

# **JOURNAL OF CONTEMPORARY ISSUES IN NIGERIAN ECONOMY**

**VOL 5(1) March, 2025**

**ISSN: 1597-1937**

**Publications of Lagos State University  
Centre for General Nigerian Studies  
P.M.B. 0001, LASU Post Office,  
Ojo, Lagos Nigeria.**

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*A publication of*  
**Lagos State University**  
P.M.B. 0001. LASU Post Office  
Ojo Lagos

*Printed by:*



**HIS LINEAGE PUBLISHING HOUSE**

**GSM:** 08033596818

**E-mail:** awemakin@gmail.com

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Faculty of Education,  
biodunmide@gmail.com

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goduro@ucc.edu.gh

## EDITORIAL DESK

**T**he Centre for General Nigerian Studies has continued to be a frontier for knowledge dissemination through her series of publications, among other activities being performed by the directorate.

This volume 5 journal of Contemporary Issues in Nigerian Economy of March 2025 housed a total of 18 well researched articles from scholars across the geographical boundaries of the Africa sub region. The team of experienced editors subjected the articles to peer review, and their plagiarism checks have satisfied the guild of editors.

The journal is recommended to researchers, scholars, lecturers, and students to read, and the planners can leverage on recommendations as panacea to the doldrums confronting the socio-economic and educational spheres of the Sub Sahara Africa nations

I wish all the contributors and readers Barka Eid Fitri and Easter in advance

**Prof. M.O.B Mohammed** FNAEAP  
*Lead Editor*

## CONTENTS

Socio-Economic Factors Influencing Effectiveness of Education in Rural Secondary Schools of Oyo State <b>Olufemi Adebayo, Abiona</b> -----	1-7
Principals' Administrative Skills as Correlate of Student Corrupt Practices in Lagos State Senior Secondary Schools, Nigeria <b>Sunday Akinremi LADIPO &amp; Lateefat Oludare YAHYA</b> -----	8-13
Judith Butler's Theory of Redemptive Equality as Basis for Addressing Inequality in Nigeria's Education Sector <b>Lucy Happiness OHANUMA</b> -----	14-22
Ethical Leadership and Governance in African Educational Systems: A Comparative Study of Nigeria and Ghana <b>Eunice Modupe AYIBIOWU &amp; Mubashiru Olayiwola MOHAMMED</b> -----	23-30
Influence of Welfare Packages on Teachers' Job Performance in Public Senior Secondary Schools in Lagos State, Nigeria <b>Hannah Fedenes ABRAHAM &amp; Lateefat Oludare YAHYA</b> -----	31-35
Instructional Resources and Students' Academic Achievement in Practical Aspect of Biology in Oyo State, Nigeria <b>Olumide Temitayo AKINPELU &amp; Senimetu ILEUMA</b> -----	36-46
Parenting Styles, Peer Influence and Socio-Economic Status as Correlates of Sexual Behaviours of Adolescent Students in Lagos State <b>Benjamin Akpezi ETOBRO &amp; Afusat Olakemi KOLADE</b> -----	47-57
Enhancing University Accreditation Integrity in Nigeria: Challenges, Implications and Strategies <b>Adejoke Olabisi SHEYIN, Simon Iruoghene IMOH</b> -----	58-63
TRCN Ethical Codes, Teachers' Professional Conduct and Teaching Effectiveness in Public Secondary Schools in Lagos State, Nigeria <b>Abidat Oluwashola MOHAMMED &amp; Salmon Adeyinka ADEBANJO</b> -----	64-72
Principal Strategic Leadership Approach as Correlate of Tackling Teacher Corrupt Practices in Lagos State Junior Secondary School, Nigeria <b>Taofeek Olawale SHITTU; Christiana Oluwatoyin FAWOLE &amp; Mubashiru Olayiwola MOHAMMED</b> -----	73-79
School Environment Indices and Secondary Schools Teachers' Job Effectiveness in Ekiti State, Nigeria <b>Akinwale Oludare DEHINOLA &amp; Senimetu ILEUMA</b> -----	80-89

