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ROLE CONFLICT AND PRINCIPALS' JOB SATISFACTION IN KWARA STATE, NIGERIA.

By

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Abstract

This study investigated role conflict and principal job satisfaction in public senior secondary schools in Kwara State, Nigeria. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. The researcher constructed questionnaire titled Role Conflict and Principals' Job Satisfaction Questionnaire (RCPJSQ) was used for data collected. Pearson product moment correlation statistic was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was a significant relationship between principal emotional burnout and job satisfaction $r(175) = 0.93$, $p < 0.05$; there was a significant relationship between principals work overload and job satisfaction $r(175) = 0.78$, $p < 0.05$. It was therefore, recommended that government should organize seminars on stress management to promote mental health of principals and job satisfaction in order to achieve educational goals. Furthermore, ministry of education should provide solutions to reduce workload among the principals for them to have better job satisfaction in order to achieve educational goal.

Keywords: Role conflict, principal, job satisfaction

Introduction

Organizational role conflict defines individual positions, responsibilities, duties and authorities within the hieratical system of the organization. Role conflict occurs in a situation where the role occupants experiences inconsistencies in the demanded of him such that the roles are contradictory, confusing and ambiguous with each other. The multiplicity of role carried by individuals gives rise to accomplishment before the other and the ability to execute all the roles within the available time period. Role conflict arises when certain roles assign. Role conflict occurs when the role prescriptions are vague and uncertain.

According to Cooper et al. (2001), role conflict is defined as incompatible demands of on the person which can induce negative emotional reactions due to the perceive inability to be effective on the job. Role conflict is two roles or more that simultaneously bring pressure and contradictory one with another in completion. The secondary school being an institutional setting where a child is trained and equipped for further education and for independency in life should therefore not afford to neglect needs of workforce satisfaction because for any secondary education to achieve it stated goals would strongly depend on her capacity to attract, retain and maintain competent and satisfied staff job satisfaction.

Principal is the manager of the school and is responsible for it day-to-day activities and policy of the school within the framework work laid down by Government through the Ministry of Education in Nigeria. Principal is also responsible for supervision of all school personnel and also accountable to the overall functioning and

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performance of the school. From the researchers observations, principals in Nigeria are operating under immense pressure from education authorities, parents and society at large, pressure of high performance expectations with limited resources and support in most cases and the hard economic times the country is going through have imposed new and complex challenges in the running of secondary schools by principals in Kwara State, Nigeria.

Job satisfaction is a positive feeling about employee work as a result of his/her characteristic evaluation. Job satisfaction has to do with the attitude, the degree of likeness and interest worker have for their work. Rao et al, (2003) view that a person with a high level of satisfaction holds positive towards his or her job while person who is not satisfying with his or her job holds negative feeling about the job.

The theoretical framework of this study was guided by Frederick Herzberg's hygiene theory (1967). Herzberg's researched into element of job that makes workers either happy or unhappy. He discovered that when people were not happy on their job, their negative feeling were more related to their work environment but when they were happy on their job it was generally associated with the work itself. Herzberg's therefore, labeled the factors that caused dissatisfaction "hygiene factor" and those that bring about satisfaction as the "motivators". This could be applicable to the secondary education in that principal as a recognized leader of the school has the responsibility to perform his duties in terms of administration, supervision, interpersonal relations, recognition, achievement, growth in the job as well as advancement in order to get satisfaction from their professional towards the achievement of organizational goals.

Dhaifallah (2013) investigated the relationship between role conflict and job satisfaction among academic staff in Saudi Arabia Universities. Samples of 117 respondents were chosen for the study. The data collected were analyzed using Pearson product moment correlation statistic. The result shows that there was a negative relationship between role conflict and job satisfaction. This study is quite related to the current study in that it looked at the relationship between role conflict and job satisfaction. However, the study left a lot of gap in that the study failed to shed more light to role conflict in terms of personal role conflict and overload conflict which are the critical variables of measuring job satisfaction. Also the study did not carried out in Nigeria secondary schools.

