Principals and teachers’ assessment of teachers’ classroom management effectiveness in Delta state secondary schools

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Abstract

This study examined the relationship between teachers and principals’ assessment of teachers’ classroom management in public secondary schools in Delta State. Five hypotheses were formulated and tested to guide the study using Pearson “r” statistics. A sample of 30 principals and 284 of teachers were used from the target population in the study through simple random sampling technique. An instrument was constructed and designated “TCMQ” – Teacher’ Classroom Management Questionnaire. The instrument was validated and found reliable at a coefficient of 0.80 using the Spearman Prophecy Brown Formula. The data gathered with the use of the instrument were analyzed using the Pearson “r” statistic at 0.05 level of significance. With the analysis, the researcher made some findings that there is a significant relationship between teachers principals’ assessment of teachers’ classroom management in record keeping, classroom discipline, decision making in students supervision and the use of evaluation. From the findings, some recommendations were made that school records should be properly kept by class teachers for effective classroom management, teachers should be very firm in disciplining students to effect conducive atmosphere in the classrooms, principals should from time to time involve teachers in decision making for effective management, teachers should oversee the arrangement students in the classroom and school principals should provide necessary instructional materials to enable the teachers teach effectively.

Keywords: Assessment, management, principals, teachers, schools, Nigeria

INTRODUCTION

The issue of poor performance of students in Nigeria has been of much concern to all sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Delta state and Nigeria at large. The cases of classroom management by teachers in secondary schools have never at any other time posed so much threat on educational system than now. The quality of education depends on the principals as reflects in the assessment of teachers’ classroom management effectiveness in their duties. Over times, students academic performance in both internal and external examinations had been used to determine excellence in principals and teaching (Ajao, 2001).

The importance of principals’ assessment of teachers’ classroom management effectiveness in secondary schools in Delta state cannot be over-emphasized. The
principals as a leader of teachers in the school system have the function of interacting with the teachers in order to improve the learning situation for the students through classroom management effectiveness. Classroom management effectiveness is the process by which school principals attempt to achieve acceptable standards of performance and results. The role of principals is to facilitate the implementation of the various learning programmes aimed at improving learning situation by assessing of teachers’ classroom management. Classroom management is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004).

Teachers whether new or old or new on the job need the necessary support in organizing and effective classroom management. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the students. Good principals should devote themselves to supervise the teaching-learning process in his school. The principals as the supervisor is the one who oversees the activities of teachers and other workers in the school system to ensure that they conform to the generally accepted principals and practices of the systems. In the school system, the responsibility of coordinating these activities normally falls on the principals. The principals are professional leader who holds the key position in the programme of classroom management through the assessment of the teachers’. If the teachers are not well supervised effectiveness in the classroom management will be adversely affect and the assessment purposes may not be well realized.

As a result, the principal as the assessor or the supervision provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the teachers and students. In carrying out his assessing roles, the principals can help the teachers for better task performance in the following areas of classroom management: preparation of lesson plans and lesson notes before going foe lesson; good use of instructional methods and teaching aids; keeping maintaining of school records.

Teachers have been shown to have an important influence on students’ academic achievement and they also play crucial role in educational attainment because the teachers is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on the teacher: no wonder an effective teacher has been conceptualized as one who produces desires results in the course of his study as a teachers (Uchefuna, 2001). Consequently, upon the observed deterioration in the academic achievement, attitude in public secondary school one wonders if the high failure rates and the poor quality of the students is not a reflection of the management of the classroom in the schools in other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria. This study was designed to determine if teachers’ classroom management effectiveness significantly had influences on the academic performance of students in public secondary school.

Management is said to be group activity rather than an individual activity and its process is that of decision that take away most discretion from the operative level and the duties of the teachers in the classroom are so dedicate and vital, that good care should be exercised in appointing the right calibre of persons as a classroom teachers. This was expressed by Bolaji (1997):

Management of a classroom should not be for every teacher who has the requisite academic and professional qualifications rather, it should be reserved for those who in addition to the necessary qualification have the essential qualities of good teachers”.

