

**TOWARDS EFFECTIVE ORGANIZATION AND IMPLEMENTATION OF SCHOOL
ORNAMENTAL HORTICULTURE PROGRAMME**

BY

**Alabi, John Omoniyi: Department of Crop and Horticultural Sciences, University of Ibadan,
Nigeria**

**Ben-Uwabor, Patience Olayinka: Department of Plant and Environmental Biology, Kwara State
University, Malete**

&

**Iyapo, Kafayat Aina: Department of Natural and Environmental Science, Ojaja University,
Eiyenkorin, Ilorin; E-mail: john.alabi@ui.edu.ng**

Abstract

This paper is a report of the study that examined the view of the Kwara State Educational Administrators and Secondary School Teachers towards the effective organization and implementation of the school ornamental horticulture programme. This study therefore intends to find out the views of the educational administrators and teachers as regards the services, organizational structure, and implementation of school ornamental horticulture programme. A descriptive survey method was employed in carrying out this study. The instrument used was the scale of educational administrators and teachers "views about the establishment of ornamental horticulture programme, the instrument consists of 14 items of 30 questions clustered into five broad sections and one free response question administered on 200 respondents made up of Kwara State Ministry of Education officials and Secondary School Principals on one hand and teachers at Secondary Schools on the other hand. A five-point Likert scale technique was employed. The results showed a high level of awareness towards the organization and implementation of the programme, by the schoolteachers, administrators as well as the professional personnels and since it is a new programme or innovation, it needs the services of counseling unit for effective organization and implementation.

Keywords: Ornamental Horticulture, Organization, School teachers, Administrators

Introduction

Making a case for the establishment of ornamental horticulture programme in Nigerian schools, Makinde (1984) noted that the present organizational structure of our schools is neither totally child-centered nor built for relevance, reality and flexibility but looks rather like a kind of structure which tries to push the students to the very bottom or at the receiving end. This peculiar approach does not allow the child to utilize all his potential and capability for growth and for contribution to the development of the society. In support of this, Jowitt (1981) added that such a structure persisting in the 1980s does not effectively help to fulfil the aim of education where the child is supposed to be given ample chance to organize his experience so that his tendencies and powers, abilities and attitudes may develop in a manner satisfactory to himself and satisfactory to the community to which he belongs. The attitude of non-involvement, irresponsibility and indiscipline is likely to emerge from such structure. It is the structure that allows negative incidental learnings, intellectual deficits, illogical reasoning, uncertainties, self-defeating behavior, docility, academic robbery, and examination cheats.

This unproductive organizational structure can be made productive if the National Policy on Education can be reviewed as a way of laying support for the establishment of ornamental horticulture programme in our secondary schools' curriculum. By doing this in respect of ornamental horticulture in the National Policy on Education, the educational service through ornamental horticulture can enhance teaching because of the well planning and a beautiful environment, also make learning more meaningful to the students. To further show the need to establish ornamental horticulture programme in Nigerian secondary schools, the new 6-3-3-4 system of education which took effect from September 1982 is a change from the old to the new system of education (Bakare, 1984). Changes generally require new knowledge, new skills, and new ways of doing things. The overall change must anticipate the need for training and necessity to cope with tension, new curricular, facilities, school size, population, construction and planning, location, and other human problems which the new system of

education has brought with it. Also, there is problem of poor classroom construction and that of greening and beautification cannot be neglected too. With these problems envisaged and right now expressing in all schools call for the establishment of ornamental horticulture services in secondary schools in-order to prevent the problems which the new system of education has brought with it (Alabi, 2022).

Traditionally, there has been a strong emphasis in ornamental horticulture personnel upon the information service. The broad purpose of the information service is to help the individual understand and evaluate contingent aspects of his environment. Shertzer and Stone (1981) observed that, an informational service is designed to provide students with a greater knowledge of educational, vocational, and personal social opportunities so that they may make better informed choices and decisions in an increasingly complex society. The importance of this information service cannot be overemphasized; thus, an information service is designed to provide valid, current, and usable information to the individual (or groups of individuals) about himself and his environment and about possible international strategies which he could employ to maximize to the fullest the available opportunities in the environment in terms of educational occupational and social (Ipaye, 1980).

