

Principals' Environmental Supportive Administrative Services for Effective Classroom Management in Public and Private Secondary Schools in Anambra State

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Abstract:- The purpose of this study is to analyse the environmental supportive administrative services provided by principals for effective classroom management in public and private secondary schools in Anambra State. One research question and one null hypothesis guided the study. It was a descriptive study conducted in Anambra state covering the six education zones in the state. A total of 15,990 respondents constituted the population for the study. A sample of 852 teachers was used. The instrument for data collection is a structured questionnaire developed by the researchers. The questionnaire was duly validated by experts who are lecturers. The reliability of the instrument was also established. Cronbach alpha statistic was used to determine reliability which gave the reliability coefficient of 0.81. The instrument was administered on the respondents directly by the researchers who assisted by six research assistants. Out of 852 copies of the questionnaire distributed, 850 copies were correctly filled, retrieved and subjected to statistical analysis. The data were analyzed using mean ratings to answer the research question and t- test to test the hypothesis at 0.05 level of significance. Findings indicated that, in public secondary schools, adequate workshops are not provided as part of environmental supportive administrative services for effective classroom management. Accordingly, it was among others recommended that government should organize workshops for secondary schools on environmental supportive administrative services.

Keywords:- *Principal; Environment; Environmental Support; Supportive Administration; Administrative Services; Environmental Supportive Administration; Classroom Management; Effective Classroom Management; Public School; Private School.*

I. INTRODUCTION

The principal is administrative head of secondary school that ensures the effective implementation of policies and programmes for the achievement of the school goals. The authority of the principal is viewed in the position occupied as well as the functions performed. In like manners, it is important to note that the principal implements the educational programmes of the school, ensures the provision of school facilities and equipment and

keeps the school records, and as well, create conducive teaching and learning atmosphere in the school.

They are the school administrators or managers. Apart from the principals, the teachers are also important. The classroom teachers are at the centre of the classroom activities because they are the ones who turn various educational policies into practice under a classroom setting. To ensure that quality education is provided to the students, classroom teachers are expected to manage the classroom effectively. This is because the classroom is where the actual teaching and learning activities take place and where all the educational policies and programmes are implemented. The ability of the teacher to manage the classroom depends highly on the environment the surrounds the classroom.

Some environments are conducive while some are not yet, teachers are expected to maintain effective classroom for effective teaching and learning. Effective classroom management entails careful planning by the classroom teacher. When a teacher creates structure and order as well as a learning environment, in which students feel the excitement of learning and success, then the classroom can be said to be well managed. The teacher is to the classroom what a pilot is to the airplane. Therefore, if a teacher lacks professional acumen vis-a-vis classroom managerial skills, the teacher's entire effort to impart knowledge is bound to fail, no matter the teacher's expertise in the subject area. In order to handle environmental condition, teachers need supportive administrative services.

In this study, the focus is on the environmental supportive administrative services for effective classroom management. These services provided by school administrators towards making the school environment conducive for learning which invariably will facilitate effective classroom management. Such environmental supportive administrative services provided by the administrators include painting and beautification of the classroom walls and surrounding, adequate classroom lightening and ventilations, proper landscaping among others.

Substantial body of research shows that a school environment has broad influence on students' learning and growth. When students find their environment to be

supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviours in the classroom (Daminabo, 2010), and they are more likely to develop positive attitudes toward themselves and prosocial attitudes and behaviours toward others (Akiri, 2008). Olawolu and Okejim (2010) posited that school environment embraces recreational facilities, school buildings, interior provisions such as ventilation, furniture (seats and sitting arrangements) and other provisions that can contribute to learning such as landscaping of the school, canteen services, toilet facilities among others. Ezewu (1990) cited in Azu (2003) defined school environment as the totality of the activities and conditions, which a group of people within the same geographical location are subjected to. He maintained further that school environment include all the factors existing in a school both physically, administratively, or psychological which influence the achievement of teachers, non-teaching staff and students of that school.

