

Managing Functional Secondary Education for Value Re-Orientation and Sustainable National Development

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Abstract

This study investigated managing functional secondary school education for value re-orientation and sustainable national development. This study examined the relationship between discipline, religious tolerance, civic education and sustainable national development in Kwara State public senior secondary schools. A descriptive research design was applied. The population comprised of 310 principals and 6,894 teachers. A sample of 175 principals and 364 teachers were selected using Research Advisor (2006) table for determining sample size of a known population. A stratified random sampling technique was used to select this sample to ensure that all participants were given equal chance of being selected. A self-constructed questionnaire was designed for the study. The researcher, with the help of three research assistants, personally visited all the sample schools to administer the questionnaire and collect copies back after completion by the participants. Mean value, standard deviation and Pearson product moment correlation was applied to test the generated hypotheses at 0.05 level of significance. The findings revealed that there was a positive relationship between discipline, religious tolerance, civic education and sustainable national development in public senior secondary schools in Kwara State. It was recommended that effort should be made to re-tune the mind set of teachers and parents to continue impacting discipline, and attitude into the psyche of students both at family and school level. Also, the government should make religious studies compulsory in schools for the purpose of religious tolerance by cultivating in students respect for the religious right of others without compromising their own faith.

Keywords: *Functional Secondary Education, Value re-orientation, Sustainable National Development, Nigeria*

1. Introduction

Management comprises the activities of planning, organizing, directing, coordinating, controlling, evaluating, and budgeting staffing as well as motivating teaching and non-teaching staff and, students for the purpose of

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achieving effective educational objectives. This shows that, for value re-orientation to be achieved in order to bring about sustainable national development, the activities of management cannot be over-emphasized.

Functional secondary education can be viewed as the vehicle for the transmission, creation, adaptation and acquisition of knowledge, skills and value for the purpose of self-reliance and sustainable development of a nation. Functional education is the kind of education that emphasizes practice more than theory. Education is therefore the transference of knowledge, skills and habits from one generation to another through teaching, training and research. Educational managers should possess intellectual competence, unquestionable moral standards such as discipline, integrity, honesty, respects as well as to be commitment to the fact that Nigeria as a whole needs to be developed by inculcating values in their students.

Secondary education is described as the learning children receive after universal basic education and before tertiary education. It is for children who are aged between fourteen and seventeen. The objectives of secondary education according to Nigerian National Policy on Education (FRN, 2013) are to: provide all universal basic school leavers the chance for schooling at higher education level, provide trained manpower in the applied science, technology and commerce at sub professional grades, promote national unity and nurture a group of people who can think for themselves and respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.

Therefore, effective management of secondary education, in terms of discipline, religious tolerance, respect, integrity and the likes, is the key for achieving these objectives of secondary education towards the attainment of sustainable national development in Nigeria. Schools in Nigeria should be encouraged to empower learners in order to translate their knowledge, skills, and values positively to contribute actively in economic, social and political activities which in turn lead them to self-productivity (Abdullahi, 2018).

1.1 Objective of the Study

1. To find out the relationship between discipline and sustainable national development in public senior secondary schools in Kwara State.
2. To examine the relationship between religious tolerance and sustainable national development in public senior secondary schools in Kwara State.
3. To investigate the relationship between civic education and sustainable national development in public senior secondary schools in Kwara State.

1.2 Research Questions

The following research questions were raised in addressing the problem of the study. In the opinion of secondary school principals and teachers in Kwara State:

1. Does discipline contribute to sustainable national development in public senior secondary schools in Kwara State?
2. Does religious tolerance in schools enhance sustainable national development in public senior secondary schools in Kwara State?
3. Does civic education improve sustainable national development in public senior secondary schools in Kwara State?

1.3 Research Hypotheses

The following research hypotheses were generated to guide the study. In the opinions of secondary school principals and teachers in Kwara State:

- H₀₁ There is no significant relationship between discipline and sustainable national development in public senior secondary schools in Kwara State.
- H₀₂ There is no significant relationship between religious tolerance and sustainable national development in public senior secondary schools in Kwara State.
- H₀₃ There is no significant relationship between civic education and sustainable national development in public senior secondary schools in Kwara State.

