

Organisational and Administrative Factors as Predictors of Undergraduates Intramural Sports Participation: A Case Study of Adeleke University, Ede, Osun State

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This study examined organisational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede, Osun State. Previous studies paid little concentrations on intramural sports participation and predictive factors such as organisational and administrative in tertiary institutions. Descriptive survey research design was adapted in this study. Proportionate stratified and simple random sampling techniques were used to select 1166 respondents; while questionnaire was used for data collection. Descriptive statistics of frequency counts, percentages and inferential statistics of regression were used for the analyses. The result of the study revealed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. There was a significant joint prediction of organizational factors on intramural sports participation among undergraduates of Adeleke University, Ede ($F(3,1165)=34.169, p<0.05$). Sport funding ($\beta=0.263, t=9.037, p<0.05$) and timetable scheduling ($\beta=0.098, t=3.486, p<0.05$) had significant relative prediction on intermural sports participation among the respondents, while organizational policy ($\beta=-0.029, t=-0.999, p<0.05$) did not. There was a significant joint prediction of administrative factors on intramural sports participation among undergraduates of Adeleke University, Ede ($F(2,1165)=17.223, p<0.05$). Availability of personnel ($\beta=0.165, t=5.582, p<0.05$) and personnel competencies ($\beta=0.086, t=2.928, p<0.05$) had significant relative prediction on intermural sports participation among the respondents. It was therefore recommended that Sports Council of Adeleke University, Ede, in collaboration with academic planning Unit, should ensure that undergraduates are enlightened on the benefits that are attached to intramural sports.

Keywords: Intramural, Sports participation, Organisational and Administrative factors.

World Count: 235.

Introduction

Sport participation in the recent time provides the appropriate environment to discover and groom budding athletes in tertiary institutions. The likes of Adolie Amasiemeta, Bisi Afolabi, Babatunde Asagba, Segun Odegbami, Bola Ali, Oladele Oladipo, Tobi Amusan were discovered from their respective institutional intramural Sports competition. For sporting activities to attain greater height, sustainable sport growth and development would have to be anchored on efficient sports participation among students in tertiary institutions. The tertiary institutions are supposed to be the reservoir of vibrant youths with exuberant energy drives for sport participation. Sports has been described as a social agent that brings people of different ages and religious background together whether as producer or consumer with the intent that leisure time is judiciously used¹. It has significantly influenced virtually every social institution has been part of civilization even right from the time of the ancient Greeks (. Ibraheem, Olaoye & Odufoye, 2017).

Sport has a highly organized physical activity of human intensity regulated by accepted rules and regulations, which requires maximum physical and mental exertion; a form of education which pervades the lives of people throughout the world, permeating through the process of knowledge starting from the rules of competition to the complex art of coaching, administration, research and nation building (Remigious, Osikorede, Eunice & Shodiya. 2018). Also it is a means of exchange and understanding among people of various background, nationalities or beliefs and promotes expression beyond traditional barriers. The rules of the game transcend differences and inequality and help redefine success and performance. Sport is played at different level by different people including students of tertiary institutions.

Tertiary institutions are educational establishments where people engage in different transactions irrespective of gender, age, sex, status, race and background (Corluka & Bjelica, 2019). The examples of such institutions are universities, colleges of education, polytechnics, school of health and sports institutions. The characteristics of these environments are mainly research work, sports and health. One of the major extracurricular activities which characterize all institutions of higher learning including the universities is sport which involves participation by undergraduates. Sport at this level can be played in forms of extramural or intramural.

Intramural sport is a physical activity that gives participants an opportunity to experience enjoyment, fun and competition, while at the same time acquiring positive outcomes such as new challenges, social interactions, skill enhancement and increased levels of fitness as well as enhanced physical and mental health (Nivankwo, 2017). The most important aspect of the intramural sports programme lies in its educational objective. Some of the objective are primarily social and are designed for wholesome fun, to develop teamwork, loyalty, reward and achievement, friendship and good followership while other objective are primarily physical and psychological such as improvement of health personality development, ability to meet effectively the mental and emotional stresses and acquisition of lifelong leisure time skills (Frederick & Williams, 2022).

Intramural sport can be defined as those sporting activities that are organized and carried out within the confines of an institution (Abayomi, Oyeniyi & Aina, 2017). It is those sporting activities planned and organized for members of an organisation within the four walls of the organisation (Asagba, 2017). All registered members in an institution or establishment are qualified to take part in intramural sports (Oyeniyi & Abayomi, 2017). Examples of intramural sports competition include inter-house athletics competition, inter-class, inter-halls, inter-departmental among others.

Many factors influence participation in intramural sports, these may include demography, psychological, organisational, administrative, social and economic status of the participants (Del Duca, 2016). This study focused on organisational and administrative factors as predictors of participation in intramural sports. Organisation is the development of formal structure whereby the various administrative co-ordination centers and sub-divisions are arranged in an integrated manner. Three main areas (key concepts) are involved, which include programming, facilities and personnel (Brown, Chikagbum & Boyle, 2019). The importance of organisational structure cannot be overestimated. The framework enables people to interact as group to achieve organisational objectives. It also makes supervision possible and ensures co-operation and harmony it again directs flow of authority and responsibility (Edward, et.al, 2014).