Some of these essentials qualities include the personal attributes of the teachers which makes it possible for some to exert and command respect. The teachers has the onus to correct the malpractice in examinations, truancy, indiscipline, poor results and all that are of negative effects in the school. The presence of these ills, therefore, depits poor administration on the parts of the principal. Aghenta (2001), identified lack of expertise and experience by some teachers as contributing factors to poor administration. In fact, the teachers are he manager or the head of classroom and the key person in the management of the class in terms of teaching and learning. Therefore, in analyzing the performance of teachers on certain managerial tasks as assessed by the principal’s themselves and the teachers in the classroom, the functional view of the teachers and provision of management for the improvement of the students in the classroom become very important.

Supporting these points, Nwadiani (1998) described management as a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve goals of teaching and learning in relation to the needs of the society. This achievement could be made through effective planning, organizing, coordinating, supervising, directing, motivating, controlling, budgeting and evaluating programmes as well as undertaking of risks and handling of uncertainty (Webber and Sekau, 1993; Lodiaga and Sitna, 1993; Fabunmi., 2000, Ajayi and Ayodele, 2002).

Against this background, educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's
objectives, which are effective teaching and learning. In order to accomplish this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any objectives.

Managing is a process of managing people to direct their effects towards the achievement of some particular goals. (Mussazi, 1990). Effective classroom management therefore, depends upon the right type of management, which enable teachers to co-ordinate and direct their activities so as to procure and manage available materials, financial and human resources for achieving set goal for the growth and development of the individual students and the system itself.

In Nigeria, management in an organization is the relationship between an individual and a group sharing common interesting, goals, behaviours patterns of students and other supporting staff of the school in a number of ways which require certain management skills, involving the act of planning, organizing, controlling, co-ordinating, commanding disciplining and reviewing the students in the school.

**Statement of the Problem**

The failure in achieving objectives of Nigeria as entrenched in the National Policy on education (Federal Government of Nigeria, 2004) has been a matter of concern to educationists ( Ibukun, 1997; Aghenta, 2000). In all secondary schools, every member of staff has specific duties to perform. How these duties are performed leaves much to be desired. It is pertinent therefore to ask the question, the problem of this study was to determine how effective the management of secondary school in the state effectively managed? Considering this question, the problem of this study was to determine how effective the management of primary schools in Delta state, Nigeria has been in meeting the objectives of secondary education in Nigeria. (Fasanmi, 1985 and Afe, 1995), this statement attempts to promote the image of teachers in the development of the society. As (Aghenta, 1993) puts it, the quality of education of students depends on the quality and types of teachers in the school. The teachers are tool for shaping of reshaping the academic, social and political decadence that characterize our contemporary society and the entire policy.

The problem of this study therefore, is to assess how teachers manager their classroom in terms of record keeping, school discipline taking decision in the classroom, students classroom supervision and the use of evaluation in the classroom.

**Research Questions**

These questions were raised to guide the study:

1. Is there any significant relationship between principals and teachers’ assessment of teacher’s classroom management effectiveness in school discipline?
2. Is there any significant relationship between principals and teachers’ assessment of teacher’s classroom management effectiveness in decision making?
3. Is there any significant relationship between principals and teachers’ assessment of teacher’s classroom management effectiveness in human resource management?

**Research Hypotheses**

The following hypotheses were formulated to guide this study:

1. There is no significant difference between principals and teachers’ classroom management effectiveness in school discipline.
2. There is no significant difference between principals and teachers’ classroom management effectiveness in decision making.
3. There is no significant difference between principals and teachers’ classroom management effectiveness in human resource management.

**Definition of Terms**

The following items are defined as applied to this study:

- **Principals:** Is the manager of the school.
- **Role:** It is a pattern of behaviour, which is familiar to those who perform it.
- **Management:** It is the utilization of human and material resources to achieve objectives of an organization.
- **Classroom Management:** This refers to the classroom arrangement that has been specially created to promote teaching-learning process entails/or involves the proper control of the classroom and also the provision of learning experience to students.