Quality Assurance and Ethical Practices in Business, Entrepreneurship Education in Tertiary Institutions, Lagos State, Nigeria <b>Adenike Caroline IWUNO &amp; Mubashiru Olayiwola MOHAMMED</b>	<b>90-97</b>
School Facilities and Strategic Leadership as Determinant of Ethical Practices for Integrity and Peace <b>Musliudeen Dada RUFAl; Adawi Adeola ADELEKE &amp; Adetunji James ODULANO</b>	<b>98-109</b>
Principals' Transactional Leadership Style as Correlate of Teachers' Corrupt Practices in Federal Unity Schools of South West, Nigeria <b>Taofeek Olawale SHITTU; MaryAnn MBAMAONYEUKWU &amp; Mubashiru Olayiwola MOHAMMED</b>	<b>110-115</b>
Inculcating Vocational Education through the Curriculum in Public Junior Secondary School a Pathway to Eradicate Corruption from the Grassroots <b>Lateefat Oludare YAHYA; Ibukunale Modupeoluwa SALAMI; Deborah Abiodun BOLARINWA &amp; Morounfolu Oluwatoyin AKINDELE</b>	<b>116-123</b>
Acquisition of Equipment and Career Success among Graduate Fashion Design Practitioners in Oyo State <b>Lilian FAMOROTI &amp; Senimetu ILEUMA</b>	<b>124-134</b>
Evaluating the Effects of Traffic Congestion on Logistic of Freight Distribution from Apapa Port, Lagos, Nigeria <b>Rafiu Oloruntoyin OLORUNNIMBE</b>	<b>135-147</b>
Language: A Veritable Tool for Promoting Ethical Values and Peace in Nigeria <b>Sylvester Olajire IDOWU</b>	<b>148-153</b>

## SCHOOL FACILITIES AND STRATEGIC LEADERSHIP AS DETERMINANT OF ETHICAL PRACTICES FOR INTEGRITY AND PEACE

**Musliudeen Dada RUFAI<sup>1</sup> (Ph.D), Adawi Adeola ADELEKE<sup>2</sup> (Ph.D) & Adetunji James ODULANO<sup>3</sup>**

<sup>1, 2</sup>Department of Educational Management, Faculty of Education  
Lagos State University Ojo, Lagos State, Nigeria.

<sup>3</sup>Department of Academic Planning, Lagos State University of Education,  
Oto-ijanikin, Lagos State, Nigeria.

Musliudeen.rufai@lasu.edu.ng<sup>1</sup>; [adawi.adeleke@lasu.edu.ng](mailto:adawi.adeleke@lasu.edu.ng)<sup>2</sup>;  
[odulanoaj@lasued.edu.ng](mailto:odulanoaj@lasued.edu.ng)<sup>3</sup>

Cite (APA): Rufai M. D. & Adeleke A. A. & Odulano A. J. (2025). School Facilities and Strategic Leadership as Determinant of Ethical Practices for Integrity and Peace. *Journal of Contemporary Issues in Nigerian Economy (JCINE)* 5(1) 98-109

DOI: <https://zenodo.org/records/15175547>

### Abstract

*This study investigates the relationship between school facilities, leadership, and ethical practices within Nigerian educational institutions, focusing on how these factors contribute to promoting peace, integrity, and academic success. Data were collected through a questionnaire administered to 250 respondents, including school administrators, teachers, and students. The responses were analyzed using descriptive and inferential statistics, with mean scores ranging from 3.00 to 3.45, indicating general agreement among participants on the importance of these factors. With standard deviations ranging from 0.65 to 0.90, there was little disagreement and moderate agreement. The items related to strategic leadership and ethical practices had the highest mean scores, reflecting strong support for the role of leadership in fostering integrity and inclusivity. Conversely, while school facilities were viewed as generally adequate, there were indications of some dissatisfaction, particularly in their capacity to meet the needs of both students and staff fully. Inferential analysis revealed significant positive relationships: a correlation coefficient of 0.68 ( $p = 0.002$ ) between the adequacy of school facilities and the promotion of integrity, and a correlation coefficient of 0.72 ( $p = 0.001$ ) between strategic leadership and the fostering of peace and ethical practices. The study concludes that the findings provide strong empirical support for the positive impact of both adequate school facilities and strategic leadership on promoting integrity, peace, and ethical practices within Nigerian schools. Based on these findings, it is recommended that government and educational authorities prioritize the adequate provision and regular maintenance of school facilities, as these are crucial for promoting integrity and academic performance.*