Statement of the Problem

A number of published research works on role conflict and job satisfaction among university lectures, known to the these researchers, and comes from relatively studies such as those by Dhaifallah (2013) in Saudi Arabia University, Widyani and Sugainingrant (2015) in Indonesia University and Mushoriwa and Dlamini (2015) in primary school in Swaziland. As can be seen, these study were almost done in Universities, primary school and in socio economic conditions which may markedly differ from those prevailing in Nigeria, hence there is need for a study focusing on secondary school principals operating in different socio economic conditions. These and many others related issues motivate the researcher to investigate role conflict and principal job satisfaction in Kwara State secondary schools, Nigeria.

Objectives of the Study

The objectives of this study are:

i. To find out the relationship between emotional burnout and principals' job satisfaction in public senior secondary schools in Kwara State.
ii. To investigate the relationship between work overload and principals' job satisfaction in public senior secondary schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

RQ1: How does emotional burnout conflict influence principals' job satisfaction in public senior secondary schools in Kwara State?

RQ2: How does a work overload influence principals' job satisfaction in public senior secondary schools in Kwara State?

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Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated and answered:

Ho1: There is no significant relationship between emotional burnout and principals' job satisfaction in public senior secondary schools in Kwara State.

Ho2: There is no significant relationship between work overload and principals' job satisfaction in public senior secondary schools in Kwara State.

Method

The study adopted a descriptive research design. The population of this study was 305 principals from Kwara State public senior secondary schools. Samples of 175 principals were drawn from 305 senior secondary schools across the three senatorial districts by the use of Krejcie and Morgan (1971) table for determining sample size from a given population. Stratified random sampling technique was used to select 175 principals. This was to ensure that all categories of principals were given an equal chance of being selected.

The instruments used for data collection for this study was researcher's constructed questionnaire titled "Role Conflict and Principals' Job Satisfaction Questionnaire" (RCPJSQ) was used for the study. The instrument is in two sections A and B. Section A contains personal information of principal, while section B elicits data concerning principals' job satisfaction. The instrument was validated by the experts in the Department of Educational Management, University of Ilorin. Its reliability was determined with the use of Cronbach's Alpha to obtain reliability indexes of 0.72, such a coefficient alpha which is at least 0.7 is considered to be sufficient enough to confirm the consistency of the instrument (Fraenkel and Wallen, 2000). The instrument for the study was personally administered to principals in the sampled schools. This had the advantage of clarifying unclear issues and also facilitated high return rate of 100 percent. Pearson product-moment correlation coefficient statistical was used to test the hypotheses at 0.05 significance level.

Results and Data Analysis

Mean and standard deviation were used to provide answers to the research questions raised.

Research Question One: How does emotional burnout influence job satisfaction in public senior secondary schools in Kwara State?

Table 1: Principals' Emotional Burnout and Job Satisfaction in Public Senior Schools in Kwara State

S/N	Principals' Emotional Burnout	Response of Principals		
		Mean	SD	Decision
1.	Family problems like loss of loved one causes stress	2.71	1.001	Agreed
2.	Financial pressure is a source of stress.	2.70	.940	Agreed
3.	Pressure from peer/friends poses as threat for me.	2.57	.970	Agreed
4.	Lack of respect from teachers makes work hell.	2.54	1.064	Agreed
5.	Pushy and overzealous parent make work hell.	2.64	1.014	Agreed
	Grand Mean			

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

Table 1 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, agreed by the respondents that principal burnout affects their job performance in the selected public senior secondary schools in Kwara State, Nigeria

Research Question Two: How does a work overload influence principal job satisfaction in public senior secondary schools in Kwara State?

