



MANAGEMENT IMPERATIVE OF STUDENTS' PERSONNEL SERVICES AND ETHICAL CONSIDERATION FOR SUSTAINABLE JUNIOR SECONDARY EDUCATION IN CROSS RIVER STATE, NIGERIA



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Abstract

This study examined the management imperative of students' personnel services and ethical consideration for sustainable junior secondary education in Cross River State, Nigeria. Expost facto research design was adopted for the study. Two null research hypotheses were formulated to guide the study. The population of this study comprised two hundred and forty-six (246) secondary schools managers. Stratified and purposive sampling techniques were used to select four hundred and forty five (445) teachers to assess their school managers. The instrument for data collection was 4-point adopted Likert scale questionnaire developed by the researchers and titled "Managing Students' Personnel Services and ethical consideration for Sustainable Junior Secondary Education Questionnaire (MPSECSJSEQ)". The reliability coefficient of the instrument was 0.76 and 0.89 as overall after subjected to Cronbach Alpha reliability technique. The data collected were analyzed using Pearson's Product Moment Correlation Analysis statistics. The hypotheses were tested at .05 level of significance. The findings of the study revealed that, managing students' personnel services in terms of management of disciplinary services and management of recreational services on ethical consideration, significantly correlated with sustainable junior secondary education. Premised on the findings of the study, it was concluded that, managing students' personnel services through management of disciplinary and management of recreational services on ethical ground, significantly relate to sustainable junior secondary education in Cross River State. It was therefore recommended among others that school

principals should ensure appropriate and result-oriented disciplinary services and in the provisions of educational facilities to help achieve the much expected sustainable junior secondary education goals and objectives in Cross River State, Nigeria.

Keywords: *Management, imperative, Personnel Services, Sustainable , ethical consideration, Junior Secondary Education.*

Introduction

Education cardinally plays a very critical role in the development of human capital in any society. This means, the development of a given society could be attributed to the level of skills, abilities, values, behaviours and competencies acquired and utilized by the people for the growth and sustainability of such society and beyond. Junior secondary education in this view is unique in the educational development of a child being the bridge between primary and senior secondary education. It is the education that sought to develop a child better than the primary level because it is obvious that primary education is insufficient for a child to acquire literacy, numeracy and communication skills which are functions of basic human's needs and societal socioeconomic growth and development (Yusuf, 2009). Bajaj and Chiv in Boyi (2013) conceptualized junior secondary education as the key instrument for bringing about in the child positive changes in knowledge, values, behaviours and life styles required to achieve sustainability and stability in the society. These essential lifelong learning capabilities like ecological literacy, business fundamentals, decision-making, creative problem-solving, communication skills and team work acquired through junior secondary education are viewed in Nigeria as instrument par-excellence for fostering sustainable development (Federal Republic of Nigeria, 2013).

The achievement of these lofty goals pave way for sustainable development thus calls for stanch efforts to initiate programmes and execute them for the overall interest of the people. Sustainable development is the development which meets the needs of the present generations without compromising the ability of future generations to meet their own needs (Park, 2009). United Nations General Assembly (2015) adopted 2030 education agenda for sustainable development. With this adoption, sustainability remains the fundamental objective in the 21st century. Sustainability in this study is the ability of junior secondary education to outlive this epoch of global competitiveness by means of renewal resources to meet its aspirations. It involves its efficacy to continue to survive, keep in touch with and maintain its relevance at all times through effective management of students' personnel services. This implied that, sustainable development is the process of change in which the exploitation of students' personnel management services, resources and direction of investment towards the provision of these services and institutional changes are all in harmony and foster both present and future aspirations to meet individual and societal needs and desires.

Education for sustainable development is very crucial to learning in schools. It involves the integration of the indispensable principles, culture, values and practices of sustainable development into all areas of education for learning. The essence is that, such critical inputs would generate a more sustainable future in terms of economic viability, environmental integrity, a strong and self-reliant economy and a just and egalitarian society of both the present and future generations.