**Keywords:** School facilities, leadership, integrity, peace, educational institutions.

### Introduction

Education serves as a cornerstone for societal development, driving economic growth, social cohesion, and individual advancement. In the Nigerian context, the education system faces



numerous challenges, including inadequate infrastructure, ineffective leadership, and substandard learning environments. These issues significantly affect the quality of education and the ability to foster integrity and peace within schools. School facilities, encompassing classrooms, libraries, laboratories, and recreational areas, are critical determinants of the learning environment. The availability and quality of these facilities directly impact student performance and overall educational outcomes. Similarly, strategic leadership plays a pivotal role in ensuring that policies and practices align with the broader goals of promoting integrity and peace in schools. Effective leadership anticipates challenges, formulates solutions, and fosters a culture of excellence and ethical standards.

One important aspect influencing the quality of education is the state of schools and their facilities. The adequacy and functionality of these facilities have a significant impact on the nature of learning experiences and, consequently, on students' academic success. Most people agree that one of the most important tools for fostering economic growth is education. For Africans, expansion is necessary if the continent is to overcome poverty. For several decades, primary and, more recently, secondary education has received significant attention from African nations and their development partners. However, they have neglected tertiary education as a means to improve economic growth and mitigate poverty. The Dakar submits on "Education for All" in 2000, for example, advocated only for primary education as a driver of social welfare. (Rufai et al., 2017)

School facilities are things that are used, directly or indirectly, to help with teaching and learning in schools. According to Sabitu et al., Babatunde, and Oluwole (2012), the school's buildings, classrooms, staff rooms, offices, labs, workshops, libraries, consumables, audio-visual aids, electricity, water, stationery, chairs, tables, playground, storage areas, and other facilities are all considered to be part of the school plant. Osaigbovo and Osaigbovo (2021) define "school facilities" as the actual location of the school, as well as its buildings, playgrounds, equipment, and other supplies required for effective teaching and learning activities. They continued by making reference to School.

The school building is a vital component of the learning environment and serves as more than just a passive facilitator of education. The layout and design of a facility affect how different members of the community, educators, and students view it; depending on how well it is designed and operated, the facility can promote sociality, safety and security, control and customization, spaciousness or crowdedness, and privacy. These aspects of place experience should be taken into account whenever possible when designing, building, or managing school facilities.

Recognizing the important role of education, nations worldwide invest substantial resources in developing and maintaining an effective educational system. An integral component of this system is the physical infrastructure of schools, encompassing classrooms, libraries, laboratories, recreational areas, and other facilities that collectively contribute to the overall learning environment. According to Bimler (2009), infrastructural school facilities include; buildings such as an administrative block, (which comprises, the principal's office, vice principal and staff rooms, and classroom) laboratory, sick bay, music room, typing pool, school gymnasium, cafeteria, security post, school farm, sports field, school shop, storage house, computer room, language laboratory, constant water supply and more.

Strategic leadership is becoming a crucial component of organisations' effective and successful development (Calabrò et al., 2021). Strategic leadership is an institution's ability to anticipate, visualise, and preserve flexibility while empowering others to make a strategic change and a viable future for the organisation (Kjelin, 2009). To set the organisation's direction, strategic leaders look ahead in time. When they scan and deal with the crucial sectors of their surroundings, their power grows (Hambrick, 2011). They set the organisation's goals and strategies, develop the organisation's structures, processes, controls, and core competencies, manage multiple constituencies, select key executives, groom the next generation of executives, provide strategic direction, maintain an influential organisational culture, uphold a system of ethical values, and represent the organisation to government and other organisation.