Table 2: Work Overload and Principals' Job Satisfaction in Public Senior Secondary Schools in Kwara State

S/N	Principals' Work Overload	Response of Principals		
		Mean	SD	Decision
1.	Combing teaching and providing leadership to the school make work hell	2.71	1.001	Agreed
2.	Long hours of working generate tense in me.	2.70	.940	Agreed
3.	The need to do school work at home cause stress for me.	2.57	.970	Agreed
4.	Heavy demand made by community and society for different role generate tense.	2.54	1.064	Agreed

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5.	The need to combine other activities with your primary assignment generate tense	2.64	1.014	Agreed
	Grand Mean			

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

Table 2 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that principals work overload influence their job satisfaction in the selected public secondary schools in Kwara Sate, Nigeria

Hypotheses Testing

The null hypotheses formulated to guide the study were tested, using Pearson Product Moment Statistic technique at 0.05 level of significance as follows:

Ho_1: There is no significant relationship between emotional burnout and principal job satisfaction in public senior secondary schools in Kwara State.

Table 3: Emotional Burnout and Principal Job Satisfaction

Variable	N	$\bar{x}$	SD	Df	Cal-r	P.value	Decision
Emotional burnout	175	11.97	3.84				
				173	0.93	.000	Rejected
Job satisfaction	175	2.72	1.92				

Table 3 indicates there was a significant positive correlation between principal emotional burnout and job satisfaction, $r\ (175) = 0.93$, $p < 0.05$. The hypothesis that there was no significant relationship between principals' emotional burnout and job satisfaction in public senior secondary schools in Kwara State was, therefore, rejected.

Ho_2: There is no significant relationship between work overload and principal job satisfaction in public senior secondary schools in Kwara State.

Table 4: Relationship between Principal Work Overload and Job Satisfaction

Variable	N	$\bar{x}$	SD	Df	Cal-r	P.value	Decision
Work overload	175	8.29	3.08				
				173	0.78	.000	Rejected
Job satisfaction	175	4.10	1.74				

Table 4 indicates that calculated that the Pearson product-moment correlation test revealed a significant positive correlation between principals' work overload and job satisfaction in public senior secondary schools in Kwara State, $r(175) = 0.78$, $p < 0.05$. The hypothesis that there was no significant relationship between principal work overload and job satisfaction in public senior secondary schools in Kwara State was, therefore, rejected.

Summary of the Finding

The results of data analysis to answer the two research questions raised and the two hypotheses formulated to guide the study show that, majority of the public senior secondary school principals is facing with emotional burnout problems. Furthermore, majority of these principals perceived their workload to be more than they can handle, they are likely to experience exhaustion and fatigue, which may negatively influence their job satisfaction. The results show that the principals' role conflict had positive significant relationship with the job satisfaction in secondary schools.

Conclusion

The findings of this study show that principals' emotional burnout lead to stress which affecting their job satisfaction. Also, long working hours at the desk and job related pressure creates lot of physical discomfort and mental health for the principals.

Recommendations

It is based on the findings of this study that the following recommendations are offered:

i. Government or ministry of education should organize seminars on stress management to promote mental health and job satisfaction of principals in order to achieve educational goals.

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ii. It will be worthwhile for ministry of education to think of solutions to reduce the work load among principal for them to have better job satisfaction in public senior secondary schools in Kwara State.