Organisational factors are indices within an organisation which may contribute directly or indirectly to intramural sport participation. These may include student's recruitment, funding, conflict resolution processes, employees' code of conduct, facilities' maintenance culture, insurance policy, internal and external relationship, compensation, ethics and safety and security. These factors are usually action based carried out by an organisation, institution, society and so on, from among alternatives to guide and determine present and future decisions as well as positions on matters of public interest (Adeleye, Okueso & Okundare, 2021).

One of the key determinants of successful intramural sports participation is funding. Intramural sports need adequate financing as they are comprehensive programmes of sports and intramural activities carried out within the institution. The objectives of intramurals are threatened with issues bothering on proper utilization of financial resources (Gumbo & Magonde, 2017). A lack of fund is one of the most obvious obstacles to providing suitable facilities and equipment and greatly influences the facilitation of an effective intramural programme in institutions of learning. Sports programme should be financed out of central administration funds just as other phases of programmes in the institution are financed (Jenkinson & Benson, 2011). Hence, adequate funding of sports in tertiary institutions would facilitate their success and the realization of the goals and objectives of sports (Babalola, 2022).

Administration is the guidance, leadership or the ability to control or blend different available structures, resources and efforts together with minimum loss of fund, time and energy, in order to achieve the goal of the organisation (Asagba, 2017). It involves the performance of the administrative process by an individual or group in the context of an enterprise functioning in its environment. Administration occurs in the same generalized form in industrial, commercial, educational, sports and other organizations (Gaur & Bali, 2018). Administration is related to the function of the school itself, which involves examining alternatives and making sound decisions²³. It does not only deal with the provision of facilities, equipment, personnel, budgetary resources, but also with the establishment of an environment, which will make it possible for the optimal development of students and school members (Oluwasogo & Okon, 2019).

Personnel and leadership are elements around which cooperation, loyalty, sociability and many other societal traits can be developed. In sports, personnel was defined as the officials that play an integral role in any competitive sport programme and should be well qualified, certified and licensed and holds membership in their respective officiating association. In the administration of organized intramural sports, there is need for availability of well trained and qualified personnel (Xanthopoulos, et.al, 2020). The tasks of sports personnel include planning, organizing, directing, coordinating, reporting, budgeting and evaluating.

Sports personnel are to organize and supervise intramural sports programme in the schools to achieve success at the end. Supervision will be effective if sound leadership is provided for physical education and sports programmes through act of making provision for adequate and qualified sports personnel (Awoyinfa, 2022). Also, situation created by sports administrator in sports environment physical infrastructures, pre-competitions, playing courts, sports arena and gymnasias, form an athlete's perspective and can be motivating or threatening (Abayomi, Oyeniya & Aina, 2017). In spite of the availability of facilities and equipment for intermural sports in Adeleke University, Ede, the numbers of undergraduates who participate during intramural sports are seemingly inadequate based on the baseline survey carried out by the researcher. This study therefore examined the organisational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede, Osun State.

Statement of the Problem

One of the major extracurricular activities which highly characterized all institution of higher learning is sports. Undergraduates in institutions of higher learning who partake in intramural sports do so for the purpose of recreation, keeping fit and avoidance of illnesses such as diabetes, hypertension, coronary heart disease, obesity and overweight; as well as for the development of ethical behaviours. However, despite these lasting benefits that involvement in regular physical activities can provide, participation in physical activity is often seemingly disregarded by most

undergraduate. Investigation by the researcher revealed that the fundamental problem of intramural sports organizations for undergraduates in Adeleke University, Ede, is the poor organization of the sporting events by the school authority. However the researcher gathered after interviewing some of the undergraduates that even when these events are organised, the numbers of undergraduates who participate in intramural sports are quite low compared to their counterparts who do not participate.

It has also been observed by the researcher that in some cases, the sport administrators seem to lack adequate technical ability in sport organization with respect to interpersonal relationship with the participate, scheduling of events and adequate mustering of human and material resources needed for intramural sports. Sometimes, the awareness is not also always high while in some situations, the officials invited for the events are not either competent or not sufficient. These perhaps made some of the undergraduate see the event as not well organized. As a result of all these aforementioned situations, this study examined organization and administrative factors as predictors of undergraduates' intramural sports participation: A case study of Adeleke University, Ede Osun State.

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

H₀₁. There will be no significant joint prediction of organizational factors (organizational policy, sport funding, timetable scheduling) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

H₀₂. There will be no significant relative prediction of availability of personnel competencies on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

H₀₃. There will be no significant joint prediction of administrative factors (organizational policy, sport funding, timetable scheduling and interest) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

H₀₄. There will be no significant relative prediction of organizational policy, sport funding timetable scheduling on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

Methodology

The research design used in this Study was the descriptive research design of correlational type. This research design helps to unveil current conditions that exist during specific events through systematic collection, analysis, interpretation and report of relevant facts and information concerning a situation. The population of this study consisted of four thousand five hundred and sixty seven (4,567) undergraduates of Adeleke University, Ede, Osun state.