The aspect of ornamental horticulture service most frequently found and important in modern secondary school is organized around environment planning, classroom placement and beautification, follow-up service, which is designed to enhance the development of students by helping them select and utilize opportunities within the school and in the outside labour market (Shertzer and Stone, 1981). Functions like, landscape design, maintenance services, plant propagation, nursery, and garden design and finally the evaluation process are all very important and crucial for the effective functioning of school ornamental horticulture programme, and this can be carried out by a well-trained ornamental/landscape personnel. Therefore, without evaluation, it is difficult to tell whether the ornamental horticulture programme is truly effective, meeting the needs of the students and implementing its unique function in the total school programme (Alabi, 2022).

Okon (1984), further described the teacher as the most important single individual in the life of a child outside his home. He therefore suggested that teacher's personal relationship with individual child should be characterized by warmth, acceptance, and friendliness. The quality of this relationship is necessary in ornamental horticulture programme success in schools, and in emotional and mental state of individual. Since teacher is the person most conveniently accessible for understanding and assisting a child, his support for the success of ornamental horticulture programme is therefore highly necessary in a school.

Research Objectives

Kwara State which is the focus of this study, has not given it a concern and no record of it in the state secondary schools. Specific objectives are to examine:

1. The difference between the views of educational administrators and teachers in respect of the kind of ornamental horticulture services to be offered in schools.
2. The difference between the views of educational administrators and teachers in respect of the kind of services to be offered in schools.
3. The difference between the views of educational administrators and teachers in respect of the type of personnel to be employed for the school ornamental horticulture programme.
4. The difference between the views of educational administrators and teachers in respect of the way they want the school ornamental horticulture programme to be organized

Research Hypotheses

1. There is no significant difference between the views of educational administrators and teachers in respect of the kind of ornamental horticulture services to be offered in schools.
2. There is no significant difference between the views of educational administrators and teachers in respect of the kind of services to be offered in schools.
3. There is no significant difference between the views of educational administrators and teachers in respect of the type of personnel to be employed for the school ornamental horticulture programme.

4. There is no significant difference between the views of educational administrators and teachers in respect of the way they want the school ornamental horticulture programme to be organized.

Methodology

A descriptive survey method was employed in carrying out this study. This is to enable information to be obtained from a representative population to describe a situation. Sax (1968) observed that the descriptive aspect of the study “involved the collection of data for the purpose of describing conditions as they exist”. The questionnaire method was used to gather relevant information for the study. There were two types of questionnaires: closed and open-ended questionnaires. The two types of questionnaires were titled “scale of Educational Administrators and Teachers: views about the services, organizational structure and implementation of school ornamental horticulture programme”.

The subjects who will participate in this study consisted of two major groups:

1. Educational administrators who include.
 - (a) The ministry of education officials
 - (b) The principal
2. The teachers

Table 1: Research Instrument

Respondents	Male	Female	Total
Educational Administrators	40	10	50
Teachers	100	50	150
Total	140	60	200

Table 2: Research Instrument

Sections	Number of Items	Numbering
Kind of ornamental services to be offered in school.	2	17-18
Kind of ornamental horticulture personnel to be employed.	5	19-23
How the programme can be organized.	7	24-30

The questionnaires were administered to the subjects by the researcher personally. The researcher’s personal involvement was deemed necessary because it had the advantage of establishing rapport and of explaining the items that may not be clear. The questionnaires were left with the respondents in the ministry of education and institutions concerned for a period for 2 days after which they were collected. To explain the purpose of the study as well as what will be expected of the respondents, a covering letter was attached to each questionnaire. For the closed ended questionnaire, all statements responded to were scored as: strongly agree (5), Agree (4), undecided (3), disagree (2) and strongly disagree (1). The high score indicating high degree of the respondent’s view(s) about the organizational structure and implementation of school ornamental horticulture programme.

For statistical analysis, the data collected were organized in tables. The frequency responses to each item on the five sections of the questionnaire was tabulated, converted to percentages, and ranked progressively downward from topmost to least considered response by the respondents to each item section will also be found. The t-test procedure was used to compare the means of the groups of respondents, using 5% level of significance, which is (P < .05) for the acceptance or rejection of the hypothesis. All the views expressed freely by the respondents in the open-ended question were grouped according to their similarity. The list will then be added to the ones got from the closed ended questionnaire. The comprehensive lists then form the views of Kwara State educational administrators and secondary teachers towards effective organization and implementation of school ornamental horticulture programme.