Personnel service is that specialized activity of an institution which provides for the recruitment, development and utilization of its human resource. Personnel service according to James and Anashie (2020) is concerned with people at work, the authority over their welfare, safety and maintenance, their relationship within the organization and between the workers and their employers with a view to achieving the corporate objectives. Student services is that function of educational management fashioned to secure students' admission and educate them to acquire basic lifelong learning skills and knowledge for the attainment of the school goals (Edem in Ukpong, 2021). Students' personnel services are those services which are out-of-normal classroom instructions designed to enable students improve upon themselves to become all-round educated and law abiding individuals within and outside the school system. Okeke in Ukpong, (2021) viewed students' personnel services as those exceptional



classroom supporting services offering outside the school curricula that impinge upon the maturation of the self of students.

Similarly, it is the creation of enabling atmosphere for effective teaching-learning activities so that students would acquire the desired rudimentary lifelong learning skills, knowledge and attitudes which would enable them perform efficiently for the betterment of the society. Contextually, students' personnel services comprises those managerial services that impinge students' safety in schools as regards management of disciplinary services, management of recreational services, management of enrolment services, management of registration services, management of catering services, management of library services, management of guidance and counseling services, management of transportation services, management of inventory services, management of environmental sanitation services, management of welfare services, boarding services, management of admission services and the likes.

Ogban, Nnaji, Unambia and Effah, 2022, on ethical consideration, suggested the adoption of ICT and Entrepreneurship Education in Secondary School, as strategy for sustainable youth empowerment. By so doing, the learners are preoccupied physically, mentally and emotionally, so as, they guide against negative vices in the school environment. This presuffices the provision and utilisation of ICT facilities and entrepreneurship resources in schools, which, predict sustainable youth empowerment. Ethically speaking, the sustainable empowerment of the youths can be assured with their creative and innovative transformational life style in ICT and Entrepreneurial skills

1. Management of Disciplinary Services and ethical consideration for Sustainable Junior Secondary Education

Disciplinary service is crucial in school management. Ethically, management of disciplinary services for Sustainable Junior Secondary Education involves the mode of life in accordance with laid down rules of the school to which all members must conform; the violation of which are questionable and also disciplined. Managing disciplinary services in school requires the creation of enabling environment to assist subordinates operate sociably with the aim of achieving the desired goals. James (2017) pinned, that, school disciplinary services remain the managers' directed activities which seeks to lead, guide, manage or confront subordinate about behaviour that is disruptive to the rights of others and that of the school system. This implies that, management of disciplinary services appeal to the recognition of the inherent dignity and rights of the individuals, committed to humanitarian principles and ideals, offered self-direction and founded on an understanding of acceptable behaviour. Put differently, an effective junior secondary education manager (principal) is expected to make sure that subordinates know clearly the schools' rules and regulations through various approaches and their relations to the welfare of individual or groups and the educational process (Akpan, Okey & Esirah, 2005).

Dunham in Ehiane (2014) posited that effective management of disciplinary services in schools helps in the achievement of goals, expectation and responsibility in students. This implies that, effective management of disciplinary services in schools is the key for the students' journey towards the sustainability of society. Ehiane (2014) carried out a study to establish the relationships between schools' discipline and students' academic performance. Cross sectional research survey design was adopted for the study. Interview guide, document review and questionnaire were the main instruments used for data collection. Simple percentage and chi-square statistical method were used to analyze the data. Premised from the findings, it was recommended among others that, effective schools' discipline should be encouraged by way of controlling students' behaviour towards enhancing students' academic performance in school. James (2017) found a significant relationship between head teachers' disciplinary practices and teachers' job productivity in schools.

In a research earlier carried out by James (2016) on the influence of administrative practices on quality assurance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. The null hypothesis that school disciplinary measures have no significant influence on quality assurance was tested with one-way analysis of variance (ANOVA). The result revealed that, school disciplinary measures significantly influence quality assurance in public secondary schools. The null hypothesis was



therefore rejected while the alternate was retained. Based on the finding, it was concluded that, when school administrators ensure good working and learning condition by way of maintaining the school facilities, provides adequate learning materials, there would be implicit obedience of the rules and regulations by the subordinates.