The sample for the study was one thousand, one hundred and sixty six (1,166) respondents, which were drawn from the three selected *faculties at the* Adeleke University, Ede, Osun State. Multi stage sampling procedure was used to select the respondents. This included proportionate stratified and simple random sampling techniques. The sampling techniques are explained as follows:

Stage One: Simple random sampling technique of fish-bowl was used to select three *faculties* out of the existing six faculties. The selected *faculties are Basic Medical Sciences, Business and Social Sciences and Law.*

Stage Two: Proportionate stratified sampling technique used to determine fifty percent (50%) of the respondents that were drawn from each of the faculties. This was done by considering fifty percent (50%) of undergraduates from the number of students in each of the three selected faculties. This was done so as to ensure that the respondents are stratified based on the proportion of students in each of the faculties.

Stage Three: Simple random sampling technique was used to give each of the respondents in the three selected faculties an equal and independent chance of being included in the sample. The respondents were selected randomly from each of the faculties based on the predetermined fifty percent (50%); making a total of 1,166 respondents.

A self-developed questionnaire was used to collect data for this research. The questionnaire were divided into sections A, B, C and D.

Section A: This section was used to collect information on socio-demographic information of the undergraduates.

Section B: This section was used to collect information on organisational factors of organisational policy, sport funding and timetable scheduling.

Section C: This section was used to collect information on administrative factors of availability of personnel and personnel competences.

Section D: This section was used to collect information on sports participation among undergraduates.

The validity of an instrument is defined as the soundness or the appropriateness of the test instrument in measuring what it is designed to measure¹. The draft of the questionnaire were be given to the researcher's supervisor, experts in the field of Sports Organisation and Administration as well as other lecturers in the Department of Kinesiology, Sports Science and Health Education, Lead City University, Ibadan. Thus, all comments, suggestions and modifications will be studied carefully and applied for improving the quality of the instrument in relation to research objectives.

Reliability refers to the degree of consistency of an instrument in measuring what it is designed to measure². The reliability of the instrument was determined by 30 undergraduates of

Ajayi Crowther University, Oyo State. Cronbach alpha method was used to determine the coefficient of the reliability, which yielded a co-efficient of 0.72.

A letter of introduction were collected from the Head, Department of Kinesiology, Sports Science and Health Education, Lead City University, Ibadan. Upon collection, it was submitted to the Registrar of the Adeleke University, Osun State for identification and seeking of permission from the authority of the institution. Administration of the research instrument was personally done by the researcher with the support of six (6) trained research assistants. The copies of the filled questionnaire were retrieved on the spot. Self-administration and on-spot retrieval is to ensure accurate and highly efficient data collection.

The completed and retrieved copies of questionnaires was analysed using descriptive statistics of frequency counts, simple percentage and mean scores for the demographic data of the respondents as well as the research question. Inferential statistics of Pearson Product Moment Correlation will be used to analyse hypotheses 1 and 2, while multiple regression will be used to test hypotheses 3 – 4 at 0.05 level of significance.

Result

The results and discussion of findings are presented based on demographic characteristics of the respondents, research question and hypotheses as follow:

4.1 Demographic Data Analysis

The below are the socio-demographic characteristics of the respondents.

Table 4.1: Distribution of the Respondents by Gender

Gender	Frequency	Percent
Male	767	65.8
Female	399	34.2
Total	1166	100.0

Source: Field Survey, 2022

Table 4.1 reveals that 767 (65.8%) respondents were male, while 399 (34.2%) were female. This means that most of the respondents were male.

Hypotheses

The following hypotheses were tested in the study.

Hypothesis 1: There will be no significant joint prediction of organizational factors (organizational policy, sport funding and timetable scheduling) on intramural sports participation among undergraduates of Adeleke University, Ede.

Table 4.6: Regression Analysis of Joint Prediction of Organizational Factors on Intramural Sports Participation

R=0.285						
R ² =0.081						
Adj. R ² =0.079						
Std. Error=1.35711						
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark
Regression	188.791	3	62.930	34.169	.000	Significant
Residual	2140.112	1162	1.842			
Total	2328.903	1165				

Source: Field Survey, 2022

As shown in table 4.6, it was found that the linear combination of organizational factors (organizational policy, sport funding and timetable scheduling) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. ($F_{(3,1165)}=34.169, p<0.05$). The result yielded a coefficient of multiple regression of $R=0.285$ and multiple R-square of 0.081. The result also reveals that adjusted $R^2=0.079$; indicating that about 7.9% of variance was accounted for by the independent variables. This means that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. Hence, the null hypothesis was rejected.

Hypothesis 2: There will be no significant relative prediction of organizational policy, sport funding and timetable scheduling on intermural sports participation among undergraduate of Adeleke University, Ede.