**Record keeping**

Embraces the effective presentation of vital documents that could be retrieved as when needed.
Discipline: Entails proper compartment of persons such as students to obey constituted authority through observation of laid down rules and regulations.

Students’ Supervision: Involves orderly arrangement of students within a classroom to allow free flow of movement during teaching-learning process.

Classroom Climate: Refers to what the classroom participants perceive regarding the totality of the effect of norms, values, attitudes interactions and leadership practices that makes up the informal social organization of the classroom.

Effectiveness: The ability of the principals to co-ordinate the human and materials resources in bringing about a realization of the goals and objectives in the classroom.

Review

Teaching effectiveness has been accepted as a multidimensional construct since it measure a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers’ teaching effectiveness on the learning outcome of students as measured by students’ academic performance has been the subject of several studies (Adediwura and Tayo, 2007).

The role theory in management effectiveness

The basic concept of the role theory in a social system was derived by Parsons (1951) and his basic application of theory top schools administration was delineated by Galzels and Guba (1957). Getzels and Guba developed the theory of the social system through “a hypothesis-deductive analysis of Talcott Parsons” suggestion that the structure of an organization s may be analyzed from the part of views of the sub-organization or roles which participate in the functioning of the total organization. A social system is a system which the component are the people. Each individual behaviour within the social system is shaped by his psychological uniqueness and sociological attitudes. In other words the beginning of an individual is a function of these dimensions-psychological and sociological dimensions.

Classroom effectiveness

Managing the classroom is not as simple as it seems. This is because managing the classroom requires pre-classroom preparation by the teachers as well as the principals. There are several activities which the principals has to put in their proper places before presenting himself in the classroom. These activities involve the following.

The “Principals” himself

Planning

Course planning

Lesson planning

Resources planning

Principals and their management effectiveness

In this regard, Adedayemi (2004) enumerated the duties of the principals as including responsibility to pupils, responsibility to staff, financial transactions, public relations and the evaluation of school’s programmes. In doing this, the school principals should establish channels of communication between himself and his staff. Effective communication between the head teacher and his staff can be brought about through the administration of instructional programmes, administration of schools’ community relations as well as the administration of school business such as budgeting, financing and purchase of material. As such an effective school head teacher must develop certain rules for carrying out his functions. Those include structure and the recognition of future requirements (Aliyu, 2003).

The principal’s readiness is indispensable to effective classroom organization and management. Therefore, prior to the commencement of accountability and their effectiveness have received significant amounts of attention in their management functions in the classroom especially in motivating and giving guidance and counseling to students.

Unachukwu and Igborgbor (1991) with an increasing frequency, people have asked the question in the communiqué issued at the end of international conference on teaching practice it was agreed that.

“The effective teaching is one that can control the class and provide the required learning experience”.

In other words, he/she should be able to evaluate each learning outcome in line with the set objectives. He/she should be able to utilize certain specific techniques or thought skills, which would help engendering thought provoking questions in h is students, monitoring students’ behaviour and sensitivity to students varying needs. The art of teaching is influencing by so many factors however, that the answer to the above question cannot be answered by identifying a single variable of even a limited series of variables. In classroom teaching research, the process- product paradigm has contributed to the identification of several variables found to be frequently related to students learning gains.

Although there are variations in classroom management, it is their main components; students and principals characteristics length of the teaching periods, task to be learned by the students and the size of the; class taught.
Management effectiveness of the schools

Management effectiveness of the schools requires planning and organization. Organization that maximize success embrace the concept of team leadership and their managers as skilled at leading group problem solving sessions as maximizing collaboration across all functions units. The feeling of mutual respect, trust and maturity becomes the foundation for teamwork and problem solving. Effectiveness could be seen in the number of inputs into the system in relation to the inputs of the in organization are addressed as the personnel or staff of the school management. The school manager must brings all is equally important that the school head should involve people in various aspects of his organizational activities. The main job of the principals is to see that the students receive educational services through the efforts of the teachers. He is therefore, charged with the responsibility of promoting the goals of the system. The principals tends to achieve greatly when he endeavors to understand his staff as individuals and as group and when he respects the personality of all his subordinates in the way of creating favourable atmosphere. He should be concerned with problem of the staff, understand their needs as well as consider their ideas and suggestions. He should also encourage staff participation in decision making have confidence in staff's ability to perform task (Oyedji, 1998).