2. Management of Recreational Services and ethical consideration for Sustainable Junior Secondary Education

Ethically speaking, the management of recreational services involves all forms of recreational activities that promote learners' social and psychosomatic creative abilities and ensure buddy atmospheres for self-expression (Bhullar, 2002). Management of recreational activities forms an integral part of educational programme which tends to enrich learners' learning and enlivening the school atmosphere. Students acquire many subtle learning fundamentals such as human values, manners, beliefs and thinking patterns through hidden curriculum which is also manifested in recreational activities and improved learning outcome (Office for Standard in Education, 2009). Lasker and Weiss (2003) in a report concerning recreational activities in school system stated that, even with the most satisfactory school-room conditions, students needed a more direct outlet for their personality, that recreational activities provided them freedom and the atmosphere for expressing themselves outside the tight formalities of the school academic programme. These activities offered ample opportunities for self-expression and outlets for the flow of surplus energies of the students. Therefore, recreational activities were valuable for developing proper habits, interests, attitudes and ideals among students (Schneider, 2002).

In a study carried out by Vaidya (2002) on the effects of extra-curricula's activity participation on academic achievement of secondary schools' students. The study sampled 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not part in any of the recreational activities during the second quarter. The results of the finding showed that, participants had higher grade points average in the first quarter (that is during soccer season) than in the second quarter (outside soccer season) and the students' attendance was also found to be higher during the soccer season. The findings similarly indicated that, total recreational activity participation was positively correlated with global absenteeism, academic track, parental aspiration, senior year education, college attendance and senior occupational aspirations.

Supporting the above reports, Borhade (2012) in a study reported that, students suffering from high anxiety got relieved of it through regular participation in recreational activities. Participation in these activities improves self-esteem, self-satisfaction, personal worth and emotional adjustment. The findings also indicated that, participation in recreational activities especially in sports, yoga, field visit, social services and drama helps in reducing the anxiety level of the participants.

Okon and Sule (2006) in a study reported that junior secondary school is marked by poorly managed students' personnel services such as management of disciplinary services, management of recreational services, management of catering services, management of library services, management of guidance and counseling services and management of admission services which affect the system sustainability effectiveness. Poor management of students' personnel services in terms of management of disciplinary services, management of recreational services in schools have serious impacts on the realization of junior secondary education sustainability as regard sustainable records keeping, sustainable instructional strategies, sustainable learning environment, sustainable relevance curriculum contents and sustainable teaching effectiveness (Chidobi, 2015).

Essentially, the sustainability of junior secondary education depends on the quality and ability of the managers (principals). The managers (principals) get things done and have the ability to inspire, moderate, guide, direct and listen. James, (2016) opined school managers (principals) as the person on whose shoulders rest the entire administration, management, success or failure of the school since they are the hub on which the wheel of the system revolves. They identify and set goals and objectives for the school in line with the national objectives, analyses tasks and share responsibilities of the staff in



accordance to expertise and specialization. Put differently, school managers influence what transpire in a school system which promote, nourishes or impede the sustainability of junior secondary education.

Managers (principals) in junior secondary schools in Cross River State have been challenged to their face on the students' personnel services employed by them in their respective schools. The most appropriate and effective management of students' personnel services regarding management of disciplinary services, management of library services, management of guidance and counseling services, management of transportation services, management of environmental sanitation services and management of recreational services alike for sustainability of junior secondary education in terms of sustainable records keeping, sustainable instructional strategies, sustainable learning environment, sustainable relevance curriculum contents and sustainable communication skills is what most stakeholders in education sector desire and agitate for.

Consequently, it appears managers (principals) in junior secondary schools have failed in performing their statutory responsibilities regarding the management of disciplinary services and management of recreational services alike to achieve sustainability of junior secondary education in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills in the State. It is observed that managers in junior secondary schools no longer ensure the desired sustainable records keeping, sustainable learning environment, sustainable instructional strategies, sustainable teaching-learning effectiveness, sustainable relevance curriculum contents and sustainable communication skills alike in schools. This may be as a result of the managers' inability to adopt and put into action the required transformational leadership qualities to implement the desired students' personnel services regarding management of disciplinary, management of library, management of guidance and counseling, management of transportation, management of environmental sanitation and management of recreational alike hence the situation has generated tremendous threats on sustainability of junior secondary education goals attainment in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills.