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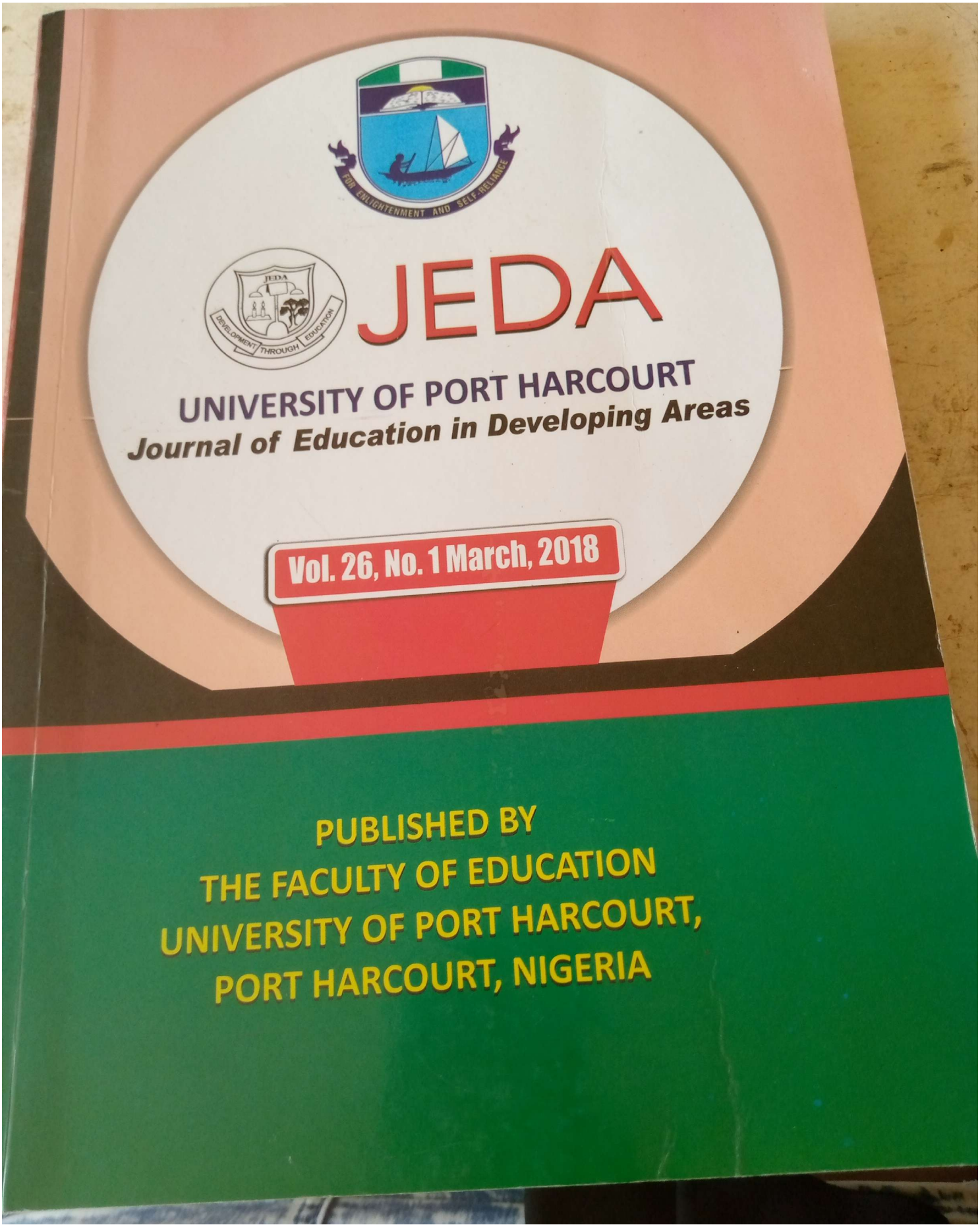
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TEACHER TRAINING AND CLASSROOM MANAGEMENT IN NIGERIA

By

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Abstract

This study investigated teacher training and classroom management in Nigeria. The purpose of this study are to determine the relationship between preparation of instructional material, lesson plan and classroom management in public primary schools in north-central, Nigeria. To achieve these, two hypotheses were formulated and tested. Quantitative research design was used for the study. A self-constructed questionnaire titled "Teacher Training and Classroom Management Questionnaire" (TTCMQ) was used to collect information for the study. This study focus on public primary schools in north-central, Nigeria. The population of this study comprised all 12,775 head teachers in public primary schools in north-central, Nigeria. Sample of 375 head teachers selected with the use of Research advisor (2006) table of determine sample size of a known population, stratified random sampling technique was used to select public primary school head teachers from the sample school schools. This was to ensure that all categories of head teachers were given equal chance of being selected. The data collected were analyzed using Pearson Product Moment correlation coefficient Statistic. All hypotheses were tested at 0.05 level of significance. The findings revealed that there was a positive and significant relationship between preparation of instructional material, lesson plan and classroom management in public primary schools in Nigeria. It was recommended among others that teachers should continue to provide appropriate instructional materials in order to give learners the opportunity to share experiences and make learning more permanent, arouse and sustain learner's interest in learning, improve learners in their assimilation of information and clarification of important concepts, as well as contribute to learners overall development and upbringing.