2. Literature Review

Value means ideal ways of doing things and living modestly in society. Value has the following determinants that serve different societies, including Nigeria, such as: discipline, religious tolerance, integrity, respect, truthfulness, honour, love, protection of the family and family name and; belief. Values are principles and standards observed as moral and, ethical rules of behaviour in human life. Esu (2009) defined values as a practice that guides personal conduct and interaction with others, which the society considers to be worthwhile and acceptable.

Orientation indicates the direction, position, trend or policy assigned for the tenacity of realizing development towards stated goals and purposes. Re-orientation in this study is a way of repositioning secondary education to meet higher standards in the future. The value re-orientation system means development of human resources through effective planning, and productivity in achieving educational goals through the cooperation of educational stakeholders. Value re-orientation is the process of directing the interest of individuals towards the desires of the society (Roa, 2003). Value reorientation is the process of modifying an individual or group of individuals' poor values to the more positive ones needed by their society. Value re-orientation is a way of rebuilding

character which produces behaviours that will be beneficiary to the persons, communities and the public at large.

Sustainable national development is a way of improving the variety of opportunities that will assist peoples and community to realize their aspiration and potentiality over a sustained period in order to maintain development of economic, social and environmental systems (Munasinghe, 2004). Sustainable national development involves the process of maintaining modern technology to produce more goods than before. Education and sustainable national development are interrelated. Development is geared towards making something new in an advanced way for the usefulness of the public. Therefore, education is a key for achieving national development.

Discipline is the practice of making people obey rules and regulations or standards of behaviour of an organization or society. Also, it is a way of advocating wanted behaviours in a wanted environment at a wanted particular period of time. Discipline ensures the maintenance of orderly and accepted behaviour in a given society, which requires some forms of control and self-respect. In the school system, discipline is important because it helps individuals to develop responsible acts and behaviours which lead to self-discipline. Discipline cultivates in students the habit of self-control (Were, 2006). Discipline in schools builds an environment in which meaningful teaching and learning can take place.

Religious tolerance is about allowing other peoples to practice or hold beliefs that are contrary to one's beliefs. Also, it is a way of allow competing beliefs to exist in a society or community. Religious tolerance is an acceptance of beliefs which one is in opposition to but choose not to follow due to a permissive attitude toward those beliefs. Effective teaching and learning of religion studies is required for a positive understanding of religion which would serve as a panacea in revitalizing and restoring the value and spiritual well-being of students. Part of the cause of value and moral decadence is the inability of youth to receive effective religious education, which has made these youth behave negatively in terms of moral, attitude, discipline, as well as tolerance for others.

Civic education is a subject to be taught in universal basic and secondary education in Nigeria for students to know about individual rights, duties and responsibilities of the governed and leaders. Civic education is said to be one of the critical tools for promoting value re-orientation towards sustainable national development. Civic education is concerned with three different segments: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens understanding of their right in terms of right to freedom of expression and to vote and run for political office as well as responsibilities to respect the rule of law

and interest of others. Civic skills can be defined as citizens' ability to use their knowledge to partake in political process by analyzing, evaluating and defending position on public issues. Civic disposition refers to citizens' ability to understand traits such as tolerance, respect, willingness necessary for a democracy. Civic education is very important for every student in order to generate concern about how to value their rights, duties and responsibilities in the areas of equity, justice, fairness, tolerance, respect, democracy and the fundamental human rights of others.

It is obvious that the lived experience of some Nigerian secondary school students is quite different from the constitutional provision on ethics and value for the country. There is a lot of indisciplined behaviour and negative attitudes demonstrated in every facet of life in secondary schools such as cultism, drug abuse and advance-free fraud. Discipline is no longer cherished by many students; there is a high level of religious intolerance, and lack of respect for teachers, institutions and national symbols. Therefore, there is a great need for value re-orientation in Nigerian secondary schools. These and related issues prompted the researcher to carry out the investigation on managing functional secondary education for value re-orientation and sustainable national development

Theoretical Framework

The theoretical framework for this study is based on the theory of organizational behaviour by Getzel and Guba (1957) as cited in Marafa and Abdullahi (2017). The theory postulated that organization system consist of people who act together and share a common relationship in the same physical condition or environment in an effort to attain the stated goal and objective.