Regarding the issue of sustainable learning environment, it is observed that in most junior secondary schools there are crisis of poor sustainability of learning environment. This situation hamstrung effective teaching and learning activities. Most schools do not appear to possess the transformational leadership magnetism regarding managing students' personnel services in areas like management of disciplinary services, management of library services, management of guidance and counseling services and management of recreational services to fashion the desired sustainable learning environment which enhances the attainment of junior secondary school goals and objectives. Ahmed (2003) posited that, in most junior secondary schools, teaching and learning take place under poor environment, lacking the basic materials for instructional delivery thus hindering the fulfillment of educational goals and objectives. In same vein, there are reports of insufficient infrastructural and instructional facilities which have bedeviled disciplinary standard of junior secondary schools such as functional disciplinary, recreational, guidance and counseling, transportation, environmental sanitation, laboratories and libraries facilities, well equipped classrooms, workshops and among others. Jaiyeoba and Atanda (2003) reported that those facilities enable junior secondary schools to achieve a level of sustainability effectiveness that exceeds what is possible when they are not provided. Availability of infrastructures like the disciplinary, recreational, guidance and counseling, transportation, environmental sanitation, laboratories, libraries and classrooms facilities in the right quantity and quality is germane in sustainable junior education provision.

Another cursory area of sustainable junior secondary education is the relevance of its curriculum contents fixed up for the learners. Allele – Williams in Usen, Ukpung and Ekpenyong (2017) lamented gloomily that what is of great concern is that most curriculum contents offering in junior secondary schools are not current and most learning is mere paper and pencil work. This implies that, there exist very little or no practical hands on learning owing to the fact that the curriculum is not relevant to needs of the learners, teachers' qualification and training (Ige, 2013). If the curriculum is relevant to students' life, the children would be interested in learning about sustainability. In other



word, the children quest for knowledge, skills, values, competencies and creative problem-solving capabilities leading to more sustainable lives would develop. The learners would develop more productive attitudes toward learning better behavior for improved standards of living. This reveals that sustainability has taken the center stage as an imperative tool in maximizing teaching-learning activities in school system. This fact was supported by Gayford (2009) who posited that, in most successful disciplined junior secondary schools, sustainability forms an integral part of a well-planned curriculum alongside special events and activities which are experienced both within and outside the classroom and these foster students' attitudes towards learning.

Another worrying issue of sustainable junior secondary education is the aspect of instructional strategies such as inquiry, problem-solving, play-way and experimentation employ by most junior secondary schools is yet to attain an appreciable levels. This situation has procured attendant consequences on the realization of sustainable junior secondary education. Percy-Smith (2009) overtly reported that, to achieve sustainability of junior secondary education, the system should employ practical and experimental learning strategies which would enable the children to act on their learning in regards to sustainable life-styles. Therefore, if sustainable junior secondary education in terms of sustainable learning environment, sustainable teaching-learning process, sustainable relevance curriculum contents and sustainable communication skills is viewed as socio-cultural practice regarding management of disciplinary services, management of library services, management of guidance and counseling services, management of transportation services, management of environmental sanitation services and management of recreational services alike rather than a set of knowledge and skills, it would help learners to be agents of change as well as students. Higgs & Macmillan, (2006) reported that to achieve sustainable education, management of students' personnel services should be carefully addressed in junior secondary schools to enhance learning about sustainable and adoption of sustainable behavior.

The most worrisome aspect of junior secondary education is the complaint of teachers and scholars that there have been poor keeping of valuable records in some junior secondary schools. It appears also that most junior secondary schools lack proper storage facilities hence records are kept at the mercy of termites, rats, weather and other destructive elements. Ereh and Okon (2015) stated that in some junior secondary schools where these records are kept, several complain showed that, they are kept in the care of poorly trained or totally ignorant records clerks thereby hinder easy collection of data, processes, storage and retrieval of information. Adeleye, Adu and Olatunde (2012) orated that the greatest encumbrance to the sustainable records keeping system in schools is the inability of some school managers to manage students' personnel services in terms of management of disciplinary services as regards management of funds. This means, without adequate funds, sustainable records keeping is tantamount to a mirage. That is, "building castles in the air". Effective management of funds is important in purchasing needed equipment/facilities and stationeries for sustainable records keeping activities as this will go a long way assuring sustainable junior secondary education goals and objectives.

