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EDITORIAL NOTE

This is Maiden Edition of the International Journal of Topical Educational Issues publication of the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto. This volume has twenty five (25) articles from distinguished scholars across the country.

To keep abreast with the changing world and competence in our profession, we need to write and publish our researches and theoretical position papers. The International Journal of Topical Educational Issues is an avenue for disseminating such knowledge. Our review of quality papers will be fair, open and efficient. The Editorial Board promised to assess promptly and publish quality research findings and position papers in all areas of education. Maiden Edition of this journal will go to press as soon as this volume is out.

Please encourage your colleagues to send articles. To those whose articles appeared in this edition, I say congratulations. Please do not relent in your effort to write and publish. In the academics, as you know, "it is publish or perish".

Thanks.

Prof. M. U. Tambawal (PEN, OCN, LPCN, NCASSON, MNISEP)
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Managing Education for Sustainable Peace and National Development: Focus on Principals' Managerial Roles in Kwara State, Nigeria

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Abstract

This study investigated the principals' managerial role in managing education for sustainable peace and national development in public senior secondary schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. The researchers constructed questionnaire titled Principal Managerial Role and Sustainable National Development Questionnaire (PMRSNDQ) was used for data collected. The data collected were analysed using Pearson Product Moment Correlation statistic. All hypotheses were tested at 0.05 level of significance. It was found that there was a significant relationship between principals' methods of supervision, decision making and sustainable national development. It was recommended that school principals should continue to use different methods of supervision as appropriate to improve teachers' job performance and also, principal should actively involve teachers in decision making in schools for the achievement of quality education for sustainable peace and national development.

Introduction

Education in Nigeria is regarded as an instrument 'per excellence' for effecting in national development (FGN, 2013). This can be the reason why every scholar irrespective of the school of thought agrees to the fact that education is the bedrock of economic, political and technological development of a nation. For school principal

It is essential to rethink and reshape their roles in an ever changing world, particularly in the area of teacher's professional development through the introduction of new learning technology within the school curriculum. Therefore, it is the principal's role and responsibility to create and build a positive environment and cultural awareness for teachers and provide a continuing and enduring support for them to improve their knowledge and skills.

Moreover, school principals should develop a new learning forum within schools so that teachers could share new learning experiences in a collegial manner. Also school principal must exercise their leadership role in an open and democratic manner in relation to management and administration of education in which all stakeholders are actively involve and participate in policy direction and policy development for the sustainable peace and national development.

Munasinghe (2004) view sustainable national development as a process of improving the range of opportunity that will enable individual human and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental system. Education and sustainable national development are interwoven and interconnected. While on the one hand, development is gear towards producing or creating something new or more advanced for the society and its members. This implies that, education is a tool which can enhance the desire sustainable development. Bwala and koroma (2005) therefore, refers education and sustainable development as two sides of the same coin. The theoretical framework of this study based on the Path-Goal Theory of Leadership. This theory holds that managers can facilitate job performance by showing staff members how their performance directly affects their receiving desired rewards. In other words, a leader's behaviour causes or contributes to staff satisfaction and acceptance of the leader if it increases goal attainment by workers (Ukeje 1992).

Four leadership behaviour associated with the path-goal theory are (i) Directive – the leader tells the followers what to do and when to do it. (ii) Supportive – the leader is friendly with and shows interest in staff. (iii) Participative – the leader seeks suggestions and involves staff in decision making. (iv) Achievement oriented – the leader establishes challenging goals and demonstrates confidence in staff in achieving these goals. The theory shows that supervision is an integral part of leadership. This implies that principal as a leaders need to employ all four of the behaviours in different situations. For example, principals may employ directive behaviour when supervising an inexperienced teachers and supportive behaviour when supervising a

well-trained, experienced teachers who is aware of the goals to be attained in order to achieve quality education for sustainable peace and national development.

Kanyimba, Katwa and Classen (2015) investigated the contribution of education for sustainable development to transformational leadership among selected Namibian school principals, in Namibian. A Sample of 8 schools was used and 1200 learners were selected. The data collected were analyzed using phenomenological analysis with an ideographic focus. The finding shows that education for sustainable development can be seen as a tool to promote transformational leadership. This study is germane to the current study in that education for sustainable development was seen as a tool to promote leadership. However the study left a lot of gap in that it did not examine leadership in terms of supervision and decision making.