Results

Hypothesis 1

This states that “there is no significant difference between the views of educational administrators and teachers in respect of the kind of services to be offered in schools.” In testing this hypothesis, the

calculated t-value data was $-.33$ and critical t-value was 1.96 . The result shows that both group of respondents used for this study did not differ significantly in their views on the kind of services to be offered in secondary schools. This therefore confirmed hypothesis three because there is no statistically significant difference in the scores on the consensus between the educational administrators and secondary school teachers.

Table 3: Results of t–test comparing the views of Educational Administrators and Teachers in Respect of the kind of services offered to school

Respondents	N	X	S. D	t-value	Remark
Educational Administrators	50	8.48	1.42	$-.33$	N. S
Teachers	150	8.54	1.24		

Not significant at $P < .05$

Hypothesis 2

This hypothesis states that “there is no significant difference between the views of educational administrators and teachers in respect of the type of ornamental horticulture personnel to be employed for the school programme.” Table 4 shows calculated t-value to be $.10$ and the critical t-value to be 1.96 for the two groups of respondents. This is not significant at $.05$; hence there is no statistically significant difference in the views of the educational administrators and secondary school teachers in respect of the type of personnel to be employed for the school ornamental horticulture programme. Therefore, hypothesis four is accepted because both group of respondents agreed on the type of personnel to be employed for the school ornamental horticulture programme.

Table 4: Results of t–test comparing the views of Educational Administrators and Teachers in Respect of the type of ornamental horticulture personnel to be employed for the school programme

Respondents	N	X	S. D	t-value	Remark
Educational Administrators	50	20.55	2.62	$.10$	N. S
Teachers	150	20.51	2.90		

Not significant at $P < .05$

Hypothesis 3

This hypothesis state that “there is no significant difference between the views of educational administrators and teachers in respect of the way they want the school programme to be organized.” For this hypothesis, the calculated t-value was -0.43 and the critical t-value was 1.96 for the educational administrators and teachers. This is not significant at $.05$ percent level of significance. The null hypothesis was retained because, both group of respondents used for this study agreed on the way the school ornamental horticulture programme is to be organized.

Table 5: Results of t–test comparing the views of Educational Administrators and Teachers in Respect of the way they want the school ornamental horticulture programme to be organized.

Respondents	N	X	S. D	t-value	Remark
Educational Administrators	50	30.25	3.14	$-.43$	N. S
Teachers	150	30.42	2.73		

Not significant at $P < .05$

Therefore, in other to ascertain whether educational administrators and teachers at secondary schools differ or not in their views as regards the establishment of the programme in Kwara State secondary schools, a t-test on their mean scores was performed.

Discussion

Ornamental horticulture in our secondary schools as an innovation or programme needs the services of counseling unit for effective organization and implementation. According to Gesinde (1976) noted that: like any innovation or programme, the introduction of counseling services has not been warmly

received by various groups of people in Nigeria while education policy makers at the top level have little interest in the introduction of counseling services, official attitudes at the middle or lower levels have not been very encouraging. In fact, many officials in the state ministries of education have been very lukewarm and are possibly displaying a 'let's wait and see' attitude. This is also very relevant to this study in area of organization and implementation of ornamental horticulture programme in Nigeria schools and Kwara State in particular. Many teachers of Agricultural Science maybe skeptical of the usefulness of such a service since without it, they have been coping with problems of students. Teachers also feel jealous of ornamental professionals. It is also difficult for many teachers to accept the need for other specialists in human relations in the school because to admit that other specialists are necessary is to imply that teachers have certain limitations, and this they are reluctant to face.

The problem of professionalism and the kind of personnel to be involved in the programme, according to the professionals in the field of ornamental horticulture, may present a more serious threat to the survival of the programme than other problems in the school system. The principal and the teachers may like to know every detail of what the students discussed with the professional. And whereas, it is against the ethic of the profession to release to anybody what the client discusses in confidence with the expert, hence, the release of any information should be judiciously guarded. The problem of cultural differences and organizational framework therefore, concern with the adjustment made by students. Ornamental horticulture programme in schools may emphasize personal growth through independent judgment while the culture and organizational framework stress dependent judgment. The problem of "be seen and not to be heard", speak only when spoken to" thus comes to create the problem of adjustment for students. In essence, the student' parental influence, environmental factors, cultural learning, motivation, and peer influence have shaped most students; hence they develop unrealistic behavior toward seeking help from an outside. According to Alabi (2022) in the establishment of school ornamental noted that there is need for support and co-operation from principal and teachers because the success of every programme depends on the blessings and co-operation of principals and teachers in the school. Therefore, handling of the ornamental horticulture problem and its resolution need caution and personnel of expertise in the field of ornamental horticulture in collaboration with the school administrators and teachers.

