
CULTURE OF TRUST AND SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN ADO LOCAL GOVERNMENT EKITI STATE, NIGERIA

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Abstract

The purpose of this study was to find out the relationship between culture of trust and secondary school students' academic achievement in Ado Local Government, Ekiti State. The study adopted the descriptive research design of the survey type. The study population consisted of all the public secondary school teachers in Ado Local Government Area. The sample used was made up of 100 teachers selected from five secondary schools, using simple random sampling technique. The research instrument was self-designed and tagged "Culture of Trust Questionnaire" (CTQ). An inventory was used to collect students' WAEC results for the periods of 2013/2014 to 2015/2016 academic sessions. The instrument (CTQ) was validated by research experts and tested for reliability. A reliability coefficient of 0.78 was obtained using test re-test method. The data collected were analyzed using percentage scores, mean, standard deviation, Pearson Product Moment Correlation and t-test statistics. All hypotheses were tested at 0.05 level of significance. The findings revealed a significant relationship between culture of trust and students' academic achievement. It also revealed that the gender of teachers had a significant influence on their trust relationship. Based on the findings, it was recommended among others that government and education stakeholders as a matter of policy, should encourage trust initiatives in secondary schools.

Keywords: Culture of Trust, Academic Achievement, Relationship, Cooperation, Harmony

Introduction

The quality of education in Nigeria tends to be evaluated in terms of the numbers of student passing national examination. Meanwhile, teachers have been known to have important influence on students' academic achievement. It appears that the secondary schools are not effective in recent years because teachers have been alleged by stakeholders of not doing their job as expected in the school system. Trust relationship seems lacking among the secondary schools teachers. Trust, as explained by Hoy & Miskel (2013), is the

teachers' willingness to be vulnerable to another party based on the confidence that the party is benevolent, reliable, competent, honest and open. Trust is an important aspect of relationships in many organizations including schools.

Given the strategic place of secondary education in the Nigeria education system, it is important that it should be "near perfect" in both standard and quality but the present state is a major concern as it is evidenced in various external examinations conducted on yearly basis. The researcher observed that

the statistics released by WAEC in Nigeria between 2011-2015 May/June showed 30.9%, 38.81%, 36.57%, 31.28% and 38.68%, respectively that obtained five credits and above. Source: dailypost.ng>Education. Also in 2016 and 2017, the statistics released by WAEC for May/June showed 53% and 59.22% five credits pass including English and Mathematics which is still considered inadequate. (Adesulu, 2016). Moreover, only 50 percent of the participants, obtained the minimum of credits in five subjects and above, including English Language and Mathematics in 2018. Source: MySchoolGist.

The researcher observed that culture of trust could affect students' learning outcomes. A major problem in any organization is the lack of trust among personnel. According to Hoy & Miskel (2013), if the relationships in schools are to be open and healthy, as we have seen, it seems likely that teachers must trust not only their leaders but also their colleagues as well as students and parents. It appears teachers do not trust their colleagues as competent and open. Teachers do not trust their students as competent learners. The need for trust exists in many social relations in school because of the high level of interdependence. For example, no meaningful teaching and learning can take place in the classroom environment where teacher's interaction seems to be poor. This idea was supported by Aladejana (2015), that the teacher is very important in dictating the classroom environment by verbal and non-verbal communication. Bryk & Schneider (2002), studied culture of trust in Chicago public schools, they found that trust was pivotal in improvement in mathematics and reading performance. They reported that schools with strong positive trust levels were three times more likely to be categorized eventually as improving in mathematics and

reading than those with very weak trust reports.

Trust has the potential to exist on many levels in a school community – between teachers and students, teachers and parents, teachers and teachers, teachers and principals, students and parents, parents and parents. The researcher observed that trust is an important aspect of relationship in the process of teaching and learning. Its presence or absence can make a difference (Kirkman, 2014). Konwea (2017) noted that individuals in inter-personal relationship share common goals and objectives, and have a sense of trust. Trust in schools is important because it facilitates cooperation (Tschannen-Moran, 2001). Culture of trust seems to go a long way in influencing students' learning outcome. Trust relationship has important, positive and long-lasting implications on students' learning outcomes. In the opinions of Rimm-Kaufman and Sandilos (2016), a student who feels a strong personal connection to her teacher talks with the teacher frequently and receives more constructive guidance and praise rather than just criticism from her teacher. Students often appreciate their relationship with the teachers and the prevailing climate of harmony and trust within the school.

Culture of trust in secondary schools could be influenced by gender. Gender, according to Adigun, Onihunwa, Irunokhai, Sada and Adesina (2015), is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between the female and male population. Males and females could show great differences in their cultural interest. These differences, as explained by Nnamani and Oyibe (2016), may be attributed to the psychological differences and cultural

differences. Feminine cultural model seems to be opposed to the male. The larger society seems to see females as the difficult sex.

The extent to which the teacher trusts their students as competent learners, the more productive is likely to be. This was supported by Aladejana (2015), that history teacher seemed to find fault with everything about me, giving me up as a never-do-well. The extent to which the culture of trust could influence students' achievement in a school setting is the basis for this study.

Statement of the Problem

The problem of this study arose from the assumption that the student academic achievement is poor as a result of problem arising from culture of trust. Trust which could impact the academic achievement of students in secondary schools appears lacking. It appears the expected level of teachers performance as reflected in the students' learning outcomes had not been achieved in schools over the years. It has been argued that trust relationship in some school communities are missing. It seems teachers do not trust their colleagues as competent and open. Teachers do not trust their students as competent learners, instead found their personal affront and sees them as never do well instead of encouragement. Male teachers seem to have perceived culture of trust than that of female counterparts. Students' academic achievement seems to be a function of trust relationship in schools hence, the need for investigation into the trust of relationship as a change process towards academic achievement in secondary schools.