According to Akuma (2008), conducive school environment fosters positive outcome by promoting students' sense of connectedness, belongingness and community during the school day. Connectedness, belongingness and community all refer to students' sense of being close, respectful relationships with peers and staff at school. Amakiri (2010) maintained that quality education to a large extent depends on the learning environment. He argued that students educated in schools equipped with equipment and facilities such as laboratories, workshops, libraries, books, teaching aids among others will no doubt perform better than their counterparts in an opposite environment. The difficult and demanding job of teaching and learning (including classroom management) can be made more pleasant if the teacher is allowed to work in aesthetically pleasant environment.

Environmental factors such as temperature, light, colour, sound absorption, ventilation and spatial arrangement can either facilitate or hinder a teacher in carrying out his classroom management job (Amakiri, 2010). Edward (2017) opined that for education in school to be effective, the environment needs to be conducive for learning, allowing the students space and time to interact within the teaching and learning process. Secondary school administrators in the bid to ensure effective classroom management should provide environmental supportive administrative services. Such services include the following:

Proper storage of classroom resources: it is necessary that teachers be sufficiently provided with supportive administrative services that will ensure that equipment for use in the classroom are not unnecessarily exposed to sun or rain. Under extreme conditions of rain or hot weather, some equipment are likely to expand or contract, also some wax and grease used to hold some wires might melt. This may cause damage to the equipment. For example class equipment such as public address system might be damaged when exposed to direct sun-light or rain. This will affect classroom management adversely as the teacher with

large class size may not be able to control the classroom without the public address system. It is therefore necessary for school administrators to provide support staff whose duty is to keep the equipment in cool dry places.

Class control and sitting arrangement: some classroom factors such as illumination, aeration among others cannot be manipulated by the classroom teachers and therefore should be adequately considered and addressed by school managers. Apart from allocating an average of 40 students per class, school management should ensure that classrooms have proper lighting, proper ventilation, and not more than two students per desk and use appropriate colour for the painting and decoration of classroom walls. School managers should as well ensure that wiring of school buildings and classrooms are not carelessly done. Other environmental supportive administrative services that the school administrators can provide for effective classroom management according to Adiele, Chukwuma and Daminabo (2010) include the following:

- Beautification and planting of trees and flowers on school compound
- Provision of waste baskets at strategic positions on school compound
- Maintenance, repair and replacement of worn-out games and sport facilities
- Constant repair of school building

From the foregoing, one can categorically conclude that the school environment as it were can to a great extent affect classroom management. Principals are therefore expected to provide environmental supportive administrative services that will enhance teachers' effective classroom management. Principals of public and private secondary schools in Anambra State seem not to be providing adequate supportive administrative services for their teachers in the area of school environmental administrative services. There seems also to be a disparity in the supportive administrative services provided by principals of public and private secondary schools as seen in the gap between what is and what ought to be, hence the need to analyze the school environmental administrative services provided by principals for effective classroom management in public and private secondary schools in Anambra State.

➤ *Purpose of the Study*

The main purpose of this study is to analyse the environmental supportive administrative services provided by principals for effective classroom management in public and private secondary schools in Anambra State.

➤ **Research Question:** What are the environmental supportive administrative services by principals for effective classroom management in public and private secondary schools in Anambra State?

➤ **Hypothesis:** There is no significant difference in the mean response ratings of teachers in public and private secondary schools on the environmental supportive administrative services provided by principals for effective classroom management in Anambra State.