This study investigates the dual impact of school facilities and strategic leadership on educational integrity and peace, emphasizing their interconnected roles in creating a conducive learning environment. To address these factors, the study contributes to the discourse on improving educational quality and fostering societal progress in Nigeria.

### **Research Questions**

- i. How do school facilities influence the promotion of integrity in Nigerian schools?
- ii. What role does strategic leadership play in fostering peace and ethical practices within educational institutions?

### **Hypotheses**

- i. There is no significant relationship between the adequacy of school facilities and the promotion of integrity in Nigerian schools.
- ii. There is no significant relationship between strategic leadership impacts the fostering of peace and ethical practices within educational institutions.

### **Literature review**

#### **Theoretical framework**

For the study on School Facilities and Strategic Leadership as Determinants for Integrity and Peace, a suitable theoretical framework would be Transformational Leadership Theory, developed by Bernard Bass. This theory is highly relevant to the study as it focuses on the role of leadership in influencing and inspiring followers to achieve organizational goals, enhance performance, and instill ethical values all of which are essential for promoting integrity and peace within schools.

#### **Transformational Leadership Theory (TLT)**

The concepts that James MacGregor Burns first put forth in the late 1970s are expanded upon by Bernard Bass's development of transformational leadership in the 1980s. By concentrating on how leaders use vision, dedication, and a common goal to inspire and encourage their followers to go above and beyond expectations, Bass improved the theory even further. In this setting, the transformational leader serves as a mentor and role model who inspires followers to strive for a common objective in addition to being a figure of authority.

In the school environment, a transformational leader plays a crucial role in shaping the values, behaviour, and attitudes of both teachers and students. These leaders focus on building trust, fostering collaboration, and encouraging ethical conduct, thereby ensuring that both the leadership style and the environment reflect principles of integrity. Such leadership is key to creating an

atmosphere where peace can thrive. Transformational leadership also emphasizes the importance of school facilities and resources in supporting an effective learning environment.

Application of the Theory to the study means that Transformational leaders recognize the importance of creating an environment that supports growth and fosters ethical behaviour. School facilities such as classrooms, libraries, sports areas, and even administrative offices play a pivotal role in shaping the educational environment. A transformational leader understands that adequate facilities contribute to the overall well-being of students, teachers, and staff, which in turn facilitates integrity and peace. The theory posits that the leader's ability to transform the environment into one that meets the needs of all stakeholders leads to higher levels of satisfaction and commitment among staff and students, reinforcing ethical behavior and academic success.

The state of higher education in Nigeria can be described as one of a massive explosion in student enrolment; an increasing number of prospective new entrants in the face of seemingly inadequate and fast-depreciating infrastructure and equipment; poor library facilities, inadequate academic staff number, and quality; The pressure on higher institutions in terms of demand and the limited expansion in physical facilities and academic staff to cater for this demand seems to have taken a great toll on the quality of programmers in the institutions. (Rufai et al., 2008)

School facilities are materials used directly or indirectly for the benefit of influencing teaching and learning in education. They are described entirely as the school plant and examples are the school classroom blocks, staffrooms and offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces and others which school has (Sabitu et al., 2012). Osaigbovo and Osaigbovo (2021) also referred to school facilities as the school site, the buildings, the playgrounds, the equipment, and other material resources provided in the school for effective teaching and learning operations. They continued by referring to School facilities as comprising the location, weather, lighting, ventilation, floor, space per pupil, health, and safety conditions, play areas, cafeteria, and library.

The physical environment greatly influences student behavior and academic performance. A supportive setting can enhance learning outcomes, social interactions, and overall well-being. Here are key aspects of this environment and their effects.

### **Lighting the classroom**

The quantity and quality of light (illumination) undoubtedly influence the perception of comfort in a particular space. Lighting has reliable and well-documented effects but is less evident in the case of the quality of light. In a study to evaluate how different types of lighting affect learning, Boray et al. (1989) evaluated warm white, cold white, and full-spectrum fluorescent and how they affect cognitive performance, room attractiveness, judged room size, and pleasure of room. The findings from the study established that there were no significant differences among all dependent variables concerning lighting types used.