Table 4.7: Regression Analysis of Relative Prediction of Organizational Factors on Intramural Sports Participation

Variables	Unstandard Coefficients		Standardized Coefficients		Sig.	Remark
	B	Std. Error	Beta	T		
(Constant)	5.902	.288		20.523	.000	
Organizational policy	-.032	.032	-.029	-.999	.318	Not Sig
Sport funding	.245	.027	.263	9.037	.000	Significant
Timetable scheduling	.117	.034	.098	3.486	.001	Significant

Table 4.7 reveals organizational policy, sport funding and timetable scheduling, the unstandardised regression weight (β), the standardized error of estimate ($SE\beta$), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in table 4.7, sport funding ($\beta=0.263$, $t=9.037$, $p<0.05$) and timetable scheduling ($\beta=0.098$, $t=3.486$, $p<0.05$) were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy ($\beta=-0.029$, $t=-0.999$, $p<0.05$) did not. The null hypothesis which stated that sport funding and timetable scheduling would not relatively and significantly predicted intermural sports participation among undergraduate of Adeleke University, Ede was therefore rejected.

Hypothesis 3: There will be no significant joint prediction of administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates of Adeleke University, Ede.

Table 4.8: Regression Analysis of Joint Prediction of Administrative Factors on Intramural Sports Participation

 $R=.170$
 $R^2=.029$ Adj. $R^2=.027$

Std. Error=1.39459

Model	Sum of Squares	Df	Mean Square	F	Sig. (<i>p</i> value)	Remark
Regression	66.996	2	33.498	17.223	.000	Significant
Residual	2261.907	1163	1.945			
Total	2328.903	1165				

Source: Field Survey, 2022

As shown in table 4.8, it was found that the linear combination of administrative factors (availability of personnel and personnel competencies) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. ($F_{(2,1165)}=17.223$, $p<0.05$). The result yielded a coefficient of multiple regression of $R=0.170$ and multiple R -square of 0.029. The result also reveals that adjusted $R^2=0.027$; indicating that about 2.7% of variance was accounted for by the independent variables. This means that, administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Hence, the null hypothesis was rejected.

Hypothesis 4: There will be no significant relative prediction of availability of personnel competencies and personnel competencies on intramural sports participation among undergraduates of Adeleke University, Ede.

Table 4.9: Regression Analysis of Relative Prediction of Administrative Factors on Intramural Sports Participation

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.	Remark
	B	Std. Error	Beta	T		
(Constant)	7.313	.402		18.182	.000	
Availability of personnel	.184	.033	.165	5.582	.000	Significant
<u>Personnel competencies</u>	<u>.110</u>	<u>.038</u>	<u>.086</u>	<u>2.928</u>	<u>.003</u>	<u>Significant</u>

Table 4.9 reveals availability of personnel and personnel competencies, the unstandardised regression weight (β), the standardised error of estimate ($SE\beta$), the standardised coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in table 4.9, availability of personnel ($\beta=0.165$, $t=5.582$, $p<0.05$) and personnel competencies ($\beta=0.086$, $t=2.928$, $p<0.05$) were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede. The null hypothesis was therefore rejected.

Discussion of Findings

The findings of this study revealed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. This was established through the response of few respondents that they frequently engaged themselves in interfaculty sports, thus, it promotes their muscular strength and endurance. In addition, few respondents admitted that they were more frequently engaged in muscular strength, endurance and flexibility-related sporting activities after daily routine academic activities. Moreover, insignificant number of respondents revealed that they were more frequent by finding time out of my tight schedule to compete in bone and muscle-strengthening activities during intramural competitions. Additionally, few respondents reacted that they were more frequent ensure that they train properly to promote cardiovascular endurance, muscular strength, muscular endurance and flexibility prior to usual intramural competition. The finding of this study was in contrast to a previous study which revealed that all registered members in an institution or establishment are qualified to take part in intramural sports (Oyeniyi, 2014).

In addition, it was found that the linear combination of organizational factors (organizational policy, sport funding and timetable scheduling) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. The finding of this study on joint prediction of organizational factors was in line with a previous study which revealed that many factors influence participation in intramural sports which may include demography, psychological, organisational, administrative, social and economic status of the

participants (Del Duca, et.al, 2016). Moreover, it was revealed that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy did not. The finding of this study on sport funding was in line with a previous study which revealed that funding was one of the key determinants of successful intramural sports participation.

Besides, it was found that the linear combination of administrative factors (availability of personnel and personnel competencies) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that, administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Also, availability of personnel and personnel competencies were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede.

Conclusion

It was concluded in the study that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. In addition, established that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. It was further concluded that that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduates of Adeleke University, Ede; while organizational policy did not. Conclusion was equally made that administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Also, it was established that availability of personnel and personnel competencies independently predicted intermural sports participation among undergraduates of Adeleke University, Ede.