Keywords: Teacher training, Classroom management, Nigeria.

Introduction

Teacher training is simply the policy designed to equip prospective teachers with the knowledge, attitude, skills they require to perform teaching and learning tasks effectively in the classroom, school and entire community. Teacher training programme takes place mostly in higher education institutions which includes colleges of education and faculties of education in universities. Class is simply defined as a place where learner grouped to enhance teaching and learning. Classroom is a place where learners are held together for the purpose of teaching and learning under the guidance and supervision of the teacher (Otta, 2010). Classroom environment with its dynamic is necessary in the process of teaching and learning and for educational goals of a given society to be achieved. Classroom can also be seen as a room where

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learners with similar characteristics interact with their teacher, among themselves and with the environment for the achievement of educational goals and objectives.

Management is the act of planning, organizing, directing, coordinating, and controlling both human and material resources in an organisation. It is the skill of dealing with people and situation in a successful way. When this is applied to classroom, thus, it is the skill of dealing with learners and coordinating the environment in such a way that learners achieved their educational goals. Abdulkareem (2002) defined management as the process of making resources available and optimal utilization of the resources through the process of planning, organizing, directing, coordinating and controlling in order to achieve organisational goals and objectives.

Classroom management simply means a way of planning, organizing, directing and controlling all the activities and resources in the classroom to achieve the goals of teaching and learning. Classroom management refers to all the decisions taking by teachers to facilitate the teaching and learning process toward the achievement of educational goals. The role of teachers is to maximize learning and minimize disruptions by fostering the attitude of trust, acceptance and cooperation among the learners (Zuhair, 2013).

Classroom management aims at maintaining a positive and productive learning environment for every members of the class towards the attainment of effective teaching and learning. The class teacher who has the duty of classroom management must set goals and decide how such goals are to be achieved through the process of planning activities such as instructional preparation and lesson plan based on the class syllabus or scheme of work. This planning help teachers to establish control and develop confidence which in turn generate good atmosphere for making teaching and learning more easier and interesting. Education plays very crucial roles in how the individual and his society developed. Functional basic education can be view as a way by which students acquire problem solving skills, scientific attitudes, open mindedness as well as learning values as a priority. For effective classroom management, the teacher has to prepare well for each instruction, writing daily lesson note and lesson plan, gathering relevant instructional materials for each lesson and conducive management of the classroom for effective teaching and learning.

Lesson plan is the note that gives details, clarity and flexibility of all information on lesson topic especially that will help the learner understand the topic. It has to be clear enough to remind the teacher at a glance what he want to say or teach. Lesson plan should contain the followings: general information, objective, previous knowledge, instructional materials, introduction, content, procedure, conclusion and evaluation (Atanda & Lameed, 2006). General information includes class, age, number of learners in class, subject and topic. Objectives are what the teacher intends to achieve with the learners at the end of the lesson. Previous knowledge (entry behaviour) has to do with previous related knowledge the learner has about the topic. Instructional materials is any material the teacher employs to aid in imparting knowledge to the learner. Introduction is a way of briefly explain information relevant to the topic in order to prepares and stimulate the minds of learners for the lesson. Content is what the lesson contains within a topic to be presented. Procedure presents step by step on how the lesson should be done. Evaluation is the process of find out whether the lesson objective has been achieved or not, it could be formative (as the lesson goes on) or summative (at the end of the lesson).

