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## Enhancing successful implementation of science education repositioning through school safety among people in Oyo town

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### Abstract

This study investigated the degree to which implementation of quality science education repositioning is enhanced through school safety among people in Oyo town. The indices used were school safety, socio-emotional environment, implementation, quality science education and repositioning. The target population was people residing in Oyo as at the time of this research work. Six hundred (600) respondents were used as samples. Two null-hypotheses were formulated and tested. The instrument used for data collection was researcher's structured and developed questionnaire. It was validated by experts in the Departments of Physical and Health Education and Test and Measurement. Its reliability was established through Split-half method, using Spearman-Brown rank order correlation which gave the coefficient of 0.77. The data collected were analysed using Pearson product moment correlation. The two null-hypotheses formulated were rejected. This implied that school safety, the independent variable was capable of promoting socio-emotionally stable school environment which was found significant in making the implementation of quality science education repositioning successful among people in Oyo town. Recommendations made include that school environment should be emotionally conducive since emotion is the heart of learning.

**Keywords:** Enhancing, implementation, quality, science education, repositioning school safety

### Introduction

The school environment needs to be well protected and safe from any form of child abuses, sexual harassment; violence; exposure to weapons and threats as well as illegal use of substances. This will make teaching and learning effective towards achieving the goals of education. Educare Indian Advisory School Consultants (2008) <sup>[6]</sup> stated that safety of students in the school premises is as important as delivery of quality education.

School safety according to Shahram (2020) <sup>[14]</sup> is defined as schools and school-related activities where students are safe from violence, bullying, harassment and substance use. It is further emphasized that safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying and the sale or use of illegal substances on school ground. It is a provision of a safe environment in school where measures are taken to protect students and staff as well as learning activities and equipment. The Teacher (2020) <sup>[15]</sup> expressed that school safety focuses gaining the trust of the parents and ensuring that the children are not traumatized.

The importance of school safety cannot be underestimated. National Centre on Safe Supportive Learning Environment (2020) <sup>[11]</sup> revealed that safe school provides safe supportive learning environment regarding emotional and social safety. Emotional safety is an experience in which one is free to express emotions, feels secured, has confidence to take risks, feels challenged and excited to try something new. It also influences the ability to process information and accurately understand what one encounters. Therefore, the teachers need to create positive and emotionally safe school environment to provide for the optimal learning of the students. Learning how to manage feelings and relationships as provided by safe school constitutes a kind of emotional intelligence that enables students to be successful.

School safety enables learning; protection of students and staff; overall development of the students; healthy school environment, trust of the parents and Goodwill of the school. Restructuring in education is the effort towards improving the quality of existing education programme.

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Audrey (2020) <sup>[1]</sup> expressed quality education as the one which makes persons better; provides the outcomes needed for individuals and societies to prosper. It has the power to transform societies in a single generation; provide children with the protection they need from the hazards of poverty; labour exploitation, diseases and give the knowledge, skills and confidence to reach their full potentials. United Nation Education Scientific and Cultural Organisation (UNESCO 1996) and UNESCO (2020) <sup>[16, 17]</sup> defined quality education as the one that enables people to develop all of their attributes and skills to achieve their potentials as human beings and members of the society. Quality education provides the foundation for equity in the society.

Science education according to Mackenzie (2020) <sup>[9]</sup> is a vital means to create future generations of scientists, develop innovative research and cure various diseases. It helps with the communication of facts and educating people that may not have the resources they need to understand science and its impact on everyone. If making any change to improve science education is inevitable, Dreifus (2020) <sup>[5]</sup> argued that there is need to restructure the reward system for teachers so that teaching science becomes a viable and respected career alternative for people trained in science. At present, many scientists are looking at career outside of the academy. Teaching in the schools should be an option. For that to happen, there is need to ensure that science teachers have financial security comparable to what happened in academia. The educational community needs to exploit the scientific community's desire to help by exploiting the services of retired scientists and engineers who love to go into the schools and use their knowledge and experience to assist the regular teachers. News and views (2020) and Scientific Report (2020) described science community as an interacting group of various scientists for the purpose of developing new technologies, solving practical problems and making informed decisions, both individually and collectively. Gilbert (2015) <sup>[7]</sup> argued that science education is not limited only to acquisition of scientific knowledge but also the uses to which this knowledge could be put. It is added that teaching science education should take formal and informal procedures. That is, within the framework of a prescribed curriculum under a specialized Institution (the school) and through extra-curricular and in a variety of physical situations.

