
HOME-FACTORS AS DETERMINANTS OF JUNIOR
SECONDARY SCHOOL STUDENTS' KNOWLEDGE AND
ATTITUDES TOWARDS EFFECTIVE LEADERSHIP
CONCEPTS IN SOCIAL STUDIES IN OSUN STATE

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Abstract

This paper examines home -factors as the determinants of Junior Secondary School students' knowledge and attitudes towards effective leadership concepts in Social Studies in Osun state. A descriptive survey research design has been adopted on a total of 240 students who were purposively sampled. The researcher used a validated self-constructed questionnaire tagged "Students Knowledge Test On Effective Leadership" (SKTOEL) and Students Attitude Scale On Effective Leadership (SASOEL) which was constructed on four likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instruments were trial-tested and reliability co-efficient of 0.78 was obtained using Cronbach Alpha formula. The questionnaires were administered on students from public and private schools and data collected were analyzed using frequency counts, percentages, mean scores and t-test statistics. The results of the study showed that there is no significant difference in the knowledge of male and female students on effective leadership

concepts; that there is a significant difference between the attitudes of students from Low economic status and High economic status; that there is significant difference in the knowledge of students from both low and high economic status; and that there is significant difference in the attitudes of the students with leadership roles in schools and those without leadership roles in schools. Based on the findings, it was recommended that parents should involve their children actively in the family decision making; parenting styles at home should be democratic; and that children should be given leadership and responsibilities at home and in schools.

Keywords: Effective Leadership, Home-factors, sustenance of Democracy, Knowledge, Attitude

Introduction

Many political leaders and public office holders have suddenly retreated from doing what is expected of them as good and effective leaders. The zeal and concern to write this paper of this nature is borne out of the many disappointments meted on the part of our leaders in Nigeria. The ugly experience of our leadership and government agents has neglected the hope from the many citizens. Many believe in the ability of any government to meet the yearnings and aspirations of its entire citizenry and the international community both now and in the future depends largely on the ability, competence, loyalty, dedication and the capability of its leadership and governance machinery. However, there have been several efforts at changing the lots of Nigerians through awareness and enlightenment packages. Several efforts have been put in place such as retreat for political office holders, the top echelon of the civil service and administrative heads of ministries and extra-ministerial departments and parastatals; seminar and conferences, re-orientation workshops for directorate level staffs, in house training e.t.c. but all these are to no effect in enhancing effective leadership in Nigeria. This paper, therefore, aims at raising awareness among Nigerians and major stake-holders in the

education sector the vital roles the home factors can play in promoting effective leadership and the sustenance of democracy in Nigeria and the need to reshape our leadership to ensure effective leadership. (Akintunde, Shitu, Oyekunle & Oluseyi, 2015).

Democracy is popularly referred to as the government of the people, by the people and for the people. In a democratic society, everyone has a share of effective and responsible. Everyone has a share of the dividends of democracy if their leaders are effective and responsible. Every nation has virtually embraced democracy perhaps because of the many benefits they will enjoy such as periodic free and fair election, the supremacy of the written constitution, sharing of political power and resources allocation of the nation. The essence of a democratic government hinges on the best quality of life assured all the citizens and their choices in the determination of the government statement of intention. Democracy prepares every citizen to become an active citizen having sense of belonging (Dickson, 2011; Lawal, 2012; Emeh, 2014).

Several studies conducted have shown the high level of disappointment by the African leaders. World Bank, (1992) gave the characteristics of bad governance such as Private gains, failure to establish a predictable framework for law, manners and behaviours in a government, excessive rules, arbitrariness, priorities that are inconsistent with development, and this results in the excessive misallocation of resources as well as lack of transparency in decision making. When all these attributes occur to a point of lawlessness, lack of regard for constitution and rule of law, they create an environment where democracy is not said to be sustained, (Salman, 2002; Odunuga, 2003; Ogundiya & Sarafa, 2010; ShiwBalak, 2017).

Anyadike and Emeh (2014) conducted a research on effective leadership for good governance in Nigeria; addressing the interface and found out that the underscoring of the effectiveness of leadership on good governance hinged on the highly professed problem of Nigeria by renowned scholars and political juggernauts. The study then concluded that effective leadership requires a leader to seek the welfare of his people and to guide them in achieving

those objectives of the nation and leaders that will have zero tolerance for corruption, and because governance involves the exercise of authority, direction and control of people with the interest of people in the front burner, good governance calls for selflessness, compassion, transparency and accountability on the part of an effective leader.

Literatures reviewed show that several factors are responsible for ineffective leadership in Nigeria and other African countries. They are corruption, tribal loyalty, value disintegration, mass poverty, disrespect for constitution and poor home background of many citizen (Odunuga, 2003; World Bank 1992; Obadan, 1998; Kouzes, & Posner, 1987).