Management tasks are designed to make effective use of organization, financial, material and other resources. This task of the manager includes planning, budgeting, and developing the organization and testing and controlling a system including:

P- Planning
O- Organizing
S- System
D- Directing
C- Coordinating
R- Reporting
B- Budgeting

Management is concerned with organization and implementation. It may be categorized into planning, policy and implementation. Although such categorization is essentially arbitrary and board, both aspects of management are closely tied, inseparable and inclusive. However, it is possible to separate the functions of administration form that are planning and policy making in education is concerned with formulating general plans and policies to be implemented by teachers in accordance with the specific situation in their schools (Koontz and Donald, 1980).

Role performance in classroom management is an independent variable and ignores the reality of organizational life. May organizational variable are outside the administrative control of the principals. According to Nwideeduh (2003), in his concept of six states of organizational maturity, different administration may be male or female. Also he pointed out numerous attempts to classify administrative managers, as one or another is neither accurate nor helpful. That, there are four methods that any administrative managers may use to direct the activities of people.

(i) Force - the manager uses his/her control of means to force the choice of certain activities.
(ii) Paternalism - The manager/principals provides means and hopes for Acceptance of his/her management one of loyalty and gratitude.
(iii) Bargain - The manager may arrive at a bargain, a more or less voluntary choice, made by each early to arrive at certain goals in return for certain means.
(iv) Mutual - means the manager creates the situation which certain activities of his/her group, performance together will sever as mutual means, means for each to satisfy his/her needs.

In addition, training is required in many areas of skills development such as communication, conflict resolution, financial management problem solving systems concepts and so no, that are needed for effective administrative management. Management is a performing act not a science that requires professional standards, skill and value. To administer a complex a school system, a manager needs to broaden the ways if exercising managing beyond academic research and educational writings.

Yamanchi (1992), carried out a study on the role of the secondary schools principals which is concerned with secondary school assess their role as managers/principals. Do the female assess their management role in the same way as the male managers?.

One of the findings of this study was that there was a complex agreement among principals with regards to what they felt other people thought as their roles. But, there was a whole range from near zero to complete agreement with the average at about 5 percent that both female and male teachers have equal efficiency in management roles.

Jenkins and Blackman (1984), calmed the fears of a junior colleague who had approached him for advice and necessary was common sense and the understanding of student’s behaviour. Armed with these, he said, the novice principals would be able to acquire their managerial skills, “on the job” in the classroom.

In fact, a great deal of assertion has been made concerning the potential and actual management roles of women in managerial positions as compared to that of men. This study therefore, center on the degree of qualifications and professionalism of male and female as administrative managers and in the six administrative tasks of the principals, which affect their management functions.
School records are some of the areas of teaching of instruction, which makes teaching and learning effectively in school management. As such, records keeping are not a mere imposition on teachers by the Ministry of Education or the state Post Primary Education Board inspectorate division. They are being seen as an essential tool for effective teaching learning. Edem (1998) opined that if a school keeps good record it is almost certain to have a sound ad efficient administration. If it does not, then other is around the corner. A supervisor will be very disappointed in the administration of a school whole records are unreliable or badly kept or obtainable. Mbite (1978), quoted in Okpetu and Peretomode (1998), defined school records as compromising all the books and files in other document containing information relating to what goes on in the school, who is in the school, as well as what types of property the school own. Edem (1998), concludes that their importance is so great that often a long period of time is prescribed by law for their presentation. Records tell the history of a school by serving as historical sources of useful information to the principals successors and to outside researchers. Moreover, they offer a basic for objective evaluation and appraisal by the principals. It is most importance therefore, that they should be properly kept and preserved poorly kept records provide a distorted and misleading picture of a school’s past. Edem (1998), classified records into four principals’ categories as follows:

1. Vital record which usually cannot be replaced without destroying their original value.
2. Important records which are replaceable at considerable exposes.
3. Useful records, whose destruction will cause some inconveniencies but which can be easily replaced.
4. Non-essential records should later be destroyed to conserve storage space.