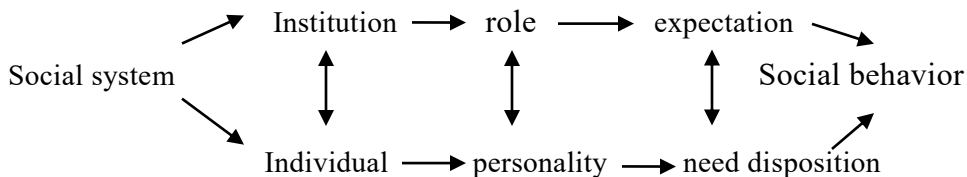


Figure 1: The Getzel and Guba Model -Mafara & Abdullahi (2017, P.15).

The dynamic interaction of people with different personalities within the school setting is a domain of social process theory. According to the first dimension, which is nomothetic, individuals within an organization have certain roles to accomplish. The second dimension, which is idiographic, refers to how an organization is influenced by personalities and need disposition of individuals. Role performance is determined by the expectations of the manager and others

who have some power to control the situation. The observed behaviour of individuals in an organization is determined simultaneously by both the nomothetic and idiographic dimensions. This theory can be applicable to the school setting in that, for a school manager to perform the identified functions effectively, he/she must be a disciplinarian, listener, watcher, encourager and tolerant. In addition, he/she should be able to work harmoniously with the teaching and non-teaching staff in the school in order to cultivate good behaviour in students by having the habit of discipline and toleration for one another which in turn serve as value re-orientation towards achieving sustainable national development.

3. Research Methodology

3.1 Research Design

The study was a descriptive survey. This design was considered appropriate because it gives room for the opportunity to interpret, illuminate and extract valuable information in order to draw inference from the evidence generated to reach a sensible decision about the population from the findings of the study in relation to stated hypotheses.

3.2 Population of Study

The study covered all public senior secondary schools in Kwara State, Nigeria. There are 310 public senior secondary schools in the State. The target population of this study comprised the 310 public senior secondary school principals and the 6,894 public senior secondary school teachers as at the time of study.

3.3 Sample & Sampling Technique

A sample of 175 public senior secondary school principals and 364 public senior secondary school teachers (making a total of 539 participants) were selected using Research Advisor (2006) table for determining sample size of a known population. A stratified random sampling technique was used to select this sample to ensure that all participants were given equal chance of being selected.

3.4 Instrument

The data collection instrument was a self-designed questionnaire titled “Managing Functional Education for Value Re-orientation and Sustainable National Development Questionnaire” (MFEVRSNDQ). The instrument had two sections; section A elicited personal information of principals and teachers, while section B elicited information concerning managing functional education for value re-orientation and sustainable national development. The 15 items in section B were arranged in three clusters. The principals and teachers responded to the items on a four (4) point Likert- type scale as follows: Strongly Agree (4),

Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participant.

3.4 Validity and Reliability

To ensure validity of the questionnaire, it was given to three experts in educational management and three experts in measurement and evaluation for face and content validity evaluation. Relevant corrections and adjustments were made based on their observations and recommendations. Also 20 corrected copies were further administered to teachers who were part of the population sampled to examine their understanding of the items and to seek their opinion about the appropriateness of the item statements in terms of wordings, instructions and understandability of the scales and questions in order to detect if there is any difficulties that may arise in filling the questionnaire. Some suggestion made was effected appropriately before sending out the final copies. Instrument reliability was ensured by using Cronbach's alpha: The instrument reliability index was .72.

3.5 Data Collection

The researcher, with the help of three research assistants, personally visited all the sample schools to administer the questionnaire and collect copies back after completion by the respondents. Effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. In the guideline provided Stanley and Wise (2010), this study emphasized the ethical issues in assuring confidentiality and guaranteeing privacy of participants responses. This method aided on-the-spot gathering of the completed questionnaire and a one hundred percent retrieval.