Relating to the organizational and implementation of ornamental horticulture, issue of finance is very crucial. According to Ogunlade (1987) initiated that like any other government programmes, there is insufficient fund to carry out educational programme. Government (both Federal and State) spend heavily on all sectors of education that it cannot, in the face of dwindling economy, afford to meet all the heavy cost needed in effectively covering some educational operations. For the effective organization and implimentation of ornamental horticulture programme to succeed anywhere in our country, sufficient fund must be provided for the organization of the programme. As far as the problem of role definition in organization and implementation of ornamental horticulture in schools is concerned, Sofenwa (1976) enumerated role definition conflict as surfacing in areas of personality, jealousy, role conflicts and a host of others. But to define the roles of the professional seems a herculean task because; professional roles are not carved out easily and quickly.

As regards the problem created by the paucity of psychological test batteries, Bakare (1984) observed that many of the existing (foreign) interest inventories are unsuitable for use with African subjects on account of their foreign occupational content, their relatively difficult vocabulary and their high level by administration scoring and interpretation. According to Ndahi (1980), the only available testing tools are the "TEDRO Aptitude Test Batteries first introduced in Kaduna State, and those of Bakare and Akinboye inventories developed at University of Ibadan, used in post-primary institutions to identify students who have the special ability to make the best use of the training in the specific areas of learning and more so to help the individual students to discover which options might be most suitable for him". This will help in effective organization and implementation of school ornamental horticulture in solving the problem of using the exotic plants in the teaching of the students, instead indigenou and local ornamental plants will be encouraged, and the understanding of what ornamental horticulture among the students will have a very high score.

Conclusion

Despite all the challenges and awareness, ornamental horticulture programme in Nigeria has achieved some prospects and the road to its future trends is undoubted. Every new idea is held with suspicious until it proves it worth. This is true of ornamental horticulture programme in our secondary schools as at now but with high level of awareness towards the organization and implementation of the programme, by the schoolteachers, administrators as well as the professional personnels and since it is a new programme or innovation, it needs the services of counseling unit for effective organization and implementation.

References

- Alabi, J.O. (2022). Establishment of School Ornamental Horticulture: An Inquiry to its Needs and Objectives. *Al-Hikmah Journal of Arts & Social Sciences Education*. 4(1):32 – 38.
- Bakare, C.M.G (1984). The place of guidance and Counseling in the implementation of new National Policy on Education. *Journal of ANCOPSS* (5): 46-52.
- Gesinde, S.A. (1976). The problems and prospects of counseling services in developing countries: The case of Nigeria. A paper presented at the international round table conference for the advancement of counseling, held at the University of Wurzburg, Western Germany, 11th – 15th April. 8 – 10.
- Ipaye, T. (1980). The inevitability of counseling psychology in contemporary Nigeria education. The counselor: *Journal of the Counseling Association of Nigeria*, 3 (1&2): 1 – 14.
- Jowitt, H. (1981). *Suggested organization for African Schools*. London: Longman. 20 – 21.
- Makinde, O. (1984). *Fundamentals of Guidance and Counseling*, London: Macmillan Publishers Ltd. 30 – 35.
- Ndahi, S.W. (1980). Tedro aptitude test: Application and effects. *The Counselor*, 3 (1 & 2), 65.
- Ogunlade, E.O. (1987). *Introduction to Guidance and Counseling*. Kontagora: Federal College of Education. 45 – 50.
- Okon, S.E. (1984). *Guidance for the 6-3-3-4 System of Education*, Zaria: Ahmadu Bello University Press. 15 – 17.
- Sax, A. (1968). *Empirical foundations of educational research*. Englewood Cliffs, N.J.: Prentice Hall. 65 – 68.
- Shertzer, B. and stone, S.C (1981). *Fundamentals of Guidance*. (4th edition) Boston: Houghton Mifflin Co. 6 – 8.
- Sofenwa, L.A. (1976). Role conflicts in the interaction between principals and careers in Nigeria School System. A paper presented at the residential workshop in Bendel State, August 5th. 16 – 18.