Recommendation

Based on the findings of this study, the following recommendations were made:

1. The Sports Council of Adeleke University, Ede, in collaboration with academic planning Unit, should ensure that undergraduates are enlightened on the benefits that are attached to intramural sports.
2. The academic planning Unit of Adeleke University, Ede, should intensify efforts to develop academic calendar in a way that will encourage active participation in intramural sports.

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External Locus of Control and Public Secondary School Teachers Job Involvement for Sustainable Development in Oyo State

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Abstract

The paper examines the relationship between External locus of control and Job Involvement of public secondary school teachers in Oyo state, Nigeria, in the context of sustainable development. Data was collected from 2187 respondents (secondary school teachers) through a questionnaire prepared from the Mary Lynn Collins scale, Rotter's locus of control scale, and Kanungo scale for job involvement. Collected data was analysed using descriptive statistics of frequency counts,

percentage, average, mean, and standard deviation. The result of the study revealed that external locus of control had a significant positive association with job involvement among the teachers. The implications for educational policy making as well as future research were discussed.

1. Introduction

Teachers' job involvement and external locus of control in education cannot be over-emphasized when discussing about sustainable development. As such, sustainable development can be described as the concept of meeting the demands of the present generation without compromising the potential of future generations to meet their own needs, sustainable development is a concept. It entails striking a balance between social justice, environmental conservation, and economic progress which are all embedded in the type of education provided for the society by the government. Sustainable development is a complex and multidimensional concept that has a broad range of problems and strategies. The goal is to create a more sustainable and inclusive future for everyone, where social progress, economic success, and environmental health coexist harmoniously. Education and awareness are one of the aspects of sustainable development. If sustainable development is successfully implemented, promoting education and increasing public knowledge is crucial. This entails teaching people about sustainable activities, advocating environmental responsibility, and promoting sustainable consumption and lifestyle options. As a result of this, teachers' external locus of control and involvement in their professions (job involvement) is also very sensitive and essential. Job involvement can be referred to as how important a job is to an employee. It has to do with an individual's disposition to his or her career or profession. Several scholars have given different definitions of job involvement based on their views and understanding. For instance, Huang, Yang, & Li 2016, defined Job involvement as a deep interest an employee has developed toward the objectives, culture, and assignments of the organization. Ariel 2019, described it as a kind of special attention an employee pays to his/her immediate work. It is said to be an important element that has an impact significantly on the individual in the sense that it helps an individual improve his /her performance in the place of work by inputting their maximum effort to solve the problem with intelligence when motivated (Hermawati & Mas, 2017). Considering all these definitions, it can be inferred that job involvement is an employee's job-related attitude. These can be expressed through an individual Enthusiasm, Interest, or Zeal towards a profession.

This implies that employees (teachers) who exhibit a high level of enthusiasm, zeal, and interest in their job are expected to see their professions as the ultimate desire and ready to give all it takes to sustain and promote the interest of such profession. Such employees (teachers) tend to develop healthy relationships with their colleagues at work and develop good interactions with the parents and even students or learners. They are sets of teachers who see their profession as a good platform to transform, model, and make lives and future leaders. However, the ability to exhibit this job-related attitude to the maximum level is likely to be influenced by the locus of control of an individual.

Thus, locus of control can be described as the control an individual has over the events or happenings of life. Several scholars have looked into the locus of control from different perspectives such as; (Wilfried, Meyer, Susanna, Christiane and Weber, 2017) who described Locus of control as the expression of an individual's assessments concerning direct life, It is the control an individual has over the events of life the events such individual encounters and the outcome of these events. In the case of Özkan, & Sarıçoban, (2018), they said, the locus of control can be seen as a psychological construct which has important variable that is based on the assumption whether praise or condemnation received by an individual as consequences based on such a person's future attitudes.

The concept of locus of control is believed to be either external or internal that is internal locus of control and external locus of control (Özkan & Arif 2018). Individuals with an internal locus of control have the belief that their destiny is in their hands and that it is whatever they are not interested in that they cannot achieve. They believe that in as much as they can input effort and strive; they shall surely achieve their goals, objectives, and aspirations in life (Çakır, 2017). People of these categories, hold themselves responsible for failure or success they attained or occur to them in life. They do not give up easily to failure but rather give all it takes to attain success and make a change over the situation (Çakır, 2017).

On the contrary, people with an external locus of control give room for external affairs to dictate or influence the affairs of their lives. They tend to attribute and leave whatever happens to them to chance, fate, and luck. They allow what happens around them (such as family background, economic situations, distance, weather conditions, and the like) to influence or affect their life negatively. At times they give the impression that the world is too complex to be predicted (Özkan & Arif 2018). Such individuals easily apportion blame to others for their performances (Çakır, 2017). This study considers the external locus control of teachers.