4. Data Analysis and Interpretation

The data collected for the study were analyzed using SPSS version 2.0. The data collected were screened before analysis. Missing data was not an issue in this study because researcher with the researcher assistants administered the questionnaire to the respective participants and made sure that the questionnaire was appropriately filled in during the process of data collection. The research questions were answered using descriptive analysis to generate the mean and standard deviations, whilst Pearson Product Moment Correlation was used to answer the research hypotheses. The p -value was compared to the significant level (0.5) to determine the rejection or acceptance of the hypotheses.

This study provides an analysis of the extent that managing functional secondary education has for value re-orientation and sustainable national development. Mean and standard deviation were used in the description.

Table 1

Mean and Standard Deviations of Variables on Discipline of students

S#	Discipline	Participants Response		Decision
		Mean	SD	
1.	Discipline installing in students the willingness to do what is good and right without compulsion.	2.87	0.973	Agreed
2.	Discipline helps to produce upright, loyal and respectful students.	2.93	0.932	Agreed
3.	Discipline creates conducive teaching and learning environment.	2.91	0.977	Agreed
4.	Discipline helps learners to develop and have respect for constituted authority.	2.84	1.037	Agreed
5.	Discipline facilitates the attainment of educational goals.	2.85	1.015	Agreed
Grand Mean		2.84	0.987	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)

Table 1 showed that number 1-5 of the items have their various mean and overall mean values above 2.50 and high standard deviation score. Therefore, participants agreed that discipline brings about sustainable national development in public senior secondary education. Items which the participants agreed to include; discipline installs in students the willingness to do what is good and right without compulsion with the mean score of 2.87, discipline helps to produce upright, loyal and respectful students with the mean score of 2.93, discipline creates conducive teaching and learning environment, discipline help learners to develop and have respect for constituted authority as well as discipline facilitating the attainment of educational goals with the mean scores of 2.91, 2.84 and 2.85 respectively.

Table 2

Mean and Standard Deviation on Religion Tolerance

S#	Religious Tolerance	Teachers Response		Decision
		Mean	SD	
6.	Religious studies in the school give room for tolerance and achievement of educational goal.	2.88	0.971	Agreed
7.	Teaching of religious subjects develops sound moral value toward the achievement of educational goals.	2.94	0.952	Agreed
8.	Religious study helps students to be under significant pressure to go along with the majority, than remain an outsider.	2.95	0.978	Agreed
9.	Religious studies give room for students to worship their own beliefs without compromising other's faith.	2.86	1.016	Agreed
10.	Religious studies help in cultivating respect for the religion right of others.	2.89	0.977	Agreed
Grand Mean		2.90	0.979	

(Mean > 2.50 Agree, Mean < 2.50 Disagree)

Table 2 showed that number 6-10 of the items have their various mean and grand mean above 2.50 and high standard deviation scores. Hence, participants agreed with the items religious studies gives room for tolerance and achievement of educational goal with the mean score of 2.88, teaching of religious subjects develop sound and moral value toward the achievement of educational goal with mean score of 2.94, religious studies help students to be under significant pressure to go along with the majority than remain an outsider, religious studies give room for students to worship their own beliefs without compromising other's faith, religious studies help in cultivating respect for the religious right of others with the mean scores of 2.94, 2.86 and 2.89 respectively. Therefore, participants agreed that religious tolerance helps in enhancing sustainable national development in public senior secondary education.

Table 3
Mean and Standard Deviation on Civic Education

S#	Civic Education	Teacher Response		Decision
		Mean	SD	
11.	Civic education inculcates in students the aspiration of tolerance.	2.89	0.964	Agreed
12.	Civic education helps students to be conscious of their duties and responsibilities towards the growth of nation.	2.92	0.937	Agreed
13.	Civic education helps students to understand and respect the rule of laws and interest of others.	2.95	0.968	Agreed
14.	Civic education helps to produce responsible citizens who will maximally contribute to the building of a positive society.	2.89	1.031	Agreed
15.	Civil education inspires individuals to be responsible and devoted to the production of good government.	2.89	1.007	Agreed
Grand mean		2.91	0.981	

(Mean > 2.50 Agree, Mean < 2.50 Disagree)

Table 3 showed that number 11-15 of the items have their mean and grand mean above 2.50 and high standard deviation scores. Therefore, participants agreed that civic education helps in improving sustainable nation development in public senior secondary schools in Kwara State. The items which the participants agreed to includes; civic education inculcates in students the aspiration of tolerance with mean score of 2.89, civic education helps students to be conscious of their duties and responsibilities towards the growth of nation with the mean score of 2.92, civic education helps students to understand and respect the rule of laws and interest of others, civic education helps to produce responsible citizens who will maximally contribute to the building of a positive society and civic education inspires individuals to be responsible and devoted to the production of good government with the mean scores of 2.95, 2.89 and 2.89 respectively.

