learning in Oyo Town.

S/N	AGREE	%	DISAGREE	%
1	230	92	20	8
2	240	96	10	4
3	239	95.6	11	4.4
4	239	95.6	11	4.4
5	240	96	10	4
6	220	88	30	12
7	245	98	5	2
8	245	98	5	2
9	230	92	20	8
10	250	100	0	0
11	200	80	50	20
12	221	88.4	29	11.6

**Research Question Two:** What are the solutions to insecurity in higher institutions of learning, in Oyo Town?

Table 2: Summary of Ratings on Solution to Incidence of Insecurity in Oyo Town

S/N	Items	A	%	D	%
1.	Elimination of Poverty is key to reducing the incidence of insecurity in Nigeria	210	84.0%	40	16.0%
2.	Access to gainful employment can reduce the incidence of insecurity	230	90.4%	20	8.0%
3.	Introduction of the ideals of hard work and respect for dignity of labor will go a long way in curbing insecurity	226	92.0%	24	9.6%
4.	Meting out appropriate punishment to people involved in swindling and all forms of online fraud will go a long way in curbing the incidence of insecurity	222	88.0%	28	12.0%
5.	There is need for government to ensure that finances allocated to security are spent on procuring gadgets that help to enforce security	241	96.4%	09	3.6%
6.	Kidnappers, ritualists, and all other types of terrorists should be given maximum sentences if convicted of any of the crimes listed	232	92.8%	18	7.2%
7.	There is need for public enlightenment on the evils associated with insecurity	228	91.2%	23	8.8%
8.	Members of the public should be encouraged to be security conscious at all times and to report any breach in security in any guise to appropriate authorities.	247	98.8%	03	1.2%

Source : Author's Computation.

### Test of Hypothesis

H<sub>0</sub>: There is no relationship between Insecurity and Economics Education in Higher Institutions of learning in Oyo town.

H<sub>1</sub>: There is a relationship between Insecurity and Economics Education in Higher Institutions of learning in Oyo town.

Table 3: Chi-Square Statistics on relationship between Insecurity and Economics Education in Higher Institutions of Learning in Oyo town.

Group	Size	Degree of Freedom	X <sup>2</sup> Cal	X <sup>2</sup> table	Remark
Agree	233.25	11	110.250	19.68	Reject H <sub>0</sub>
Disagree	16.75				

Source : Author's Computation.

The result above showed the degree of freedom to be 11,  $x^2$  calculated was 110.250 and the table value for  $x^2_{0.05,11}$  was 19.68. Since the table value of 19.68 is smaller than the calculated value of 110.250, the null hypothesis is rejected and the alternate hypothesis which states that, there is relationship between Insecurity and Economics Education in higher Institutions of learning in Oyo town is accepted.

### Discussion of Findings

Respondents' views on the relationship between in security and Economics Education in higher institutions of learning in Oyo town, was presented with weighted mean to each item in Table 1a. The highest weighted mean to the items was 3.62 while the lowest weighted mean was 3.12. This resulted into a grand mean of 3.45. Considering research question one, table 1b, shows the distribution of the responses of the respondents. The result was quite interesting. All the respondents agreed that the dedication and commitment of trainee teachers is severely affected when there is breach of security. This result is in line with Nwosu et al, (2019) who submitted that the Nigerian school system has experienced violent attacks which ranged from kidnapping of both the facilities and students to outright suicide bombing which usually claim lives and destroys properties. In addition, items 7 and 8 show that an insecure educational environment where kidnapping, detonation of bombs, tear gas and use of firearms can occur has negative impact on the performance of the student teacher. 98 % of the respondents were in agreement and a mere 2% expressed dissenting views. This result is in line with Nadabo (2013) who listed massive youth unemployment, assassinations, kidnapping and collapse of manufacturing industries as some of the sources of insecurity in Nigeria. Items 2 and 5 equally show that fear of insecurity and flagrant destruction of school property affect the process of teaching and learning as well as the trainee teachers' competence within the classroom. (96% of the respondents supported this view while only 4 % disagreed). This finding corroborates that of Akintunde and Musa (2016) who opined that an insecure school environment affects the learning of children. This finding also supports Ishaq et al (2019) who claimed that inadequate education in Nigeria is responsible for insecurity associated with penury, unemployment, corruption, insurgency and kidnapping. Hence, effective education was prescribed as the major antidote to insecurity in Nigeria. This finding is also consistent with Malala (2016) who submitted that

wars and weapons can eliminate terrorists, however, the ideology of terrorism can only be ended through education.