Ogban, Nnaji, Unambia and Effah(2022) adduced that the provision of Information and Communications Technology (ICT) and entrepreneurship education in secondary schools is a strategy for sustainable youth empowerment in Calabar metropolis, cross river state, Nigeria. The purpose of the study was to determine wheather provision of ICT and entrepreneurship education in secondary schools relate to sustainable youth empowerment in Calabar Metropolis, Cross River State. Two hypotheses were formulated to guide the study. Survey research design was adopted for the study. The population of the study is 2,349 which comprises 1,245 SS2 students, 1,080 teachers and 24 principals in the 24 public secondary schools in Calabar Metropolis. A multistage sampling technique involving Purposive and simple random techniques was adopted in selecting 200 students who formed the sample of the study. A questionnaire titled " ICT and entrepreneurship education in secondary schools for sustainable youth empowerment questionnaire, (ICTEESSSYEQ)" was used for data collection. The data collected were analysed using simple linear regression. Results showed that provision of ICT and entrepreneurship education in secondary schools significantly predicts sustainable youth empowerment

in Calabar Metropolis. Based on the results, it was concluded that the sustainable empowerment of youths in Calabar metropolis can be achieved through the provision of ICT and integration of entrepreneurship education in secondary schools. It was recommended, among others, that government and other stakeholders should endeavour to provide ICT facilities for use in schools. Thus, the dire need to enhance recreational services in schools in tandem with global best practices.

Statement of the problem

School managers in junior secondary schools in Cross River State have been seriously challenged in the ways and manners they deployed in the management of students' personnel services in their respective schools. The crux of the is that some of them seem to have failed in the management of students' personnel services resulting from their inability to demonstrate professional students' personnel services strategies in areas like management of disciplinary services, management of transportation services, management of environmental sanitation services and management of recreational services to achieve the expected sustainability of junior secondary education regarding sustainable learning environment, sustainable instructional strategies sustainable relevance curriculum contents and sustainable records keeping.

Regarding the issue of sustainable learning environment in most junior secondary schools, it is observed that the situation is not supportive of the students' lifelong learning skills. It seems there are crisis of poor sustainability of learning environment. Most schools do not appear to posses the transformational leadership magnetism or manpower to bring to bear the fundamentals of managing students' personnel services in areas like management of disciplinary services, management of library services, management of guidance and counseling services and management of recreational services to achieve the desired sustainable learning environment capable of enhancing the attainment of junior secondary school goals and objectives. This situation hamstrung effective teaching- learning activities cum the junior secondary school goals and objectives.

Another issue is the aspect of relevance curriculum contents occasioned by poor management of students' personnel services in junior secondary schools. It appears that the curriculum contents seem not to be relevant to learners' future life hence affect learners' quest for skillful knowledge which may lead to sustainable lifestyle both in the present and in the future. This implies that, there exist very little or no practical hands on learning owing to the fact that the curriculum contents is not relevant to the needs and aspirations of the learners, teachers' qualification and training. This situation has engenders unprecedented consequences on the sustainability of junior secondary school goals and objectives due to poor management of students' personnel services by school managers.

Moreover, the school utilization of realistic instructional strategies like practical, problem-solving, play-way, enquiry and experimental strategies to capture the interests of the learners is nothing to write home about. The situation has procured attendant consequences on the realization of sustainable junior secondary education owing to the schools managers' incompetence's ability to discharge managerial strategies that are goal-oriented in regards to students' personnel services.

Another most worrisome issue is the complaint of poor keeping of valuable records in some junior secondary schools. Some schools lack proper storage facilities, hence, records are kept at the mercy of termites, rats, weather and other destructive elements. This situation has resulted to none realization of the sustainable junior secondary education goals and objectives.