Hypotheses Testing

The analysis method applied in the research work was Pearson Product Moment Correlation Coefficients to test the set hypotheses.

H₀₁: There is no significant relationship between discipline and sustainable national development in public senior secondary schools.

Table 4

Discipline and Sustainable National Development in Public Senior Secondary Schools

Variable	N	\bar{x}	SD	Df	Cal-r	<i>p</i> -value	Decision
Discipline	539	11.53	3.739	1077	0.90	.000	Rejected
Sustainable National Development	539	2.89	1.886				

Table 4 shows that the calculated *r*-value = .90 and *p* value is .000 at the 0.05 level of significance. This shows that there is a positive and significant relationship between discipline and sustainable national development in public senior secondary schools. Therefore, the hypothesis which states that there is no significant relationship between discipline and sustainable national development in public senior secondary schools is rejected.

H₀₂: There is no significant relationship between religion tolerance and sustainable national development in public senior secondary schools.

Table 5

Religion Tolerance and Sustainable National Development in Public Senior Secondary Schools

Variable	N	\bar{x}	SD	Df	Cal-r	<i>p</i> -value	Decision
Religion tolerance	539	11.80	4.285	1077	0.91	.000	Rejected
Sustainable National Development	539	2.90	2.132				

Table 5 shows that calculated *r*-value = .91 and *p*- value is .000 at the 0.05 level of significance. This indicates that there is a positive relationship between religion tolerance and sustainable national development in public senior secondary schools. Therefore, the hypothesis which states that there is no significant relationship between religion tolerance and sustainable national development is rejected.

H₀₃: There is no significant relationship between civic education and sustainable national development in public senior secondary schools in Kwara State.

Table 6

Civic Education and Sustainable National Development in Public Senior Secondary Schools

Variable	N	\bar{x}	SD	Df	Cal-r	p-value	Decision
Civic education	539	11.73	3.527	1077	0.89	.000	Rejected
Sustainable National Development	539	2.80	1.789				

Table 6 indicates that the calculated r -value = .89 and p -value is .000 at the 0.05 level of significance. This shows that there is a positive and significant relationship between civic education and sustainable national development in public senior secondary schools in Kwara State. Therefore, the hypothesis which states that there is no significant relationship between civic education and sustainable national development is rejected.

5. Discussion

The result of question one shows that participants agree with the proposition that discipline of students brings about sustainable national development in public senior secondary schools in Kwara State. This supports the view that installing discipline in students will: lead to their willingness to do what is right without compulsion, help to produce upright, loyal and respectful students, create conducive teaching and learning environments, help learners to develop and have respect for constituted authority as well as facilitate the attainment of educational goals. Hypothesis one rejection shows that there is positive and substantial relationship between discipline and sustainable national development in public senior secondary schools in Kwara State in the opinions of its school principals and teachers.

This finding agreed with Oyesola (2002) who stated that self-discipline helps in promoting good moral behaviour, growth and development of self-respect that is necessary for a healthy attitude to raise the level of students' academic performance for sustainable national development. This finding also conform to Ikonne (2012)'s presentation that discipline, orderliness, integrity, selflessness, growth and development are the outcome of functional education. Similarly, this finding agreed with Enu and Esu (2011) that to build politically, socially, economically, united society and giving equal opportunity for all, there must be orientation which will reconstruct the attitude of people positively in all sectors including schools. This finding also conforms to Henry and Odera

(2012)'s study which stated that, without discipline, schools may not function effectively to achieve its stated goals and objectives. This is due to the fact that effective and efficient management of schools depend largely on the overall discipline in the organization.