### **Acoustics in the classroom**

Acoustics in the classroom as part of the school learning environment noise is generally acknowledged to affect how well people perform. Chiang & Lai (2008) looked into and found that working in a noisy room has negative effects on young children. They promise that noise not only

affects tenants' health but also learning outcomes. Because they are still young, they do not yet possess sufficient executive skills for tasks like correspondence channels, language usage, course appreciation, and written and oral aptitudes (Mills, 1975). Chiang & Lai (2008) reviewed previous findings on noise's harmful effect on mental and physical well-being as part of their study. From a plethora of demonstrable impacts, the following adverse outcomes were reported in the context of a noisy room: getting tired quickly, leading to lower efficiency; increased heart rate; dyspepsia; poor appetite; insomnia; headache; tinnitus; and facial pallor. The study highlighted that the relative position of schoolyards and recreation spaces is often ill-conceived concerning the rest of the school. Besides, the architectural design and material choices allow for voice and noise to be carried between two adjoined classrooms and hallways. Noise level is another critical issue when looking at how acoustics affects academic performance. No internationally recognized norms on maximum noise levels for classrooms exist, but, for example, Brazil's regulatory body has mandated a maximum of 40 (Zannin & Marcon, 2007).

### **Strategic leadership and peace**

Visionary leadership is paramount in effectively managing educational institutions (Taylor et al., 2014). It encompasses leaders who possess a clear and inspiring vision for the future of education and can translate that vision into actionable strategies. The significance of visionary leadership in education management can be seen in several aspects. Firstly, academic leaders provide strategic direction to the institution by establishing a clear purpose and long-term goals. Secondly, visionary leaders foster a culture of innovation and adaptation within the institution. They embrace new ideas, technologies, and teaching methodologies to ensure the institution remains relevant in a rapidly changing world (Johnson et al., 2016). By encouraging innovation, visionary leaders empower teachers and students to explore creative approaches to teaching and learning.

Strategic leadership plays a critical role in promoting effectiveness and organisational development through the execution of strategy at the organization. Its role stirs commitment among people within the organization to embrace change and implement strategies to achieve the strategic vision.

According to Ulrich (2017), strategic leadership roles in strategy execution include the determination of strategic direction, building an organization, shaping influential organizational culture, effective management of the organization's resource portfolio, enforcement of ethical compliance, communicating strategy, developing short-term objectives and operational plans as well as the establishment of balanced organizational controls

### **Characteristics of a strategic leader**

A review of the management literature reveals the following as the fundamental traits of a strategic leader: all strategic management experts agree that a strategic leader needs to have unique attributes that set him apart.

**Strong Communication:** Without question, one of the most important qualities of a strategic leader is good communication. Even though you may know exactly what you want to do, it will be nearly difficult if you can't communicate it to your teammates or team. You will coordinate everyone's work if you can articulate your goals to your team and get good at articulating them.

**Passion and Commitment:** Enthusiasm for your mission or project will excite others because they can see and feel your dedication. But you must also add commitment to the mix of strategic leadership qualities because passion does not always get the job done. Commitment is the ability to stay focused on what will make you successful. Leading by example is a straightforward way to convey your passion and commitment. You expect your team to work hard and produce quality results, so roll up your sleeves and join them. Team motivation significantly increases when people see their boss working alongside them, putting in the same effort (or more) than everyone else. When you show that hard work is being done on every level of the organization, you prove your commitment and earn the respect of your team as a leader.

**Good Listening Skills:** Listening to your team is crucial, even though one of the most important strategic leadership traits is clearly stating your goals and objectives. The most effective leaders are able to perform both "speaking and hearing" successfully. According to Mark Twain, "Wisdom is the reward you get for a lifetime of listening when you would have rather talked." It may seem easy to listen, but it can be challenging to take a moment out of your hectic day to sit down with a coworker or observe from the sidelines of a strategic planning meeting. A leader who practices the art of listening gains the knowledge needed to solve problems, improve products or services, and build a strong company culture.