This classification brings into focus the risks that may be involves in the event of loss, and this the need for adequate protective measure and security. Obviously, all the categories expect the non-essential one require instruction from fire protection destruction by insects. If feasible, therefore, they should be insulated record container or store brick enclosures.

In Nigeria, most statutory records fall into vital record category and are:

1. The register of admission and withdrawals which contain details of each child’s progress.
2. The register of attendance.
3. The log books in which issues are entered as they occur.
5. The visitors book.
6. The teachers’ recording of all work done.
7. The corporal punishment books in which the principals or headmaster or the teacher authorized by him enters the date of all such punishments awards, the nature of the offence, the actual punishment given, the name of the person administering the punishment and the name of the pupil punished.
8. The counterfeits of transfer and learning certificate.
9. The minutes of the meetings of the board of governors, other statutory records which can only be replaced at considerable experience include:
   i. The education law.
   ii. The school scheme of work.
   iii. The school’s general time table and copies of the class time table exhibited in each classroom.

### Principals classroom management effectiveness in school discipline

In recent years, there has been an increasing waning of students and principals in disciplinary behaviour in our secondary schools. The problems of discipline is a cankerworm that has eaten deep into the fabric of the Nigerian society and since the school is micro-environment of the large society, it is quite obvious that this disgraceful and unfortunate incident do happens pretty often nowadays in our institutions of learning generally (Oraka 1994), for example secondary school students do smoke in the school compound even in the presence of the principals. There are regular cases of male and female students having sexual affairs and even two female students fighting because they are both interested in a male student in the school.

Students are always reported to be involving in drug abuse. There is report of increase in examination malpractice among student and even principals. Some at will and leave at will. Some principals indiscipline in the secondary schools cannot check indiscipline among students and teachers because they have their fair share of indiscipline behaviour. Principals no longer correct their students effectively as they go after their private businesses. Eyike (1988), opined that in order to provide discipline, school authorities needs to control the people in the system through rules and regulations. For efficient functioning, school authorities have the power of the long term good of the institution. School official often try to justify their control of students in the ground that they are empowered to act “in-loco parentis”. Dittiniya (1998), opined that discipline involves self and respect for others. The disciplined person is guided in his behaviour, moral and social principles and does what is right and good.
Principal's classroom management effectiveness in decision-making

Decision making is a major role of all administrative managers. Koontz and his colleagues (1980) describe decision making as a selection from among decision making as a selection from among alternatives of a course of action. This view sees decision making as involving choices. Snoggrass (1990), defined decision making as:

“A process where in an awareness of a problematic state of a system influenced by information and values by information and values is reduced to competing alternatives among which a choice is made based on assessed outcome state of the system”

This definition consider decision-making as the best possible solution to problems in the solution to problems in the classrooms. Woods (1999), pooled nearly 100 male and female and found that most managers feel that women are winning increased acceptance in the business environment. Male manager tends to rate their female peers very highly in decision-making writing along the same line. Eboh (1988), in his investigation of the effectiveness of the physical education teachers tends to agree that manager (principals) must be sensitive to the potential effects to all employment decisions on their workers. More specifically, decision must clearly relate to the employer’s job performance and not merely to his or her race, gender, age or physical conditions.

The effective school administrative manager is one who has a responsibility to see that the decision, which are made, contribute to the accomplishment of the over all purpose of the organization. Management is vital to the survival of the school. Men capable of exercising effectiveness in organization are in short supply relative to the tremendous need for them; hence women today have flooded most of the organization up. Management ability, therefore, is a main pillar towards decision-making which community are more in women than men, because female administrative leads are timer in decision. More so, management towards making decision is a valuable commodity and these who pass it command high salaries in the market place for services.