Leadership problem exists in Nigeria and many studies have confirmed this. (Mustafa, 2004; Achebe, 1988). They found out that Nigeria is in dire need of transformation, and suggested that additional research should be conducted into the role of leadership in national development from the Nigerian experience. Many Nigerian leaders were found wanting in the areas of infrastructural development Akinwale et al (2010). The hope of many Nigerians have been dashed due to the repeated failure by successful political leaderships to provide good governance in Nigeria's public sectors (Mustafa, 2006).

Researches were also conducted on home factors as determinants of citizen's perception of effective leadership and sustenance of democracy in Nigeria. Undiyaundeye, and Inakwu, (2009) conducted a study on the role of the family in Nation building. In their study, they noted that individuals in the society, all come from various families and since a family is a micro-society of a solid foundation, various aspect of the nation-building including leadership roles should be looked into including family in terms of values, including leadership. They also identified the roles of home (family) as effective child-rearing techniques, effective socialization, effective family guidance, democratic problem solving styles and effective conflict resolution strategies. They noted that values, attitudes, roles will go a long way in curbing many social ills of our nation including ineffective leadership (Charles, 2015; Obasi, 2004).

Another study conducted by Undiyaunde and Inakwu (2009) on the family and the right of children also noted that many families nowadays may be either nuclear or polygamous families all of which has great influence on the child's perception on issues and their rights.

The parents' negative attitude towards the rights of the child and the violation of rights of the child in the family has negative influence on a child's perception of effective leadership and sustenance of democracy. Many children are deprived of their rights. From the economic perspective, parents or families devote more attention to their trade or business than to their children. Some children are even engaged in street hawking and forced labour. A survey of parental attitude towards children's right to education by Owoeye, (2007) revealed the strong impact the parental attitude has on maintenance and denial of children's right on education and how a large percentage of parents today see the child as a property. Children from low economic status are usually deprived of many educational facilities that can turn them into future effective leaders. While the children from high economic status have access to many educational resources and right from home educational resources and right from home environment, they are aware and appreciate the importance of a good leader and can differentiate a bad leader from a good one. Also, studies revealed that transformational leaders are associated with families from high economic status (Wright, 1996; Bass, 1990; Bryant, 2003).

Literature reviewed shows that many factors could be responsible for students' knowledge and attitude towards effective leadership concept such as students personal factors, home-environmental factors, school location, locus of control, achievement, motivation, self-efficacy, social skills e.t.c. Empirical literature has shown that of these stated factors, psycho-social factor has a very strong influence on students general learning outcomes. The moderating effects of these factors were also been examined at other instances and were found to be strong in determining students' knowledge and attitudes. Home background is also a strong determinant of students' knowledge and attitude to many concepts in Social Studies. However, the extent which home

background factor could determine students' knowledge and attitude to effective leadership and sustenance of democracy as concepts in Social Studies has been given very little attention. Hence, this study's intention to assess the extent to which home factors would predict students' knowledge and attitude towards effective leadership and sustenance of democracy concept is an attempt to fill this gap in research.

Leadership concepts are taught in Social Studies at all levels of our educational institutions in Nigeria to equip students with the knowledge, attitude and practices relating to effective leadership and the sustenance of democracy in Nigeria. Despite this, the importance of effective leadership are not encouraging. Scholars have experimented with different approaches to assess the knowledge and attitude of students to effective leadership and democracy. Such variables so considered were students personal variables like achievement motivation, self-efficacy, locus of control, peer influence, social skills, home _background. However, home background factors have not been satisfactorily considered as a factor determining students' knowledge and attitude towards effective leadership and sustenance of democracy as a concept. Also, home factor variables have not been combined with other variables for predicting Junior Secondary School student's knowledge and attitude towards effective leadership and sustenance of democracy concept in Osun State. Therefore, this study investigated the extent to which home factor variables would determine Junior Secondary School students' knowledge and attitude towards effective leadership and the sustenance of democracy in Osun State, Nigeria.

Purpose of the Study

The specific objectives of this study are to;

- i. investigate the main influence of home-factors on students' knowledge and attitudes towards effective leadership and sustenance of democracy concepts in Social Studies.
- ii. find out whether there will be differences in the knowledge and attitudes of male and female students on effective leadership and democracy concepts in Social Studies in Junior Secondary Schools in Osun State.

- iii. investigate the extent to which economic status of the students and their exposure to leadership responsibilities at homes and schools will determine students' knowledge and attitudes towards effective leadership and democracy concepts in Social Studies in Junior Secondary schools in Osun State, Nigeria.