The findings in Table 2 show that school principals and teachers in Kwara State believe that religious tolerance helps in enhancing sustainable national development in public senior secondary schools in Kwara State. They stated that religious studies in school give room for tolerance and achievement of educational goal, develop sound moral value toward the achievement of educational goals, help students to be under significant pressure to go along with majority than remain an outsider, give room for students to worship their own belief without compromising other's faith as well as helping in cultivating respect for the religious right of others. Results from hypothesis two show that, in the opinion of school principals and teachers in Kwara State, there is relationship between religious tolerance and sustainable national development in public senior secondary schools in Kwara State. This finding conform to Ugwuegbu (2011)'s evaluation that Nigerian value orientation is aimed at resolving the crisis of politics, religions, indiscipline and corruption.

The findings in table 3 shows that participants agree to the points that civic education help in improving sustainable national development in public senior secondary schools in Kwara State. Their views are that: civic education inculcate in students the aspiration of tolerance, help students to be conscious of their duties and responsibilities towards the growth of nation, help students to understand and respect the rule of law and interest of others, help to produce responsible citizens who will maximally contribute to the building of a positive society as well as inspire individuals to be responsible and devoted to the production of good government. Results from hypothesis three analysis show that there is positive and significant relationship between civic education and sustainable national development in public senior secondary schools in Kwara State. The findings agreed with Oyelami, Abayomi and Olatunde (2011) that civic education brings about harmonious relationship and peaceful co-existence in the communities and society at large. The finding also conforms to Olaitan (2007) who advocated that civic education is a way of teaching people about individual right, duties and responsibilities of becoming useful member in the society. The finding agree with Lukman and Audu (2014)'s study that provided evidence that civic education help individual to become sensible and discipline member of the communities by promoting good governance and national development. This finding also conformed to Dike (2005)'s report that

fundamental moral values should be taught in the school especially value pertaining to Nigeria's national life. As with Emah (2009), this finding confirms the view that civic education is a potent instrument that can bring about national development by helping to produce responsible citizens who will contribute optimally to the development of society.

6. Conclusions

There is no doubt that the youth nowadays need value re-orientation and this includes discipline, tolerance, respect and compassion. Above all, it must be understood that training the youth is a collective responsibility of parents, school and the members of the society. Therefore, by joining hands together, there is the probability of achieving a morally sound society. This paper emphasized ways of managing functional secondary education towards sustainable national development in terms of discipline, religion tolerance as well as civic education which is parts of critical variables of value re-orientation and sustainable national development in public senior secondary schools in Nigeria. Civic education is a pedagogical education for the production of responsible citizens who will contribute positively through value reorientation towards the realization of sustainable national development. The findings of this paper show that there is positive and significant relationship between discipline, religion tolerance, civic education and sustainable national development when based on the evidence of the views of secondary school principals and teachers in Kwara State.

7. Recommendations

From the findings of the study, the following recommendations for improvement were made:

1. Effort should be made to re-tune the mind set of teachers and parents to continue impacting discipline, good value and attitude into the psyche of students both at family level and school level by helping the learners to develop and have respect for constituted authorities, producing upright, loyal and respectful students, installing the willingness to do what is good and right without compulsion, creating conducive teaching and learning environment as well as facilitating the attainment of educational goals which in turn lead to sustainable national development.
2. Government should make religious studies compulsory in schools for the purpose of religious tolerance and achievement of educational goals by cultivating in students the respect for the religious right of others without compromising their own faith, helping students to develop sound moral value towards the achievement of educational goals, understanding significant pressure to along with majority than remain an outsider as well

as interacting and understanding other students who have different views in order to achieve sustainable national development. Also, there is need for a National Orientation Agency to set expected standard for the family, the schools, the traditional and religion bodies.

3. Effort should be made to ensure continuation of civic education in the schools in order to redefine students to be diligent, honest and patriotic by inculcating in students the spirit of tolerance, helping students to be conscious of their rights, duties and responsibilities towards the growth of the nation, producing responsible citizens who will maximally contribute to the development of a positive society, helping student to understand and respect rule of laws and interest of others as well as inspiring individuals to be responsible and devoted to the production of good government.

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