On repositioning, Montoya (2020) <sup>[10]</sup> claimed that if one thing could have changed about science education, it would be to centre it round solving real problems and making things. That is, to be creating inventors and inventors at our science schools. Quality science education should be tailored towards doing something more than solving theoretical problems. By implication, it should be focused on an applied problem solving which is not the same thing as being a fantastic book-based equation solving. Blackburn (2020) <sup>[4]</sup> said that teaching science to become science literacy is one thing. Talking about science education aimed at developing a new generation of scientists is another. The way the teaching is now, doesn't allow immersion (that is, extensive exposure to conditions pertinent to science education) which is the essence of scientific discovery. Ukor (2019) supported a settled argument that the gateway to sustainable economic development of any society is found in the amount and quality of scientific literacy of her citizen whether for the development of the lives of individuals or for scientific and technological development of a nation.

In the opinion of Ayodele (2017) <sup>[2]</sup>, the need for restructuring science education become highly essential if a society that has produced many scientists, engineers and technologists is still importing services and goods in these fields. There is need for way forward in terms of repositioning the curriculum themes to produce a functional science education, repositioning practical activities to integrate improvisation with locally available materials and processes designed to meet the need of the society rather than rote learning.

Repositioning science education towards quality expected for sustaining development can only be achieved through effective teaching and learning strategies. Olujuwon (2007) <sup>[13]</sup>, Bababusuyi (2012) <sup>[3]</sup> and Educeleb (2019) asserted that effective teaching and learning strategies for producing good students that will be useful to themselves, family and the society hinge on safety in our schools. They added that if as parents, government and society in general fail to protect the learning environment, there is no future for such society. People are incapable of paying attention to higher level needs (which is quality science education) when security which is a lower basic human need remains unmet. For a school to achieve its educational mission, it is important for it to make stakeholders and material resources safe and secure.

### Statement of the Problem

Despite the production of many scientists, engineers and technologists through science education, services and goods related to these areas are still imported. Something is perceived wrong in the system of teaching and learning of our science education. Blackburn (2020) <sup>[4]</sup> observed confusion between teaching science to become science literacy (theoretical based) and talking science education aimed at developing a new generation of scientists. The way science teaching and learning is now which doesn't allow immersion as essential of scientific discovery is a big problem. Quality science education should be tailored towards solving real problems and making things than solving theoretical problems. Successful implementation of the repositioned science education programme when all needful are put in place has to do with the learning environment. This had prompted this researcher to investigate the degree to which school safety enhance successful implementation of quality science education repositioning among people in Oyo town towards making suggestion(s) for improvement.

### Purpose of the Study

This study investigated the degree to which school safety enhance successful implementation of quality science education repositioning among people in Oyo town.

### Research Questions

The following research questions were raised:

1. Would school safety enhance socio-emotionally stable school environment among people in Oyo town?
2. Would socio-emotionally stable school environment created through school safety enhance successful implementation of repositioned science education?

### Hypotheses

#### The hypotheses formulated and tested were

1. School safety would not significantly enhance socio-emotionally stable school environment among people in Oyo town.

- Socio-emotionally stable school environment created through school safety would not significantly enhance successful implementation of repositioned science education among people in Oyo town.