II. RESEARCH METHOD

This study was a descriptive study conducted in Anambra state. The six education zones in the state namely Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha were covered. A total of 15,990 respondents made up of 6,293 teachers in the 256 public secondary schools and 9,697 teachers in the 481 private secondary schools in Anambra state constituted the population for the study. A sample of 852 teachers was used. The instrument for data collection is a structured questionnaire developed by the researchers. The questionnaire was subjected to face validation using three experts who are lecturers. The reliability of the instrument was established using 80 respondents made up of 40 teachers chosen from private secondary schools and

40 teachers chosen from public secondary schools in Enugu state. Cronbach alpha method was used to determine reliability of the items because the instrument is homogeneously structured. The reliability coefficient of the instrument was 0.81. The instrument was administered on the respondents directly by the researchers who assisted by six research assistants comprising one teacher from each education zone. Out of 852 copies of the questionnaire distributed, 850 copies were correctly filled and retrieved. The loss of two copies of the instrument was not significant. The 850 copies were collated and subjected to statistical analysis. The data were analyzed using mean ratings to answer the research question and t- test to test the hypothesis at 0.05 level of significance.

III. PRESENTATION OF RESULTS

- **Research Question:** What are the environmental supportive administrative services by principals for effective classroom management in public and private secondary schools in Anambra State?

S/N		Public Sec. Schools			Private Sec. Schools		
		\bar{X}	SD	Rmk	\bar{X}	SD	Rmk
1	Adequate laboratory	3.07	.86	A	2.98	.72	A
2	Adequate workshops	2.10	.85	D	3.13	.72	A
3	Adequate libraries	2.78	.85	D	3.01	.73	A
4	Adequate toilet facilities	3.09	.87	A	3.17	.74	A
5	Adequate storage of classroom resources	2.86	.73	A	3.14	.75	A
6	Painting and decoration of classroom walls and school building	2.78	.75	A	3.15	.67	A
7	Beautification of classroom and school compound	3.33	.76	A	3.20	.69	A
8	Planting of trees on school compound	3.18	.72	A	3.22	.63	A
9	Waste paper baskets in the classroom and at strategic positions within the school	2.97	.89	A	2.44	.90	D
10	Constant repair of classroom building	3.51	.88	A	3.18	.75	A
11	Maintenance of worn-out game and sport facilities	2.50	.88	A	3.13	.74	A
12	Repair of worn –out game and sport facilities	2.59	.88	A	3.57	.76	SA
13	Maintenance of worn-out game and sports facilities	2.64	.89	A	2.42	.90	D
14	Recreational facilities	2.79	.97	A	2.68	.93	A
25	Adequate sitting arrangement	2.65	.88	A	2.46	.88	A
16	Adequate classroom ventilation	2.64	.89	A	3.31	.90	A
17	Proper School landscaping	2.90	1.05	A	2.79	1.01	A
18	Canteen services	2.86	.75	A	3.39	.82	A
	Mean of means	2.85	0.85	A	3.02	0.79	A

Table 1:- Mean Ratings and SD of Respondents on Environmental Supportive Administrative Services provided by Principals for Effective Classroom Management in Public and Private Secondary Schools in Anambra State.

As shown in Table 1, respondents in both public and private secondary schools agree on issues raised in items 1, 3, 4, 5, 6, 7, 8, 11, 14, 15, 16, 17 and 18. Their mean ratings range between 2.50 and 3.39 and fall within the range for agree in the decision rule. The mean ratings of item 10 by respondents in public secondary schools and that of item 12 by their counterparts in private secondary schools indicated that they strongly agree on the issue raised in the items.

Respondents in the public secondary schools disagree on items 2 whose mean rating is 2.10. In the same vein, respondents in private secondary schools disagree on items 9 and 13 that have the mean ratings of 2.44 and 2.42 respectively.

Furthermore, the standard deviations of mean ratings of the respondents in public secondary schools range between 0.7 and 1.05. Those for respondents in private secondary schools range between 0.63 and 1.01. The standard deviation scores are small in size. This indicates small variations in the mean ratings of the respondents on the items.

Again, the mean of means of the respondents in public secondary schools is 2.85 with standard deviation of 0.85. In the same manner the mean of means of the respondents in private secondary schools is 3.02 with 0.79 as the

standard deviation. The means indicated agreement but as earlier noted, the respondents disagreed on some issues like items 2, 9 and 13. In the same manner, the standard deviation scores are small and indicate small variations in the mean ratings of the respondents on the items.