Statement of the Problem

There is a growing interest among educational managers to promote sustainable peace and national development in Nigeria schools. However, the mechanisms that can be used to achieve this aim remain unclear. Principal managerial role in schools can be used to promote sustainable peace and national development because principals touch every aspect of learning, assessment and administration. This study sought to investigate how principal managerial roles could be used to promote sustainable peace and national development in public senior secondary schools in Kwara State, Nigeria.

Objectives of the Study

The objectives of this study are to find out:

- (1) The relationship between principals' methods of supervision and sustainable national development in public senior secondary schools in Kwara State.
- (2) The relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State.

Research Questions

In addressing the problem as above, the following research questions were raised:

- (1) What is the extent of the relationship between principals' methods of supervision and sustainable national development in public senior secondary schools in Kwara State?

- (2) The relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State?

Research Hypotheses

The following hypotheses were formulated and answered:

- (1) There is no significant relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State.
- (2) There is no significant relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State.

Research Methodology

The study adopted a descriptive research design. This design was considered suitable for the study because it gives the researcher the opportunity of obtaining the opinion of sample population to infer the opinion of the entire population. The population of this study was 6,715 teachers and 279 principals in public senior secondary schools in Kwara State. Samples of 361 teachers were drawn from 15 public secondary schools across the three senatorial districts by the use of Krejcie and Morgan (1971) table for determining sample size from a given population. Stratified random sampling technique was used to select 361 teachers. This was to ensure that all categories of teachers were given an equal chance of being selected.

The instruments used for data collection for this study was researcher constructed questionnaire titled Principals' Managerial Roles and Sustainable National Development Questionnaire (PMRSNDQ) was used for the study. The instruments were validated by the experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. The experts looked thoroughly into the adequacy of the structure, quality, volume and content of the instruments and whether they measures what they are supposed to measure or not. The reliability was determined with the use of Cronbach's Alpha to obtain reliability indexes of 0.83. The instruments were administered by the researchers with the help of research assistants to the teachers of the sampled public senior secondary schools. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

Data Analysis and Results

This study provides a descriptive analysis of extents of principals' managerial roles and sustainable national development. Simple frequencies and percentages were used in the description.

Table 1 below presents the percentage and frequency response of teachers who responded to the research questionnaire on principals' methods of supervision in public senior secondary schools in Kwara State.

Table 1: Extent of Principals' Methods of Supervision in Public Senior Secondary Schools in Kwara State

S/N	Principals' Methods of Supervision	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Principals' inspection is based on encouragement.	214	59	147	41
2.	Principals' inspection is flexible.	211	58	150	42
3.	Principal method of supervision is democratic	304	84	57	16
4.	Principal acts as a guide during supervision	317	88	44	12
5.	Principal initiates current teaching methods	316	88	45	12
Total		1,362	75	443	25
Average		272	75	89	25

Source: Researchers' field work

Item one in table 1 showed that 59% agreed that principals' inspection was based on encouragement. Item two in table 2 showed that 58% agreed with that view that principals' inspection was flexible. Item three showed that 84% of participants agreed with the view that principals used method of supervision which is democratic in nature. Item four indicated that 88% of participants agreed with the item description that principals acted as a guide during supervision. Also, 88% of participants agreed with the view that principals initiated current practices during supervision. In summary, 75% agreed that principals use different methods of supervision in public senior secondary schools in Kwara State. Table 1 below presents the percentage and frequency response of teachers who responded to the research questionnaire on principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State.