Therefore, teachers in the schools at every stage of the management process make choices among alternatives course of action. The teachers should be able to make technically correct managerial decisions as Edm (1990), has identified in his professional orientation.

Supervisory role of principals in the classroom

Supervision is the process of guiding, reflecting encouraging, stimulating, improving and overseeing certain individuals or group with the hope of achieving desired objectives. As an administrative role, principals engage in supervision to improve teaching-learning process. Hence, Maduvesi (1998), also indicates that suspension focuses upon the improvement and consolidation of institutions. Therefore, supervision is the continuous process of guidance bases on frequent visits focusing attention on one or more aspects of the schools and its organization.

According, to Kutara (1995), principals as classroom supervisors, can demonstrate their power by being ruthless, domineering and autocratic in command or they can gain co-operation by their expertise and by their friendly, helpful persuade management.

Kiechel et al (1983), on the other hand, assert that women for most part do not want to become supervises, while men desire such position. He also asserted that male principals tends to do better than female counterparts probably because the male heads somehow control and often hole carefully prepared meetings with individual teachers, for the solution of instructional problems.

Principals classroom management effectiveness in students

Student personnel services are one of the major administrative functions of the principals in the secondary schools activities in the operational areas of student’s personnel includes those services of students that supplement regular classroom instructions. Principal’s major role in the student’s personnel area is one of interpreting the personnel functions with instruction and co-ordinating the various kinds of personnel services. Developments such as special programmes for the talented and the growth of external testing have placed more emphasis in student personnel services. The following are some of the major functions in pupils personnel.

(a) Students personnel service
(b) Pupils accounting
(c) Control of pupil behaviour
(d) Student inventory ad organization.

Summary

In all, it is necessary to state that an effective manger (principal) should be humane. No matter the size of the school, the sex and the administrative experience he or she must live up to the expectations of the teachers. As Kiechel (1983), pointed out that principals must have a vision and ability to build cooperate culture, have a consistent sense of whom he or she is and what his/her goals are. In addition, he must have a sense of uniting others share, by his words and example. Effective principals should therefore take to know his co-staff,
develop a common set of understanding and expectations.

**Method and procedure**

This study is a correlational design, correlational design allows for an appropriate measure of the degree of the relationship between a number of variables as indicated in this study between principals and teachers. It also gives an indication of this relationship simultaneously. The population of this study included all teachers and principals in all the public secondary schools in 2012/2013 academic session in the Delta state. The secondary schools are from the 25 local government areas of the state in the 2012 /2013session. The three hundred and twenty (320) public secondary schools in the state were used as the target population. This invisibly constitutes nine thousand, six hundred and eight (9, 608) teachers of male and female respectively.

The researcher made use of 30% (9%) principals and 204 (3%) teachers respectively out of the target population of the study through simple random sampling technique. The instrument which the researcher utilized for the study was questionnaire, designated as (TCMQ) Teachers Classroom Management Questionnaire. The researcher constructed the questionnaire after carefully reviewing some related literature. The questionnaire was sub-divided into two main sections ‘A’ deals with questions on demographic information such as (i) sex (ii) number of year in the teaching profession (iii) number of years in the present position (iv) age, and (v) school population. Respondent were asked to mark ‘x’ in the appropriate box. Section ‘B’ consists of statement related to teachers classroom management as assessed by principals and teachers.

The response to each of the statement by the teachers and principals weighed on a 4 – point Likert – type scale. Thus, a response of Strongly Agree indicates 4 – point, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point based on the following items on classroom management.