Research has shown that teachers play an important role in training and educating society's future members and leaders (Tadesse, 2019). The teacher is at the center of the interaction of the main element of an educational system which comprises learners, the educational program, teaching, and the environment. Teacher takes the task of educating young and adult individuals' needs in society. Apart from genetics, teacher contributes greatly to student learning and knowledge acquisition⁶. However, the effectiveness of any teacher in the teaching profession will require that such a teacher get him/herself updated in knowledge and information. It is also expected who will be able to be effective in the classroom to exhibit pedagogical knowledge with high expectations from his/her students and create a positive teacher-student relationship, follow up students and give them feedback. The attributional theory is a model which explains the causes of behaviours and events. The theory was first propounded by Fritz Heider in 1958. Fritz Heider was known to be the father of attribution theory. It was assumed from this theory that, people observed, analyzed and explained behaviours and events with explanations. Attribution is assumed to be external and internal. Internal attribution is made when an individual character or achievement is attached to

individual ability, personality, attitude or disposition, mood and efforts. External attribution is made when a given behaviour is seen as a task, other people, a lucky environment, or weather conditions.

This theory is relevant to this study based on Fritz's two assumptions through which attribution can be made (that is external and internal). It was submitted that individual can associate their behaviour, success or failure, with ability, strength, personality and even effort. On the other hand, an individual can attribute behaviour, success, or failure to cause by mood, people around, weather conditions, and the situation at hand. The locus of control of an individual is based on this theory as it can either be external or internal.

The study is significant as it is set to bring considerable implications in knowledge development and operational benefits to both researcher and stakeholder concerns. The outcome of this research would enable school management, the Ministry of educations and the government to understand the level of job involvement as well as the locus of control among the senior secondary teachers and rise to give what it takes as a way of contributing their quoter to achieve a successful sustainable development in Oyo State. At the same time, this knowledge will help them to go about considering Oyo state public secondary school teachers' psychological strength about their involvement in jobs and then find means of encouraging them in other to give room for a successful sustainable development in Oyo state. Although, a lot of research work has been carried out on external locus of control not much has been done on combining it with job involvement in relation to locus of control of secondary school teachers for the success of sustainable development in Oyo state which therefore makes the study unique.

However, lots of factors are observed to serve as obstacles or barriers for teachers not to be able to execute their responsibilities effectively as professionals. Such factors include the very high cost of living which makes the salary of teachers insufficient and as a result makes teachers look elsewhere for the survivor. Also, unavailability of learning materials and, a good and conducive environment for teachers to discharge their duties conveniently. Irregular incentives which is capable of making teachers lose interest in his or her job. Not only that, the inability of government to make provision for training and workshops regularly available for teachers which can serve as means of knowledge and skill updates for teachers in their profession and more. The above-mentioned factors or issues that are liable to demoralize teachers hereby rendered them not optimistic and unenthusiasm to discharge their duties as expected. One is not surprised at the performance of secondary students, especially the West African Examination Council results in the past few years in Oyo State (online). This can in turn hamper the awareness and success of sustainable development in Oyo State

Statements of the Problem

It can be observed that in contemporary days, people tend to be impatient, unfriendly, depressed, disturbed and even inhuman. Probably Because of the economic situation of the country insecurity and joblessness people are battling with. Masses struggle to survive and putting three square meals on the table becomes difficult. Coincidentally, Teachers live in the same community. No wonder teachers in secondary schools act touchy, abusive, and unhappy which makes students not so free to discuss their personal issues with them. Not only that, some teachers exhibit a wrong attitude towards their profession. These in a way call for attention and require some investigation to be carried out because if care is not taken, it may affect the successful awareness of sustainable development, especially in Oyo State.

Aim and Objectives of the Study

The aim of this study was to examine the level of public secondary school teachers' external locus of control and Job involvement in sustainable development in Oyo state. The objectives are to:

- 3 identify the level of teachers' job involvement of public secondary school teachers for sustainable development in Oyo State
- 4 identify the level of external locus of control of public secondary school teachers for sustainable development in Oyo State.

Research Questions

The study was guided by the following research questions:

- (i) What is the level of public secondary school teachers' job involvement in sustainable development in Oyo State?
- (ii) What is the level of external locus of control of public secondary school teachers in sustainable development in Oyo State?

Hypothesis

The hypotheses below which were tested at a 0.05 level of significance shall guide the study.

H₀₁ There will be no significant relationship between locus of control and job involvement of public secondary school teachers for sustainable development in Oyo State.

Methodology

Study Population

The population of this study consists of all teachers both male and female in public secondary school in Oyo State. A number of 2187 teachers served as respondents in this study. The teachers were selected through a simple random sampling technique, where males were 994 (45.5%) and female were 1193(54.5%). The age of the participants ranged between 25 years to 50 years and above while the qualifications include all the educational grade levels ranging from NCE to PhD.A structured questionnaire was used to collect data in this study. Mary Lynn Collins scale, Rotter's locus of control scale, and Kanungo scale for job involvement were adapted to measure the variables in this research. While proceeding in the adaptation, a four-scale Likert style was used

[At all time (4) to Not at all (1)] to measure the kinds of teachers' external locus of control and level of job involvement. Frequency, percentage, mean, and standard deviation were used to analyze the data. Frequency and percentage were used for teachers' demographic information, mean and standard deviations were used for teachers' external locus of control and job involvement level, and correlation was used to find the interaction between teachers' job involvement and external locus of control.