None the least 95.5 percent of the respondents opined that violence and proliferation of cult activities within educational environments have negative implication for the attainment of the goals of Economics Education in Oyo town. Intuitively from the discussion above, it would seem insecurity bodes evil for the achievement of the goals of Economics Education in higher institutions of learning in Oyo town.

With regards to the second research question, amongst the solutions proffered for eliminating insecurity, the respondents voted public awareness about being security conscious and taking responsibility to report any breach of security to appropriate authorities, as the most important solution to the challenge posed by insecurity. 98.8 % of the respondents agreed to this while a paltry 1.2 p% disagreed. This result agrees with Adam, Adedeji, Majekodumi, Kehinde & Adam (2020) who opined that, stakeholders, politicians, media and parents should raise alarm about the looming danger of school insecurity. Apart from this measure, respondents were almost unanimous in encouraging government to ensure finances allocated to security are spent on procuring gadgets that help to enforce security. 96.4 % of the respondents held this view while only 3.6 % were in disagreement. It would seem that respondents in Oyo town are not only willing to share in the responsibility of ridding their town of every form of insecurity but also desire a keen commitment from government in the form of total dedication in the area of providing necessary gadgets to appropriate authorities to nip the ordeal represented by insecurity in the bud. This result agrees with Nwosu and Ukwunna (2019) who suggested that school insecurity is an existential threat and therefore should be tackled through the deployment of extra-ordinary measures. Other solutions popularly supported by respondents include punishing all those involve in acts of terrorism when caught (this is a bid to discourage the act of terrorism by evil people), providing gainful employment to Nigerians, sponsoring public enlightenment on the evils of insecurity and guiding Nigerians to return back to a time when there was cognizant respect for dignity of labor. All these solutions if duly adopted by the government will help in curbing the incidence of insecurity in Oyo town and Nigeria by extension.

The test of hypothesis above, show that insecurity has a relationship with Economics Education and the relationship is not due to chance. This is not surprising. The dimension of insecurity in Nigeria now is such that individuals have fitful sleeps due to fear and there is an instant negative emotional response to the threat of insecurity which is becoming ingrained. Trainee teachers will not be at their productive best if every unidentifiable sound in the school environment elicits fear. In addition, creativity and innovation are the hallmark of individuals who are calm, peaceful and have an inspiring environment which feeds their creative instincts. Obviously this might be elusive in an environment characterized by fear from threats of insecurity. It would seem that the threat of insecurity is real in Oyo town and every other place in Nigeria and this will militate against the objectives of Economics Education and the ultimate and sustainable growth of the Nigerian Economy as a whole.

### Conclusion

The research identified the evil posed by insecurity, its dimension and negative implication for Economics Education in higher institutions of learning. The foregoing

showed it is essential for trainees in Economics Education to carry out their training and the eventual practicals on all they were taught in an atmosphere devoid of any form of threat to their emotional or physical wellbeing. Hence it is suggested that Government pays strict adherence to the solutions to insecurity identified above, as it is believed this will hasten the country's objective of providing a free just and egalitarian society free from the threats of terrorism and every form of insecurity.

### Recommendations

- ◆ There is need for public enlightenment on the evil that insecurity portends and a readiness on Government's part to punish all perpetrators for any identifiable breach insecurity.
- ◆ All stakeholders, politicians, media, students and parents should exercise readiness always to inform law enforcement agencies when they observe any act that represents a breach in security in their environment.
- ◆ Funds allocated to securing gadgets for maintaining security should be expended for the purposes intended. This will go a long way to arm security personnel with the equipment necessary to restrain all forms of aggression and terrorism.
- ◆ It is high time that the government devote funds and attention to installing security gadgets in all educational institutions as a way of forestalling the undesirable spread of insecurity.

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