Purpose of the Study

The purpose of the study was to examine the relationship between culture of trust and

academic achievement in secondary schools in Ado Local Government area of Ekiti State with a view to making suggestions for better achievement. The study investigated the extent to which culture of trust relate to students academic achievement. The study also examined the influence of gender on culture of trust among the teachers.

Research Questions

The following research questions have been raised in the study:

1. What is the level of culture of trust in secondary schools in Ado local government, Ekiti State?
2. What is the level of students' academic achievement?

Research Hypotheses

The following hypotheses have been formulated in the study

1. There is no significant relationship between culture of trust and students' academic achievement in Ado Local Government secondary schools.
2. Gender will not significantly influence the culture of trust among the teachers.

Methodology

The research design adopted for this study was the descriptive research of the survey type. All public secondary school teachers in Ado Local Government Area of Ekiti State constituted the population of the study. One hundred teachers were sampled from selected five secondary schools using simple random sampling technique. A questionnaire titled "Culture of Trust Questionnaire" (CTQ) was designed and used to collect the data used for the study. An inventory was used to collect students WAEC results for the periods of 2013/2014 to 2015/2016 academic sessions. The instrument (CTQ) was validated by research

experts and tested for reliability. A reliability coefficient of 0.78 was obtained using test-re-test method. Ten items were designed to elicit responses on culture of trust with the desired responses based on the 4points Likert – scale of measurement such as: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The data collected were analyzed using percentage scores, mean, standard deviation, Pearson Product Moment Correlation and t-test statistics. All of the hypotheses were tested at 0.05level of significance.

Results

The results of the study are presented under two major sub-headings namely: descriptive and inferential.

Descriptive Analysis

Research Question 1: What is the level of culture of trust in secondary schools in Ado local government of Ekiti state?

Table 2: Level of Students’ Learning Outcomes

Learning Outcomes	Freq	%	Mean	SD	Remarks
Less than 4 Credits	195	21.08	6.66	3.37	Low
4 Credits	104	11.24	9.81	8.51	Low
5 Credit and above	626	67.68	29.16	9.47	High

Cut off point: 15.2

Table 2 showed that 67.68% of the respondents had 5 credits and above including English and Mathematics, 11.24% had 4 credits while 21.08% had less than 4 credits. From the table, it is obvious that the level of students’ academic achievement was high.

Testing of Hypotheses

Table 3: Relationship between Culture of Trust and Students’ Academic Achievement

Variables	N	Mean	SD	r _{cal}	r _{tab}
Culture of trust	100	19.10	3.377	.268*	.007
Academic achievement	925	48.00	26.131		

*p < 0.05

Table 1: Level of Culture of Trust in Ado Local Government Area of Ekiti State

	Frequency	Percentage
Low level (8.0-15.72)	7	7.0
Moderate level (15.73-22.47)	74	74.0
High level (22.48-32.0)	19	19.0
Total	100	100

Table 1 revealed the level of trust relationship. The result showed that out of 100 teachers sampled, 7% had low level of trust while 74% had moderate level and 19% had high level. This showed that the level of trust of relationship among teachers in Ado local government area of Ekiti State was moderate.

Research Question 2: What is the level of students’ academic achievement?

Hypotheses 1: There is no significant relationship between culture of trust and students’ academic achievement.

From Table 3, the r_{cal} of 0.268 is significant at 0.05 level of significance. This implies that there is significant relationship between culture of trust and students' academic achievement. Thus, the null hypothesis is rejected.

Hypothesis 2: Gender will not significantly influence the culture of trust among secondary school teachers

Table 4: t-test Analysis of Male and Female Teachers' Trust Relationship

Variation	N	Mean	SD	Df	t_{cal}	r_{tab}
Male	30	20.00	1.438	98	1.763*	.01
Female	70	18.71	3.872			

* $p < 0.05$

Table 4 shows that the t_{cal} value 1.763 is significant at 0.05 level of significance. The null hypothesis is therefore rejected. Thus, gender has a significant influence on the culture trust relationship. The mean scores implies that male teachers in terms of trust relationship differs from that of female. Male teachers in terms of trust relationship ($\bar{x} = 20$) was higher than female teachers ($\bar{x} = 18.71$).

(2001), that trust in schools is important because it facilitates cooperation.

The study showed that gender has a significant influence on their trust relationship. This equally suggests that male and female show great differences in their interest as regards trust relationship. These differences as explained by Filgona and Sababa (2017) may be attributed to the psychological differences and cultural differences.

Discussion

The study revealed that the trust of relationship in secondary schools in Ado Local Government Area of Ekiti State was moderate while students' academic achievement was high. The study also revealed that there was significant relationship between culture of trust and academic achievement. This by implication means that trust relationship has important, positive and long-lasting implication on students' academic achievement. What can be responsible for this finding may be the fact that the secondary school management has realized that individuals in interpersonal relationship share common goals and objectives and have sense of trust. The interest of one cannot be achieved without reliance upon another. This finding is consistent with views of Tschannen-Moran

Conclusion

Based on the findings of this study, it can be concluded that there is the need for good interpersonal relationship in secondary schools as a critical factor to increase students' academic achievement.

Recommendations

It was therefore recommended that government and other stakeholders as a matter of policy should encourage trust initiatives in secondary schools. School administrator should try as much as possible to supervise teachers and ensure good interpersonal relationship among teachers to stimulate greater improvement in teaching and learning. Moreover, there should be no disparity in the interest of male and female teachers towards interpersonal relationship.

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