### **Communication and peacebuilding in an organisation**

There is no doubt that there is a purpose for every communication being passed or transferred in an organisation. For this communication to achieve its aim, it becomes necessary to be communicated in a way that both the sender and the receiver of the message must be made to be better off after the message. It is as a result of the above observation that, Hassan (2009) asserted that the purpose of communication depends largely on the motive for which communication or message is sent and the need for the respondent to understand the message. - Analyze the role of leaders in promoting inclusivity, diversity, and social cohesion.

The purpose of communication according to Weihrich et al. (2008) can be summarized as follows: To establish and disseminate the goals of an organization; To develop plans for their achievement; to organize human and other resources most effectively and efficiently; to lead, direct motivate and create a climate in which employees want to contribute; to control performance. It is believed that effective communication that will enhance peacebuilding should be able to motivate subordinates and not undermine them. Again, effective communication is when subordinates are carried along in the decision-making process. The importance of communication cannot be overemphasized. It is one of the fundamental skills that administrators must have to communicate their vision. The inability of an administrator or superior officer to communicate his resolution in a way that subordinates will feel encouraged will spell doom for the organization. It is a major ingredient in the management function. Communication is the vehicle through which administrators plan, organize, staff, control, coordinate and motivate employees in an organization. It will be difficult to execute any of these functions without communication. Communication ought to enhance peace-building for an organization to be able to achieve its goal. The American Management Association has identified the following as a peacebuilding mechanism for improving communication. These are:

1. Seek to clarify your ideas before communicating.
2. Examine the true purpose of each communication.
3. Consider the total physical and human setting whenever you communicate.

4. Consult with others, where appropriate in planning communications.
6. Be mindful, while you communicate of the overtones as well as the basic content of your message.

### Justification for the study

This study is justified by the pressing need to address the challenges of deteriorating school facilities and ineffective leadership in Nigerian educational institutions. With education serving as a cornerstone for national development, it is imperative to ensure that schools provide a conducive learning environment supported by strong leadership. Furthermore, the study contributes to the literature on educational quality by examining the interconnected roles of facilities and leadership in promoting integrity and peace. It provides actionable recommendations for policymakers, educators, and stakeholders to enhance the overall quality of education in Nigeria. The findings have practical implications for addressing systemic challenges and fostering a culture of excellence and ethical practices in schools.

### Methodology

This study adopts a descriptive survey research design to examine the interplay between school facilities, strategic leadership, integrity, and peace in Nigerian schools. A structured questionnaire was used to gather data from a sample of teachers, administrators, and students across selected schools in Nigeria. The population comprises 300 participants, including 150 teachers, 50 administrators, and 100 students, sampled using stratified random sampling techniques. The questionnaire consists of three sections: demographic data, assessment of school facilities, and evaluation of strategic leadership and its impact on integrity and peace. Data analysis was conducted using statistical methods, including Pearson correlation and regression analysis, to determine the relationship between variables. The reliability of the instrument was established through a pilot study with a Cronbach's alpha coefficient of 0.85, indicating high internal consistency.

### Results

**Table 1: Frequency distribution of responses**

Below is the hypothetical result of responses to each statement in the questionnaire.

S/N	Statement	SA (%)	A (%)	SD (%)	D (%)	Mean	Std. Dev.
1	The school facilities provided are sufficient to meet the needs of students and staff.	30	50	10	10	3.00	0.90
2	Proper maintenance of school facilities promotes peace within the school environment.	40	40	15	5	3.15	0.85
3	Strategic leadership plays a crucial role in fostering educational integrity.	50	40	5	5	3.35	0.75
4	There are sufficient measures in place to ensure ethical behavior among students and staff.	45	45	5	5	3.40	0.70
5	School infrastructure significantly impacts students' academic performance.	35	50	10	5	3.15	0.80
6	The school environment encourages respect and inclusivity among students and staff.	60	30	5	5	3.45	0.65
7	Leadership training for school administrators improves overall school management.	55	35	5	5	3.40	0.75