**Methodology**

Descriptive method of survey type was used as the design for this study. The target population consists of the artisans, traders, students and civil servants residing in Oyo town as at the time of this study. Sample size of six hundred (600) respondents was used for this study. Multi-stage sampling techniques of purposive, stratified and incidental random for making sure that: every group in the target population was involved, sampled respondents were from different categories and every member in each of the available categories had opportunity for participation respectively. The instrument used for data collection was researcher’s structured and developed questionnaire given to experts in the field of Physical and Health Education and Test and

measurement for validation. The comments and suggestions made were used to improve the quality of the research instrument. Test re-test method, using Spearman-Brown rank order correlation was used to ascertain its reliability. The coefficient of 0.77 obtained was high enough to establish its reliability. Administration, filling and collection of questionnaire forms were done with the help of research assistants. Inferential Statistic of Pearson product moment correlation was used for the hypothesis testing at significance level of 0.05.

**Results**

The data collected after analysis and interpretation were presented as follows:

**Hypothesis 1**

School safety would not significantly enhance socio-emotionally stable school environment among people in Oyo town.

**Table 1:** Pearson’s (r) showing significant level of school safety on socio-emotionally stable school environment.

Variables	N	Df	Crit value	R	Sig (2 tailed)	Alpha Level	Decision
School safety and socio-emotionally stable school environment	600	598	0.117	0.432	0.045	0.05	Ho Rejected

Table 1 showed calculated r-value of 0.432 with significant probability value (p-value) of 0.045, computed at alpha level of significance of 0.05 greater than the critical value of 0.117. Since the calculated r-value of 0.432 is greater than critical value of 0.117, therefore, the null-hypothesis was rejected. This showed that school safety significantly enhanced socio-emotionally stable school environment among people in Oyo

town.

**Hypothesis 2**

Socio-emotionally stable school environment created through school safety would not significantly enhance successful implementation of restructured science education among people in Oyo town.

**Table 2:** Pearson’s (r) showing significant level of socio-emotionally stable school environment created through school safety on implementation of repositioned science education.

Table 2	N	Df	Crit value	R	Sig (2 tailed)	Alpha Level	Decision
Socio-emotionally stable school environment through school safety and implementation of repositioned science education	600	598	0.117	0.421	0.032	0.05	Ho Rejected

Table 2 indicated the calculated r-value of 0.421 with significant probability value (p-value) of 0.032, computed at 0.05 alpha level of significance. Since the calculated r-value of 0.421 is greater than critical value of 0.117, therefore, the null-hypothesis was rejected. By implication, it meant that socio-emotionally stable school environment created through school safety had significant ability in enhancing successful implementation of repositioned science education among people in Oyo town.

**Discussion of Findings**

The discussion of findings of this study were as follows: The finding on hypothesis 1 indicated the impact of school safety in enhancing socio-emotionally stable school environment as significant. It meant that school safety had the potential of making the school environment socio-emotionally stable. This is in line with National Center on Safe Supportive Learning Environment (2020) [11] which revealed that safe school provides safe supportive learning environment regarding emotional and social safety. This is so because emotional safety as experience in which one is free to express emotions, feels secured, has confidence to take risks, feels challenged and excited to try something new are easily acquired. It also influences the ability to process information and accurately understand what one encounters.

On hypothesis 2, the finding showed significant capability of socio-emotionally stable school environment created through school safety in enhancing successful implementation of repositioned science education. This is in corroboration with National Center on Safe Supportive Learning Environment (2020) [11] which claimed that school safety enables learning; protection of students and staff; overall development of the students; healthy school environment, trust of the parents and Goodwill of the school. It also follows Olujuwon (2007) [13]; Bababusuyi (2012) [3] and EDUCELEB (2019) which argued that effective teaching and learning strategies for producing good students that will be useful to themselves, family and the society hinge on safety in our schools. They added that people are incapable of paying attention to higher level needs when security which is a lower basic human need remains unmet. For a school to achieve its educational mission, it is important for it to make stakeholders and material resources safe and secure.

**Conclusion**

From the findings above, it was concluded that school safety enhanced socio-emotionally stable school environment while socio-emotionally stable school environment created through safe school impacted significantly on successful implementation of quality science education repositioning among people in Oyo town.

## Recommendations

The following recommendations were made based on the conclusion, that school environment should be emotionally conducive since emotion is the heart of learning while security, the basic human need upon which success of all school and school related activities depends is given appropriate and adequate consideration.

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