Several studies have been carried out in the area of teachers' effort in managing classroom. Zuhair (2013) investigated classroom management problems among teacher student training at Hashemite University. Sample of 103 students randomly selected from faculty of educational science at Hashemite University. The data collected were analyzed using T-test and one way Anova analysis. The result indicates that there is no significant difference on the classroom management problem according to gender and academic performance. Mezieobi, Nzokurum and Mezieobi (2014) focused on classroom

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management and teaching of social study. O'Neil and Stepheson (2012) conducted does classroom management coursework influence pre-service teachers' perceived preparedness or confidence? Sucuogly, Akalin and Sazak-Pinar (2010) carried out effects of classroom management on the behaviours of students with disability in inclusive classroom in Turkey. Tiano and McNeil (2006) investigated training head start teachers in behaviour management using parent-child interaction therapy: A preliminary investigation. Andabai (2013) investigated teacher's personality and classroom management of tertiary institutions in Nigeria: The issues and perspectives. Omomia and Omomia (2014) conducted perceived impact of classroom management on effective teaching: A study of five schools in education district II, Lagos State, Nigeria. The aim of the study was to examine the perceived impact of classroom management on effective teaching. Sample of fifty teachers were randomly selected from the five schools in education district II, Lagos State. The Data collected were analyzed using means and standard deviation.

The finding shows that evaluation had significant effect on classroom management. These studies are germane to the current study in the area of classroom management. However, there are several areas relating to teacher and classroom management that are yet to be covered by these scholars. These areas include teacher training, classroom management skills, especially in north-central primary schools, Nigeria. Also these scholars left a lot of gap in that they did not looked at instructional material and lesson plan as a critical variable to measure training of teaching as the skills in achieving effective classroom management. This study teacher training and classroom management in Nigeria therefore endeavor to fill part of these gaps yet to be covered. The following objectives have been formulate to achieve the aim to:

i. Determine the relationship between preparation of instructional material and classroom management in public primary schools in north-central, Nigeria.
ii. Examine the relationship between lesson plan and classroom management in public primary schools in north-central, Nigeria.

Research Questions

The following research questions were formulated in addressing the problem of the study:

i. Does preparation of instructional material enhance classroom management in public primary schools in north-central, Nigeria?
ii. Do lesson plan bring about classroom management in public primary schools in north-central, Nigeria?

Research Hypotheses

The following hypotheses were formulated and answered:

i. There is no significant relationship between preparation of instructional material and classroom management in public primary schools in north-central, Nigeria.
ii. There is no significant relationship between lesson plan and classroom management in public primary schools in north-central, Nigeria.

Theoretical Framework

Evertson and Weinstein (2006) described classroom management as actions taking by the teachers to create a supportive environment for the teaching and learning of students. They described five types of actions to attain an effective classroom management as includes (1) develop caring and supportive relationship with learners (2) organizing and implement instruction in a way that maximize students' access to learning (3) encourage students participation in learning tasks (4) assist students with misconduct behaviour (5) promote and develop student social skill and self-confidence. The theoretical framework of this study was developed based on theory of human needs. Maslow (1954) as cited in

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Durosaro (2002) categorized human needs into five different level. According to Maslow, people are motivated to satisfy the basic needs first and moves up to the hierarchy in succession. Therefore, educational manger (teacher) must ensure that needs of learners are satisfied from the basic level to higher level of needs in order to use the satisfaction of such needs as a form of motivating students to achieve effective classroom management.

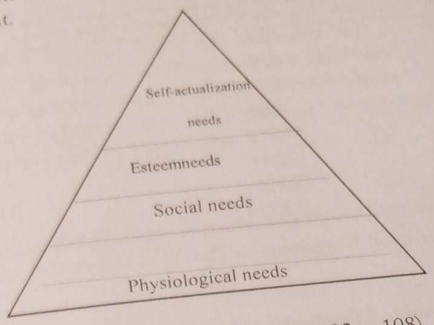


Figure 1: Maslow's Hierarchy of Needs. (Source: Durosaro, 2002, p.108).

Physiological needs include the need for food, water, air, shelter. Safety need is the need for security stability and freedom from fear or threat. Social needs including the need for friendship, affection, acceptance and interaction with others. Esteem needs including both the need for personal feeling of achievement and need for recognition or respect. Self-actualization needs is the feeling of self-fulfillment or realization of one's potential.