Results

The findings are categorized in relation to teachers' demographic information, locus of control, and teachers' job involvement.

Findings related to teachers' gender are presented in Table 1.

Table 1: Gender Distributions of Respondents in Study Areas

Gender	Frequency	Percentage (%)
Female	1193	54.5
Male	994	45.5
Total	2187	100.0

Source: Researcher, 2023

Table 1. Presents the gender sampled for the study, it was revealed that 199 respondents given as 54.5% were female while 166 respondents given as 45.5%, from the respondents' female were more than male.

Findings related to teachers' age range

Table 2: Age Range Distributions of Respondents in Study Areas

Age Range	Frequency	Percentage (%)
25-30	252	11.5
31-35	388	17.7
36-40	530	24.2
41-45	482	22.0
46-50	311	14.2
51 and above	224	10.2
Total	2187	100.0

Source: Researcher, 2023

The distribution of the age range of the respondents sampled for the study is presented in Table 2. It shows that 252 respondents given as 11.5% were between the age of 25-30, 388 respondents given as 17.7% were between the age of 31-35, 530 respondents given as 24.2% were between the age of 36-40, 482 respondents given as 22.0% were between the age of 41-45, 311 respondents given as 14.2% were between the age of 46-50, while 224 respondents given as 10.2% were between the age of 51 & above respectively. These revealed from the table that respondents between the age group of 36-40 were more than any other age group.

Table 3: Academic Qualifications of Respondents in Study Areas

Academic Qualification	Frequency	Percentage (%)
NCE	217	9.9
HND/PGDE	494	22.6
BSc / B.Ed	1159	53.0
MSc / Med	264	12.1
Others	53	2.4
Total	2187	100.0

Source: Researcher, 2023

The distribution of the academic qualifications of the respondents sampled for the study is presented in Table 3. It shows that 217 respondents given as 9.9% were those whose has NCE, 494 respondents given as 22.6% were those whose has HND/PGDE, and 1159 respondents given as 53.0% were those whose has B.Sc/B.Ed, 264 respondents given as 12.1% were those whose has MSc/MEd, while 53 respondents given as 2.4% were others respectively. These revealed from the table 4.4 that BSc/B.Ed has the highest frequency than any other academic qualifications of the respondents. **Research Question One:** What is the level of teachers' job involvement in Oyo state?

Table 4: Level of Teachers' Job Involvement in Oyo State

	At All Time	Sometimes	Rarely	Not At All		
	Freq.	Freq.	Freq.	Frequenc		
S/	(Percent.	(Percent.	(Percent.	Percent.	Mean	SD
N	Items	%)	%)	%)	%)	

1	I go extra length to get learning material.	1280	683	149	75	3.45	0.768
		(58.5%)		(31.2%)		(6.8%)	(3.4%)
2	I make use of learning materials while teaching.	974	978	167	68	3.31	0.743
		(44.5%)	(44.7%)	(7.6%)	(3.1%)		
3	I ensure students are excited in the cause of teaching activities.	1207	690	199	91	3.38	0.817
		(55.2%)		(31.6%)		(9.1%)	(4.2%)
4	I give out assignment to students.	1148	710	218	111	3.32	0.850
		(52.5%)		(32.5%)		(5.1%)	
5	I ensure students participate in the class work.	1258	658	178	93	3.41	0.812
		(57.5%)	(30.1%)	(8.1%)	(4.3%)		
6	I stay around to supervise group work when going on.	1032	850	221	84	3.29	0.800
		(47.2%)		(38.9%)		(10.1%)	(3.8%)
7	I care to ask after students.	1083	absent	744		263	97
		(49.5%)		(34.0%)		(12.0%)	(4%).
8	I am interested in getting students out of his or her shell.	1003		860		226	98
		(45.9%)		(39.3%)		(10.3%)	(4.5%)
9	I may not enjoy any other profession like teaching.	857		871		296	163
		(39.2%)		(39.8)		(13.5%)	(7.5%)
Weighted Mean						3.31	

Source: Fieldwork, 2023; SD = Standard Deviation,

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High
Research question one was raised on what is the level of teachers' job involvement in Oyo state. The table shows the respondents agreed with the following: I go an extra length to get learning material (mean = 3.45); I make use of learning materials while teaching (mean = 3.31); I ensure students are excited in the cause of teaching activities (mean = 3.38); I give out assignment to students (mean = 3.32); I ensure students participate in the class work (mean = 3.41); I stay around

to supervise group work when going on (mean = 3.29); I care to ask after absent students (mean = 3.29); I am interested in getting students out of his or her shell (mean = 3.27); I may not enjoy any other profession like teaching (mean = 3.11). The overall weighted mean is 3.31, and the level of teachers' job involvement in Oyo state is high.

Research question Two: What is the level of external locus of control of public secondary schools for sustainable development in Oyo State?