Table 2: Extent of Principals' Involvement of Teachers in Decision Making and Sustainable National Development in Public Senior Secondary Schools in Kwara State

S/N	Principals' Decision Making and Sustainable National Development	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Principal consult teachers in decision making	271	75	90	25
2.	Principal welcome advices from teachers	269	75	92	25
3.	Principal allow teachers to make constructive criticisms	253	70	108	30
4.	Principal make use of teachers decision	263	73	98	27
5.	Principal decision are always just and fair	262	73	99	27
	Total	1,318	73	487	27
	Average	264	73	97	27

Source: Researchers field work

Item in table 2 revealed that 75% of the teachers responded positively, that principals consult teachers in decision making on various issues. Item two showed that 75% of participants agreed that principals welcome advices from teachers. Majority, 70% of the participants agreed with the view that principals allow teachers to make constructive criticisms. Item four indicated that 73% agreed that principals make use of teachers' decision in taking administrative actions. Item five indicated that 73% of participants agreed that principals' decisions are always just and fair to all staff. In summary, 73% of participants agreed that principals encourage the involvement of teachers in decision affecting in public senior secondary schools in Kwara State.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficients to test the set hypotheses using 0.05 level of significance.

H₀₁: There is no significant relationship between principals' methods of supervision and sustainable national development in public senior secondary schools in Kwara State.

Table 3: The Relationship between Principals' Methods of Supervision and Sustainable National Development in Public Senior Secondary Schools in Kwara State

Variable	N	\bar{x}	Sd	Df	Cal-r	P. value	Decision
Method of Supervision	361	66.38	24.25	518	0.85	.000	Rejected
National development	361	53.65	20.65				

Table 3 indicates that calculated r-value = .85 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between principals' methods of supervision and sustainable national development. Therefore, the null hypothesis which states that there is no significant relationship between principals' methods of supervision and sustainable national development in senior secondary schools in Kwara State is rejected.

H₀₂: There is no significant relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State.

Table 4: Relationship between Principals' Involvement of Teachers in Decision Making and Sustainable National Development in Public Senior Secondary Schools in Kwara State

Variable	N	\bar{x}	Sd	Df	Cal-r	P. value	Decision
Decision making	361	29.5	6.56	696	0.65	.000	Rejected
Sustainable national development	361	25.5	5.25				

Table 4 indicates that calculated r-value = .65 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between principals' involvement of teachers in decision making and sustainable national development. Therefore, the null hypothesis which states that there is no significant relationship between principals' involvement of teacher in decision making and sustainable national development in senior secondary schools in Kwara State is rejected.

Summary of Major Findings

The major findings of this study were summarized as follows:

1. There is a positive and significant relationship between principals' methods of supervision and sustainable national development. Principals' method of supervision can highly and positively enhance teachers' job performance in public senior secondary schools in Kwara State. The better the method of supervision applied by the principals, the better it will enhance quality education for the sustainable peace and national development.
2. There is positive and significant relationship between principals' involvement of teachers in decision making and sustainable national development. The more principals involve the teachers in decision affecting the schools in Kwara State. The better the achievement productive education for sustainable peace and national development.

Discussion of Findings

Results from hypothesis one revealed that there is positive and significant relationship between principal methods of supervision and sustainable national development in public senior secondary schools in Kwara State. Results generated revealed that principals in public senior secondary schools in Kwara State supervised teachers by act as a guides during supervision and initiate current practices in order to enhance positive job performance of their teachers. This finding agreed with Kanyimba, Katawa and Classen (2015) who strongly maintained that education for sustainable development can be seen as a tool to promote transformational leadership. Supervision of instruction guided each individual teacher within the school system to perform the duties for which he/she was scheduled and to improve the effectiveness of teachers so that he/she can contribute maximally to the achievement of educational goal for sustainable peace and national development.

Results from hypothesis two showed that there is relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State. The findings of hypothesis two reveal that there was a positive and significant relationship between principals' involvement of teachers in decision making and sustainable national development in public senior secondary schools in Kwara State.

Conclusion

The findings of this study show that principals should continue to maintain and provide appropriate method of supervision for effective job performance of teachers. Also, principals should sustain the involvement of teachers in decision making for effective job performance in order to enhance quality education for the attainment of sustainable peace and national development.

Recommendations

1. Principals should continue to maintain and provide or use different methods of supervision as appropriate by inspecting teachers in the class, act as a guide as well as initiate current practices to improve teachers' job performance in order to achieve quality education for the sustainable peace and national development.
2. Principals should continue to actively involve teachers in decision making in schools so as to encourage them to utilize their wide range of experience in order to enhance quality education for sustainable peace and national development by consulting teachers, welcome their advice as well as their collective decision to ensure justice and fairness in public senior secondary schools in Kwara State.

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