- **Record keeping** - items 1 – 6
- **Discipline** - items 7 – 12
- **Decision making** - items 13 – 18
- **Student’s supervision** - items 21 – 26
- **Evaluation** - items 27 – 32

The questionnaire was properly scrutinized and modified to ensure that the instrument measured the variables it supports to measure and also to improve the face and content values. It was subjected to criticism and reviewed by experts in the field of educational management. The validity of the instrument ensures a possible achievement of its face and content values. To ensure that the instrument was reliable, the split-half technique was used by the researcher on 30 respondents, made up of 13 teachers and 15 principals respectively not included in the sample size. For the split-half method, the data collected were divided two halves, with the odd number items separated from the even numbered items for the other. The test was scored separately and then correlated. Thereafter, the Spearman Brown prophecy formulation was then used to calculate the reliability coefficient, which was established at 0.80. This shows that the instrument was reliable.

The researcher personally administered the questionnaire in all respondents in their respective schools. In order to test the three hypotheses formulated, applying the Pearson “r” statistic stated the degree of relationship. The scores of the numbers of each sample were also summed up as a group i.e (x) while those of the numbers of each sample were then correlated using correlation statistic of Pearson “r”. The level of significance is 0.05.

**Results and Hypothesis Testing**

**Hypothesis 1**

This hypothesis states that there is no significant difference between principals and teachers assessment of teacher’s classroom management effectiveness in record keeping. To determine whether the relationship between principals and teacher’s assessment of teacher’s classroom management effectiveness in record keeping is significant, the Pearson product moment correlation co-efficient “r” was computed.

The results derived from the Pearson product moment correlation “r” between the assessment of principals and teacher’s classroom management effectiveness in record keeping is presented in table 1. The results showed that there is a significant relationship between the assessment of principals and teachers’ classroom management effectiveness in record keeping. This is because the calculated “r” value of 1.21 is greater than the critical value of 0.19. Hence, the null hypothesis was not accepted.

**Hypothesis 2**

The hypothesis states that there is no significant relationship between principals and teacher’s assessment of teachers’ classroom management effectiveness in school discipline. To determine whether the relationship between principals and teachers on their assessment on school discipline in classroom management effectiveness is significant. The Pearson product moment correlation “r” was computed.

The results derived from the Pearson product moment correlation “r” between the assessment of principals and
teachers' classroom management effectiveness in school
discipline and presented in Table 2 above. The result
showed that there is a significant relationship between
the assessment of teachers and principals' classroom
management effectiveness in school discipline. This is because the calculated "r" value of 1.17 is greater than the critical value of 0.19. Thus the null hypothesis was therefore, not accepted at 0.05 level of significance.

**Hypothesis 3**

The hypothesis states that there is no significant
relationship between principals and teachers' assessment
of teachers' classroom management effectiveness in
decision making. This hypothesis was tested using the Pearson product moment correlation coefficient "r". Table 3.

The null hypothesis of no significant relationship
between the assessment of teachers and principals' classroom management effectiveness in
decision making was accepted. The calculated "r" value of 1.15 is greater than the critical "r" value of 0.19 at 0.05 level of significance.

**DISCUSSION OF RESULTS**

The findings of the analysis of the data revealed that
some similar results on related study of this kind on
teachers' classroom management effectiveness. Some of
the findings, of this study confirmed most of the previous
related studies while the work of Osadhor, (2001), in the
educational teaching perspective and practice in Nigeria,
shows that there is significant relationship between
principals and teachers' assessment management
effectiveness since teachers are provided with effective
teaching, orientation and instructional materials.

The researcher on the other hand observed that there
is significant relationship between principals and teachers
because they are provided with seminars, workshops,
conferences and vocational programmes.

Hypothesis 1: states that there is no significant
relationship between principals and teachers' assessment
of teachers' classroom management effectiveness in
record keeping. The hypothesis has a calculated r-value
of 1.21, which is greater than the table value of 0.19. This
shows that this hypothesis is not significant
difference between principals and teachers' assessment
of the teachers' classroom management effectiveness in
terms of school discipline. This is in line with Adewole
(2000), which stated that the principals should be
prepared to develop instructional programme that meets
the needs, interest and background of the students. He
should take into consideration the environment including

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Table 1. Relationship between Principals and Teacher's Assessment of Teachers' Classroom Management Effectiveness in Record Keeping

Table 2. Relationship between Principals and Teacher's Assessment of Teachers' Classroom Management Effectiveness in School Discipline

Table 3. Relationship between Principals and Teacher's Assessment of Teachers' Classroom Management Effectiveness in Decision Making
family influence school building, the available facilities and the entire school climate for proper discipline in the schools.