Research Question Three: What is the teachers' external locus of control level in Oyo State?

Table 5: Level of teachers' external locus of control in Oyo state

			At All	Sometimes Rarely		Not At All Time		
S/N	Items		Frequency (Percent.)	Frequency (Percent.)	Frequency (Percent.)	Frequency (Percent.)	Mean	SD
1	Students are comfortable sharing their personal issues with me		931 (42.6)	754 (34.5%)	319 (14.6%)	183 (8.4%)	3.11	0.946
2	I respond to both reasonable and reasonable questions from students		1338 (61.2%)	523 (23.9%)	234 (10.7%)	92 (4.2)	3.42	0.843
3	Students get me pissed off with questions		418 (19.1%)	897 (41.0%)	431 (19.7%)	441 (20.2%)	2.59	1.014
4	I don't tolerate any students' misbehaving		723 (33.1%)	661 (30.2%)	397 (18.2%)	406 (18.6%)	2.78	1.098
Weighted Mean							2.98	

Source: Fieldwork, 2023; **SD** = Standard Deviation

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High

Research Question Three: What is the level of teachers' external locus of control in Oyo State?

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High
Students get me pissed off with questions (mean = 2.59); I don't tolerate any student misbehaving (mean = 2.78). The overall weighted mean is 2.98, the level of teachers' locus of control in Oyo state is high

H₀₁: No significant relationship will exist between external locus of control and job involvement in public secondary schools Oyo State.

Table 6: Correlation between Job Involvement and External Locus of Control

	Job Involvement	External Locus of Control
Job Involvement	1	
External Locus of Control	0.980	1

There is a strong correlation between external locus of control and job involvement, a coefficient of 0.980 is very high and also significant ($p < 0.05$). Hence, .980 is very strong and indicates a significant relationship between external locus of control and job involvement in publicsecondary schools in Oyo State.

Discussion of Finding

Sustainable development can be described as the concept of meeting the demands of the present generation without compromising the potential of future generations to meet their own needs. It entails striking a balance between social justice, environmental conservation, and economic progress. Sustainable development can be achieved by putting many things into consideration such as setting goals for sustainable development, guiding a county and organisation in their pursuit of sustainability, climate change mitigation, circular economy, social equity, biodiversity conservation, stakeholder engagement, and educational awareness just to mention a few. The impact of teachers' external locus of control and job involvement in achieving or creating awareness for sustainable development cannot be overlooked. This informed the researcher's quest to consider the relative influence of teachers' external locus of control on job involvement.

The result showed that public secondary school teachers in Oyo state demonstrate a high level of enthusiasm towards their professions, high level of zeal and interest in their professions was demonstrated. Therefore, based on the result of the statistical analysis, it showed that the level of public secondary school teachers' Job Involvement in Oyo state is high. This is a good indication to show that teachers in public secondary schools have a good attitude towards their profession. One can deduce that there is a tendency for individuals can easily be enlightened about sustainable

practices, fostering a sense of responsibility towards the environment and encouraging sustainable consumption and life choice through education which is brought about by teachers (Sascha and KarlArmin, 2019).

The result from the weighted mean analysis table 2, revealed that the external locus of control of the public secondary teachers in Oyo state is high This answers the research question 2 of the present study. The result of the present study is in agreement with that of Yusran, Suarnitati, Sri, Erna, and Indar (2020), and Purwani, (2015) in which it was concluded that individuals with high external locus of control have a quality of life that is not good because such people are very dependent on the situation surrounded them and not on themselves. It was hypothesized that there will be significant interactions between locus of control and job involvement of public secondary school teachers for sustainable development in Oyo State.

Table 5 shows that there is a correlation between public secondary school teachers' external locus of control and job involvement. This showed a strong and significant relationship between external locus of control and job involvement of public secondary school teachers in Oyo State. This can be corroborated by (Sri & Nadia, 2009), who were trying to examine the influence of locus of control and job involvement on organisational commitment, the result showed a positive relationship between the two variables. Sunbul (2003), also found that the teachers' locus of control and their age are positively and directly related to emotional burnout. Meanwhile, Bein, Anderson & Maes (1990) found that there was a negative correlation between teachers. External locus of control and job satisfaction.

Conclusion

It can be concluded based on the result of this study that the external locus of control of teachers in public secondary schools in Oyo State is high. This may not really be of good benefit for success for awareness of sustainable development in Oyo State. Again, the result of the analysis indicated that the teachers' job involvement in public secondary schools is high. This is a good indication to show that teachers in public secondary schools have a good attitude towards their profession. Also, the relationship that exists between the variables, shows that Oyo State public secondary school teachers are efficient in their profession.

Recommendations

It is recommended that;

1. Government should design and organize professional development workshops that focus on empowering teachers to recognize and harness their internal capacities for professional growth.
2. School administrators and policymakers should implement initiatives to further strengthen emotional attachment and moral responsibility among teachers. Activities that foster a sense

of belonging, appreciation, and shared values within the school community could contribute to enhancing these dimensions of commitment.

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