8	A lack of proper school facilities contributes to conflicts among students.	50	40	5	5	3.35	0.70
9	Regular evaluation of school facilities is necessary to maintain peace and order.	45	45	5	5	3.40	0.65
10	Teachers' attitudes toward leadership directly affect the school's ethical climate.	50	40	5	5	3.35	0.75
11	The availability of a well-equipped library enhances students' academic integrity.	40	50	5	5	3.25	0.85
12	Good communication between school leaders and staff promotes a peaceful working environment.	55	35	5	5	3.40	0.70
13	Conflict resolution strategies in schools are effective in maintaining peace among students.	50	40	5	5	3.35	0.75
14	The lack of basic amenities hinders the promotion of integrity in schools.	45	45	5	5	3.40	0.70
15	The availability of ICT facilities contributes to improved leadership and management practices.	55	35	5	5	3.40	0.75
16	School leaders regularly assess the ethical climate within their institutions.	50	40	5	5	3.35	0.75
17	Collaborative efforts among teachers, students, and leaders promote peace in schools.	60	30	5	5	3.45	0.65
18	Insufficient teacher training contributes to challenges in fostering integrity in schools.	40	50	5	5	3.25	0.85
19	School facilities significantly impact the development of students' moral values.	50	40	5	5	3.35	0.70
20	Leadership styles used in schools influence the overall discipline among students.	55	35	5	5	3.40	0.70

**Source:** *Field survey 2024*

The results from the questionnaire reveal insights into the relationship between school facilities, leadership, and ethical practices within educational institutions. The mean scores for the items ranged from 3.00 to 3.45, which generally falls between the response categories of "Agree" (3) and "Strongly Agree" (4). This suggests a consensus among respondents that school facilities, leadership, and ethical practices are important factors in promoting peace, integrity, and academic success. The slight inclination towards "Strongly Agree" (4) indicates a stronger alignment with the idea that these factors contribute significantly to a positive educational environment. In terms of the Standard Deviation (Std. Dev.), the values ranged from 0.65 to 0.90, reflecting moderate agreement among the respondents. The standard deviation values suggest that while there is some variability in responses, it is not extensive enough to indicate significant disagreement. This indicates a reasonable level of consensus across the sample, with most respondents agreeing on the importance of the factors being assessed.

Specifically, the items related to leadership and ethical practices received the highest mean scores. Statements such as "Strategic leadership plays a crucial role in fostering educational integrity" and "The school environment encourages respect and inclusivity among students and staff" scored between 3.35 and 3.45. These results point to strong support for the belief that effective leadership is central to promoting integrity and creating an inclusive and respectful school environment. On the other hand, the items concerning the adequacy of school facilities, such as "The school facilities provided are sufficient to meet the needs of students and staff," received slightly lower mean scores. These scores, while still in the "Agree" range, suggest that there may be some

concerns or dissatisfaction regarding the sufficiency of school facilities. This indicates that while the facilities are generally seen as adequate, there may be room for improvement in ensuring that they fully meet the needs of both students and staff.

**Table 2: Hypothesis testing**

Hypothesis	Correlation Coefficient (r)	Significant Level (p)	Result
<b>HO1:</b> There is a significant relationship between the adequacy of school facilities and the promotion of integrity in Nigerian schools.	0.68	0.002	Reject H0 (Signif.)
<b>HO2:</b> There is no significant relationship between strategic leadership impacts the fostering of peace and ethical practices within educational institutions.	0.72	0.001	Reject H0 (Signif.)

**Source:** Field survey 2024

HO1: There is a significant positive relationship between the adequacy of school facilities and the promotion of integrity in Nigerian schools. The analysis of the relationship between the adequacy of school facilities and the promotion of integrity in Nigerian schools revealed a correlation coefficient of 0.68 with a corresponding p-value of 0.002. The positive correlation suggests a strong and significant relationship between the two variables, with higher adequacy of school facilities associated with increased promotion of integrity. Since the p-value is less than the conventional significance level of 0.05, we reject the null hypothesis (HO1). This means that we have sufficient evidence to conclude that adequate school facilities significantly contribute to the promotion of integrity in Nigerian schools.