This also agrees with Nwideeduh (2003), who opined that the issue of the classroom control and discipline has never at any other time pose so much threat to our educational system than now, everybody around us and our schools. There are complaints of serious misconduct by both teachers and students. Whether the debate, it is obvious that the indiscipline in our classrooms is a matter of that should be of concern to every individual who has the interest of youths at heart.

Hypothesis 3: states that there is no significant relationship between principals and teachers’ assessment of teachers’ classroom management effectiveness in decision making. The calculated, value of 1.15 is greater than the critical r-value of 0.19 at 0.05 level of significance, hence, the hypothesis is significant.

This is in line with Kutara (1995), which states that the students is at the centre of the educational process and all activities in the school should aim at developing his total permanently. He continued that principals should mobilize different student’s bodies towards the smooth running of the school. This could be done through the appointment of school. This could be done through the appointment of school prefects, formulation of various students committees and teachers’ representative council through proper and rational decision making process.

Findings

1. There is no significant relationship between principals’ and teachers’ assessment of teachers’ classroom management effectiveness in record keeping in classroom management. This is important as Kotter (1980) opined, “to manage a business well is to manage its future; and to manage its future, it to manage information.”

Record contain the information required by educational managers to enable teachers achieve planned objectives, provide students with adequate guidance, knowledge and react appropriately to external stimuli and requires in the teaching process in the classroom.

2. For hypothesis two, the assessment of principals and teachers on classroom management effectiveness in school discipline was significantly related since the hypothesis was not accepted. This means that principals and teachers have similar assessment of teachers’ classroom management effectiveness. Discipline involves self control restraint, and respect for self and respect for others. Hence, teachers’ and the principals’ are a discipline guide in behaviour is better than actions in the teaching and learning process in the classroom. (Dittimiya, 1998).

3. For hypothesis 3, The relationship between principals’ and teachers’ assessment of teachers’ classroom management effectiveness in their decision making process was significant at 0.05 level of confidence. This means that principals and teachers have similar assessment of teachers’ classroom management effectiveness in decision making since the hypothesis tested was rejected. This is because the hypothesis so tested was not accepted. This was in support of Honghton (1993), who revealed that “most administrators based decision upon either intuitive judgment or upon past experience.” Whatever may be the reason, if decision making was to remain what it is and what it should be.

RECOMMENDATIONS

The following recommendations are made in view of the findings:

1. That since there is a significant relationship between principals and teachers assessment of teachers classroom management effectiveness in record keeping, government should be give more incentive to teachers to further improve their record keeping generally in schools. By this, they should be a written communication in the form of printed materials letters and samples of students’ works between the school and the government progress, thereby effecting progress reports in the school system.

2. That since there is a significant relationship between principals and teachers assessment of teachers classroom management effectiveness in school discipline, principal should be very firm in disciplining students to effect conducive atmosphere in the classrooms. In matters relating to disciplinary standards among students in the classroom. Principals and teachers should be a model for the students to emulate. They should also see to the maintenance and implementation of school rules and regulations.

3. That since there is a significant relationship between principals and teachers’ assessment of teachers’ classroom management effectiveness in decision making, principals should from time to time involve teachers in decision making for effective management. This is because, decision making is a selection of course of action, a major responsibility and a situation where the teachers are seen as a team of individual who work, argue and make decisions together for the growth of the school system.

4. That since there is significant relationship between principals and teachers assessment of teachers’ classroom management effectiveness in evaluation, school principals should be encourage their teachers with positive rewards to enable them teach effectively.
REFERENCES