Stakeholders in the sector and the general public tend to blame this on, ineffective, on the part of school managers of junior secondary schools in managing students' personnel services, with respect to the management of disciplinary services and management of recreational services on ethical consideration, as, evidenced in the slow dispensation of sustainable learning environment, sustainable instructional strategies sustainable relevance curriculum contents and sustainable records keeping which are basic to the attainment of sustainable junior secondary education goals.

Nonetheless, deliberate attempts have been made by concerned stakeholders in the sector to remedy the dreaded endemic through the provision of school facilities and capacity development programmes for junior secondary schools managers and the likes yet the problem of managing students'



personnel services for sustainable junior secondary education still persist. Ethically, Students' personnel services have to do with all the practices and services that are provided to students for the attainment of educational goals and objectives.

However, the extent to which students' personnel services are managed on ethical consideration can enhance or militate against sustainable junior secondary education. In this context, students' personnel services have to do with all the practices and services such as management of disciplinary services and recreational services ethically provided to the students for the attainment of educational goals and objectives. Therefore, the sharp decline in the management of these services in junior secondary schools is capable of bringing about the retrogression tends to have experienced in junior secondary education. It is against this background therefore, this study seeks to determine examine what relationship exists between managing students' personnel services and ethical consideration for sustainable junior secondary education in Cross River State?

Purpose of the study

The purpose of this study was to examine what relationship exists between managing students' personnel services and sustainable junior secondary education in Cross River State? Specifically, the study sought to examine what relationship exists between;

1. Management of disciplinary services and ethical consideration for sustainable junior secondary education in Cross River State.
2. Management of recreational services and ethical consideration for sustainable junior secondary education in Cross River State.

Research hypotheses

The following null hypotheses guided the study;

1. There is no significant relationship between management of disciplinary services and ethical consideration for sustainable junior secondary education, with ethical consideration..
2. Sustainable junior secondary education is not significantly related to management of recreational services, with ethical consideration.

Research methodology

The study on the management imperative of students' personnel services for sustainable junior secondary education covered the entire three education zones in Cross River State. The research design adopted for this study was survey design. The population of this study comprised all the educational managers (principals) in the two hundred and forty six (246) junior secondary schools in the State. To achieve the purpose of the study, teachers in the schools were stratified by Education Zone thus: Calabar Zone - 2153 (910 male and 1243 female); Ikom Zone- 1623 (1081 male and 542 female); Ogoja Zone – 1343 (956 male and 387 female) making a total of 5119 teachers in schools across the Zones (Cross River State Secondary Education Board, 2018). Purposive sampling technique was used to select 450 teachers across the three Education Zones as thus; Calabar Zone - 150; Ikom Zone - 150 and Ogoja Zone - 150. This altogether gives a total of 450 teachers selected to assess their schools' managers. A breakdown of the sample shows that there were 214 males and 235 females.

Instrument for data collection was titled "Managing Students' Personnel Services for Sustainable Junior Secondary Education Questionnaire (MSPSSJSEQ)". It was designed by the researchers with the help of two experts in Educational Management Department and one expert in Measurements and Evaluation unit in the Department of Educational Foundation. The reliability of the instrument was reached through Cronbach Alpha Reliability method. The result of the reliability estimate of the instrument obtained after analyzing the responses ranges from 0.76 to 0.89. This shows that the instrument was reliable and fit for the exercise. Copies of the instruments were administered on the assessors (teachers) in their various schools by the researchers with the help of three trained research assistants. At the end of the exercise, out of four hundred and fifty (450) copies of questionnaire administered, four hundred and forty-five (445) were successfully completed and

retrieved from the assessors and use for data analysis. Data collected were analyzed using Pearson's Product Moment Correlation statistical technique and the hypotheses were tested at 0.05 level of significance.

Hypothesis one

There is no significant relationship between management of disciplinary services and ethical consideration sustainable junior secondary education.

Table 1

Result of Pearson Product Moment Correlation Analysis of management of disciplinary services and ethical consideration for sustainable junior secondary education. (n = 445)

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value
Management of disciplinary services	7342	125006	129406	0.203*
Ethical consideration	7791	141077		

*Significant at .05 level; df = 443; critical r = 0.088.