Hypotheses

The following hypotheses were raised for the study:

- H₀1 There is no significant difference in the knowledge of male and female students on effective leadership and the sustenance of democracy concept in Social Studies
- H₀2 There is no significant difference in the attitude of the students from low and high economic status towards effective leadership and sustenance of democracy concepts in Social Studies.
- H₀3 There is no significant difference in the knowledge of students from the low and high economic status on effective leadership and the sustenance of democracy concepts in Social Studies.
- H₀4 There is no significant difference in the attitudes of students that have leadership roles and those that don't have leadership roles in schools towards effective leadership and the sustenance of democracy concept in Social Studies.

Methodology

The study adopted descriptive research design. The study covers both public and private Junior Secondary Schools in Ifelodun local government of Osun state. Six junior secondary schools were used for the study. Three schools each from both private and public schools in Ifelodun local government. The population of the study consists of all Social Studies students in Ifelodun local government area of Osun state. Purposive simple random sampling technique was used to select two hundred and forty (240) students, One hundred and twenty J.S.S. two students each, from both private and public schools in the study area, comprising both male and female students from both low and high economic status were selected for the study. The research instruments used in the study

were students' knowledge achievement test and students' attitude scale on effective leadership and sustenance of democracy. The achievement test consists of two sections. Section 'A' contained students' bio-data and section 'B' contained ten questions on knowledge effective leadership. The test blueprint on ten items was constructed based on Bloom's taxonomy of objective (knowledge, comprehension and thinking) and was trial tested. The reliability coefficient of 0.78 was obtained using Cronbach Alpha formula. The students' attitude questionnaire on four likers scale of strongly agree (SA), Agree (A) Disagree (D), and Strongly disagree (SD) was used to rate the students' attitude on effective leadership and sustenance of democracy. The instruments were also validated by giving it to two specialists in test and measurement in Osun State College of Education, Ila- Orangun to obtain both face and content validity. The suggestion and corrections made guide the researchers in preparing the final draft of the instruments. The hypothesis generated were tested at 0.05% level of significance. The data collected from the questionnaire were analyzed using simple percentage, frequency count, t-test method and Pearson product moment Correlation method

Results

Hypothesis H_01 : There is no significant difference in the knowledge of male and female students on effective leadership and sustenance of democracy concept in Social Studies.

Table 1: T – test comparison of male and female students' knowledge of effective leadership and sustenance of democracy concept in Social Studies

Variable	N	Mean	STD. Dev.	df	T-cal	P	F	Sig	Remark
Male	120	6.22	2.454	238	.662	.509	1.118	.292	NS
Female	120	6.00	2.615						

The result in table 1 shows that there is no significant difference in the knowledge of male and female students on effective leadership and sustenance of democracy concepts in Social Studies (Crit.t = 0.662, df = 238, $P > 0.05$). Therefore the null hypothesis is not rejected.

Hypothesis H_02 : there is no significant difference in the attitude of the students from low and high economic status towards effective leadership and sustenance of democracy conception Social Studies.

Table 2: T – test comparison of the attitude of students from the low and high economic-status to effective leadership and sustenance of democracy concepts

Variable	N	Mean	STD. Dev.	df	T-cal	P	F	Sig	Remark
Students from low economic status	180	2.8962	.58548	238	-4.498	.000	49.387	.000	Sig
Students from high economic status	60	3.2467	.28787						

Table 2 shows that there is significant difference between the attitudes of students from low economic status and those from high economic status towards effective leadership and sustenance of democracy concepts in Social Studies (Crit.t = 4.498, df = 238, $P < 0.05$). Therefore, the hypothesis is rejected.

Hypothesis H_03 : There is no significant difference in the knowledge of students from the low and high economic status on effective leadership and sustenance of democracy concepts in Social Studies.

Table 3: T - test comparison of knowledge of students from the low and high economic -status On effective leadership and sustenance of democracy concepts in Social Studies

Variable	N	Mean	STD. Dev.	df	T-cal	P	F	Sig	Remark
Students from low economic status	120	5.40	3.099	238	4.504	.000	81.255	.000	Sig
Students from high economic status	120	6.80	1.506						

Table 3 revealed that there is a significant difference in the knowledge of students from both low and high economic status on effective leadership and sustenance of democracy concept in Social Studies (Critical.t. = 4.504, df = 238, $P < 0.05$). The null hypothesis is thus, not rejected.

Hypothesis H_04 : There is no significant difference in the attitudes of the students with leadership roles and those without leadership roles in schools towards effective leadership and sustenance of democracy concepts in Social Studies.

Table 4: T – test comparison of the attitudes of students with leadership roles in schools and those that do not have leadership roles in schools towards effective leadership and sustenance of democracy concepts in Social Studies

Variable	N	Mean	STD. Dev.	df	T-cal	P	F	Sig	Remark
Students with leadership roles in schools	60	3.2467	.28787	238	-4.498	.000	49.387	.000	Sig
Students without leadership roles in schools	180	2.8962	.58548						

Table 4 above showed that there is a significant difference in the attitudes of students with leadership roles in schools and those without leadership roles in school (Critical.t. $df = 238$, $P < 0.05$). The null hypothesis is therefore rejected.