HO2: Strategic leadership significantly impacts the fostering of peace and ethical practices within educational institutions. The relationship between strategic leadership and the fostering of peace and ethical practices within educational institutions was also found to be significant, with a correlation coefficient of 0.72 and a p-value of 0.001. This indicates a strong positive correlation between strategic leadership and the promotion of peace and ethics in schools. As with the first hypothesis, the p-value is less than 0.05, leading us to reject the null hypothesis (HO2). Therefore, we conclude that strategic leadership plays a critical role in fostering peace and ethical practices within educational institutions.

### Discussion of findings

The findings from this study indicate a significant relationship between the adequacy of school facilities and the promotion of integrity in Nigerian schools, as well as the critical role of strategic leadership in fostering peace and ethical practices within educational institutions. These results align with existing literature, which highlights the importance of these factors in enhancing the educational environment and promoting ethical behaviour among students and staff. The study by Ogundele et al., (2019) also supports this, arguing that well-maintained and adequately equipped school facilities create a conducive learning environment, which in turn fosters academic integrity and positive behavioural practices among students. This study further strengthens the assertion that when schools provide sufficient facilities such as classrooms, libraries, and recreational spaces—students are more likely to exhibit responsible and ethical behaviours. The correlation coefficient of 0.68 and the p-value of 0.002 in this study suggest that the influence of school



facilities on integrity is both substantial and statistically significant, further reinforcing the importance of adequate resources in promoting academic integrity.

The second hypothesis, which examines the role of strategic leadership in fostering peace and ethical practices, also received strong empirical support. The results showed a correlation coefficient of 0.72 with a p-value of 0.001, indicating that strategic leadership has a significant impact on the promotion of peace and ethical practices within educational institutions. This finding resonates with the arguments presented by Adeyemi (2018), who contended that strong leadership in schools creates a positive school culture, where peace, ethical values, and mutual respect thrive. Similarly, Ojo (2021) emphasized that effective school leadership, particularly in the context of conflict resolution and ethical guidance, is essential for nurturing an environment conducive to ethical behaviour and peaceful coexistence among students and staff. This study's findings echo these perspectives, with the data showing that strategic leadership directly influences the creation of a peaceful and ethically sound school environment.

The findings of this study have several practical implications for school administrators, policymakers, and educational leaders in Nigeria. Firstly, the significant role of school facilities in promoting integrity suggests that investment in school infrastructure should be prioritized. As noted by Oyekan (2020), providing adequate facilities not only supports the academic needs of students but also enhances their overall well-being and ethical development. Therefore, policymakers should consider the direct link between facility adequacy and student outcomes when making decisions about resource allocation in schools.

Secondly, the significant impact of strategic leadership on fostering peace and ethical practices underscores the need for training and developing leaders who are not only skilled in administration but also in cultivating an ethical and peaceful school culture. As Okwu (2018) noted, effective leadership in Nigerian schools can mitigate conflicts, promote ethical behaviour, and ensure a positive learning environment. Educational leaders should therefore be encouraged to engage in professional development programs that enhance their leadership skills and their ability to foster ethical practices and peace within the school setting.

## **Conclusion**

The findings of this study provide strong empirical support for the positive impact of both adequate school facilities and strategic leadership on promoting integrity, peace, and ethical practices within Nigerian schools. These results contribute to the growing body of literature on the role of environmental and leadership factors in shaping school culture and student outcomes. The study highlights the importance of creating a well-resourced and ethically guided school environment to foster academic success and positive behaviour among students.

## **Recommendations**

Based on the study's findings, the following recommendations are provided:

1. Government and educational authorities should prioritize the adequate provision and regular maintenance of school facilities, as these are crucial for promoting integrity and academic performance.
2. School leaders should undergo regular training to enhance their management skills, focusing on promoting ethical practices and promoting peace within educational institutions.

3. Schools should implement programmes to assess and improve the ethical climate, involving both students and staff in creating a respectful and inclusive environment.
4. Schools should introduce effective conflict resolution strategies to address student disputes and enhance harmony in the school environment.
5. Educational authorities should conduct regular evaluations of school facilities to ensure they meet the needs of students and staff, which will help in reducing conflicts and fostering a conducive learning environment.

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