From table 1, the calculated r-value of 0.203 is greater than the critical r-value of 0.088 at .05 level of significance with 443 degrees of freedom. Therefore, the null hypothesis was rejected while the alternate was upheld. This means that there is a significant relationship between management of disciplinary services and ethical consideration for sustainable junior secondary education. The implication is that the higher the management of disciplinary services for students in ethical consideration, the higher the sustainability of junior secondary education in Cross River State.

Hypothesis two

Sustainable junior secondary education is not significantly related to management of recreational services on ethical consideration.

Table 2

Result of Pearson Product Moment Correlation Analysis of the relationship between management of recreational services and ethical consideration for sustainable junior secondary education (n = 445)

Variable	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value
Management of recreational services	7312	124146	128916	0.208*
Ethical consideration	7791	141077		

*Significant at .05 level; df = 443; critical r = 0.088.

From table 2, the calculated r-value of 0.208 is greater than the critical r-value of 0.088 at .05 level of significance with 443 degree of freedom. Therefore, the null hypothesis was rejected while the alternate was upheld. This means that sustainable junior secondary education is significantly related to management of recreational services on ethical consideration. Ethically, the implication is that the higher the management of recreational services for the students the higher the sustainability of junior secondary education in Cross River State.

Discussion of the findings

The result of hypothesis one was significant. That means, there is significant relationship between management of disciplinary practices and ethical consideration for sustainable junior secondary education. This however led to the rejection of the null hypothesis while retaining the alternate hypothesis. The result suggests, that, management of disciplinary practices in ethical consideration, performs a significant role on sustainable junior secondary education. The result of this



finding is in consonance with the findings of James (2017) who reported that, school disciplinary practices was crucial in school management which accordingly involved the mode of life in accordance with laid down rules of the school to which all members must conform and the violation of which are questionable and also disciplined. The result of this findings similarly supported the findings of James (2016) who reported that, school administrators should promote good working and learning conditions by way of maintaining and making functional at all times the school-physical facilities; to ensure implicit obedience of the rules and regulations by all members. The result of this finding agrees with the conclusion of Dunham in Ehiane (2014) who earlier reported that, effective management of disciplinary practices in schools helps in the achievement of goals, expectations and responsibilities in students. The study further reported that, effective disciplinary practice was the key in the journey towards sustainable junior secondary education.

The result of hypothesis two was significant. The positive nature of the correlation coefficients revealed that, the more recreational services are provided and effectively managed, ethically, the higher the level of sustainable junior secondary education. This finding could be attributed to the government conscious effort to the provision of recreational facilities in schools, junior secondary education inclusive. The involvement of students in recreational activities such as sports and games complements learners' classroom curricular activities and develop in them the spirit of sportsmanship, teamwork and inter-school relationship amongst others. The outcome of this study agrees with the reports of Schineider (2002) who cleverly averred that, recreational activities in school system were of crucial and valuable for developing proper habits, interests, beliefs, attitudes and social ideals among students. It is in agreement with the finding of Vaidya (2002) who stated that in schools system where extra-curricular activities form an integral part of the school programmes and participation made compulsory for both teachers and students, sustainability of junior secondary education has been enhanced. The result of this finding agrees with that of Borhade (2012) who discovered that, in effective schools, students suffering from high anxiety got relieved of it through regular participation in extra-curricular activities.

Conclusion

Arising from the results of the findings, it could be concluded that management imperative of students' personnel services through disciplinary services and recreational services significantly relate to sustainable junior secondary education in Cross River State, Nigeria. On ethical consideration, this implies that attention is drawn to the effective and efficient management of students personnel services by the school administrators to ensure quality and conducive teaching and learning environment, at the present and in the nearest future. To this end, it behoves the school managers to effectively and efficiently manage the students personnel services, in order, to embellish virtues such as respect for elders, honesty, self discipline, hardwork, selfishness, patriotism and good values in school members and the provision of appropriate school facilities in tandem with global best practices in the typical teaching and learning environment for posterity.

Recommendations

1. The junior secondary school managers should ensure appropriate and result-oriented students disciplinary services, to help achieve the much expected sustainable junior secondary education goals and objectives in Cross River State, Nigeria.
2. Institutional managers should work as a team to ensure that recreational facilities are sufficiently available for the students maximum use in the secondary schools

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