Discussion

This study examined Home – factors as determinants of Junior Secondary School students' knowledge and attitude towards effective leadership and sustenance of democracy in Osun State, Nigeria with specific attention given to the influence of Home factors like Economic status of the students' parents, parenting styles and leadership roles assigned to students in schools on students' knowledge and attitude to effective leadership concepts. The outcome of the data analysis showed that there is no significant difference in the knowledge of male and female students on effective leadership and sustenance of democracy concepts in Social Studies. The probable reasons for the no difference in the male and female students' knowledge may be as a result of equal access of the students to mass media and internet facilities in their

homes and the school environments. This is in line with the submission of Shiwbalak, (2017) that “the students’ knowledge and attitude to leadership and democracy concepts is not gender bias” both male and female students if exposed to the same learning environment may have fairly uniform performances or attitudes. Female students may have better knowledge and attitude than their male counterparts or vice versa depending on the treatment such as home environmental factors, locus of control, parenting styles and position of responsibilities which the students are assigned may account for the differences in their knowledge and attitude.

Also, the outcome of this research revealed that there is significant difference in the attitudes of the students from Low and high economic status towards effective leadership and sustenance of democracy concepts in Social Studies. Students from high economic status have access to many educational facilities even right from their homes. Many of them can afford to buy Television sets, internet connections, sophisticated cell phones and other booty of life that enables their parents to be responsible at homes. These students are also been prepared by their parents in the way they are being nurtured and raised, hence these students started learning leadership and democratic concepts from homes. While the students from low economic status are usually left to their fate as the educational facilities are not usually adequate and most of the times are left to struggle for themselves to have access to adequate educational facilities. Responsible parenthood has a lingering effect on child’s knowledge and attitudes towards effective leadership and democratic concepts in social studies (Anyadike, & Emeh 2014; Tolu, & Dare 2012).

The result from this study also revealed that there is significant difference in the knowledge of students from both low and high economic status on effective leadership and sustenance of democracy concepts in Social Studies. The knowledge of students from both low and high economic status on effective leadership and sustenance of democracy concepts in Social Studies. The knowledge of students from both low and high economic status stand to be different because of equalities in their access to

information, educational facilities and parenting styles. Parents from low economic status are usually autocratic due to their poor mental status, but the parents of students usually have time to share knowledge with their children and the children become more knowledgeable in leadership and democracy concepts and this will have great influence on their knowledge of the concepts (Emeh, 2014).

Also, the result of this study showed a significant difference in the attitudes of students with leadership roles in schools and those without leadership roles in schools. This result is in line with the recommendation of Akintunde, et al (2015) that students should be actively involved in leadership responsibilities, at homes and in school. Students learn by practices and participation. The students who happen to be school prefects and class captains and those whose their parents pass parental roles to when they are not at home will have good knowledge and better attitudes towards effective leadership and sustenance of democracy concept than their counterparts who were never been bestowed leadership roles and responsibilities either at home or schools. Students learn easily by practice and when they participate in decision making in schools and at home, they have better knowledge and attitudes towards the concept of effective leadership at their own level, democratic parenting styles should be encouraged in homes to boost the students' knowledge and attitude of effective leadership and sustenance of democracy

Conclusion

In view of the outcome of this study, it is essential to note that home factors such as parenting styles, Economic status of the parents and leadership roles bestowed on children at home and schools have significant influence on their knowledge and attitudes towards effective leadership and sustenance of democracy concepts in Social Studies. Ineffective leadership has done more harm than good to the welfare and development of Nigeria and her people in all dimensions. The most powerful factors determining students' attitudes towards, and knowledge of effective leadership is home factors such as parenting styles, Economic _status of the parents

and leadership responsibilities of the children at home and schools. Therefore effective participation and involvement of students in decision making process at home and in schools should be encouraged at all level of education in Osun State and Nigeria as a whole. However, research of this nature can be carried out on other group of students combining other variables apart from home factor variables.

Recommendations

It is a hard fact to believe that ineffective leadership has done Nigerian societies more harm than good and that sustained democracy is being threatened. This paper thus recommends that parents should involve their children actively in the decision making processes at homes; this would enhance the children's ability to learn how to lead and practice democracy at home. Democratic parenting lifestyle should be encouraged in every home to promote the students' zeal for effective leadership styles. Also, students should be given leadership roles and responsibilities at homes and in schools such as class captains, school prefects, head of clubs and associations in the school settings. This will go a long way in improving the knowledge and attitude of effective leadership and sustenance of democracy in Nigeria.

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