➤ **Null Hypothesis:** There is no significant difference in the mean response ratings of teachers in public and private secondary schools on the environmental supportive administrative services provided by principals for effective classroom management in Anambra State.

Group	Sample Size	\bar{X}	SD.	df.	t-Cal.	t-Crit.	Decision
Public	340	2.85	0.85	848	-0.88	±1.9650	Not Significant (NS)
Private	510	3.02	0.79				

Table 2:- t-test Comparison of Mean Ratings on Environmental Supportive Administrative Services Provided by Principals for Effective Classroom Management in Public and Private Secondary Schools in Anambra State.

In Table 2, the result showed that, t-test calculated is -0.88, while the t-test critical table value is ±1.9650. This value calculated is less than the critical observed table value which is ±1.9650 and falls within the acceptable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus accepted indicating that there is no significant difference in the mean ratings of public and private school teachers on the environmental supportive administrative services provided by principals for effective classroom management in public and private secondary schools in Anambra State.

➤ Summary of Findings

- In public secondary schools, adequate workshops are not provided as part of environmental supportive administrative services for effective classroom management.
- In private secondary schools, waste paper baskets in the classroom and at strategic positions within the school and maintenance of worn-out game and sports facilities are not provided as part of environmental sportive administrative services for effective classroom management.
- There is no significant difference in the mean ratings of teachers in public and private secondary schools on the environmental supportive administrative services provided by principals for effective classroom management in Anambra state.

IV. DISCUSSION OF RESULTS

Results in table 1 indicated that public secondary school principals in Anambra state do not provide adequate workshops for teachers as part of their environmental supportive administrative services for effective classroom management. Workshops ought to be an avenue to properly guide the teachers on issues relating to environmental

supportive administrative services for effective classroom management, but the principals do not provide them. This may likely affect the teachers negatively. The findings of this study agree with Adeyemo (2015) who found that most principals do not allow their teachers to attend workshops.

Further findings of the study indicated that private secondary school principals do not provide waste paper baskets at strategic positions in their schools nor maintain worn-out game and sports facilities as part of their environmental supportive administrative services for effective classroom management. Littering of waste papers in the school can make the school environment untidy. Again, lack of maintenance can contribute to total damage of facilities. The findings of this study disagreed with Nwite (2015) who found that principals ensured maintenance of facilities and proper sanitation as part of their management support practices. The reason for this difference could be traced to population and area of the study. Nwite conducted his study in Ebonyi state using public secondary school principals as respondents while the current study was carried out in Anambra State using teaches in public and private secondary schools as the respondents.

For the fourth hypothesis, it was also found that teachers in public and private secondary schools in Anambra state did not differ significantly in their mean ratings on the environmental supportive administrative services provided by principals for effective classroom management. The reason for the no significant difference is obvious. The respondents indicated that environmental supportive administrative services are provided in their secondary schools. They only differed on few items but the difference was not significant as indicated in their mean ratings.

V. CONCLUSION

The conclusion is that both public and private secondary school principals in Anambra State provided environmental supportive administrative services for effective classroom management in different ways. There are those provided in public secondary schools which are not provided in the private secondary schools. Again, there are those provided in private secondary schools but are not provided in the public secondary schools.

RECOMMENDATIONS

Based on the findings of this study recommendations are made as follows:

- Private secondary school principals should embark on classroom visitations in their schools from time to time to enhance teachers' environmental management.
- They should promote mentorship with respect to environmental management in their schools encourage their teachers to maintain hygienic school environment.
- Public secondary school principals in Anambra state should provide adequate workshops for teachers as part of their environmental supportive administrative services for effective classroom management.
- Private secondary school principals should provide waste paper baskets at strategic positions in their schools and maintain worn-out game and sports facilities as part of their environmental supportive administrative services for effective classroom management.
- The government should organize workshops for secondary schools on environmental supportive administrative services.
- The private schools should be provided with waste collectors by the government while the private schools should maintain the provided facilities.

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