This theory is applicable in school setting in motivational activities involving learners in the classroom activities through the use of well-prepared instructional material, lesson plan, clear communication and establish an atmosphere of exchange in the learning process toward achieving teaching and learning goals. According to Maslow's theory of human needs, once learners' physiological needs are met, they are motivated by the need to be physically and emotionally safe, loved and accepted, admired and respected and personally fulfilled. This study is anchored on the Maslow theory of human needs in order to provide the teachers with the elements of the important of using a well-prepared instructional materials and effective lesson plan as a way of motivating learners in arousing their mind and be more interested in teaching and learning which will in turn improve classroom management towards achieving educational goals and objectives.

Method

Research Design

Quantitative research design was employed in this study. This design was considered appropriate as it gives the researcher the opportunity to assess the opinions of the sampled participants, analyze the data collected with the use of appropriate method ofdata analysis and reach reasonable conclusion about the population from the findings of the study.

Population and Sample

This study was carried out in North-Central States of Nigeria and the population of the study was made up of all 12,775 public primary schools head-teachers in North-Central, Nigeria. Sample of 375 headteachers were selected with the use of Research Advisor (2006) table of determine sample size of a known population. Proportional sample technique was used to select the sample of 375 head-teachers, as shows in Table 1. The technique is appropriate for this study as it gives room for the selection of a true

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sample of the target population. Stratified random sampling technique was used to select primary schools head teachers from the sample schools. This was to ensure that all categories of head teachers were given equal chance of being selected.

Table 1: Population Sample of Head Teachers of Primary Education in North-Central of Nigeria

S/N	North-Central states	Number of primary schools	Selected head teachers
1	Benue	2,661	78
2	FCT	495	15
3	Kogi	2,096	62
4	Kwara	1,406	41
5	Nasarawa	1,278	37
6	Niger	2,834	83
7	Plateau	2.005	59
	Total	12,775	375

Source: Universal Basic Education Commission (2015)

Instrumentation

A self-design questionnaire title "TeacherTraining and Classroom Management Questionnaire" (TTCMQ) was used for collection of data. The instrument had two sections; section A elicited personal information of head teachers, while section B elicited information concerning teacher training and classroom management in public primary schools. The head teachers responded to the items on a four (4) Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: 4 + 3 + 2 + 1 / 4 = 2.50. The criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

Validity and Reliability

To ensure content validity of the instrument, draft copies of the instruments were given to two experts in educational management and two experts in measurement and evaluation to look into the content of the instrument. Relevant corrections and adjustment were made based on their observations and recommendations. Also 35 corrected copies were further administered to head teachers who are part of the sampled to examine their understanding of the items of the wordings, instructions, and understandability of the questions and scales in order to detect if there is any difficulties that may arise in filling the questionnaire. Therefore, some suggestion made were effected appropriately before sending out final copies. The corrected questionnaire were distributed with the help of four research assistants to the teachers of the sample schools in order to ensure higher return rates.

Instrument reliability was ensured by using Cronbach's alpha, the instrument reliability index was .78. The reliability test revealed a high internal consistency for most of the variables.

Data Collection

A total of 375questionnaires were distributed to 375 head teachers in public primary schools in north-central, Nigeria. The researcher with the help of seven research assistants personally administered the instruments to the head teachers of the sample public primary schools upon obtaining permission by sending a copy of letter to head teachers for their permission. The participants were briefed on the objectives of the study. The researcher and the research assistants waited for the head teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments, the instruments were retrieved and scored. This method facilitated on the spot collection of the instrument and hundred percent retrieval. Effective administration of questionnaire was also aided by the cooperation of colleagues and friends in the sample schools. In the guideline provided by Stanley and

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Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

Data Analysis

The data collected were analyzed using the Statistical Packages for the Social Science (SPSS, version 22) software. The descriptive analysis were used to answer the research questions. For interpretation of the 4 point scale, the composite mean for each items was collapsed into two levels, namely agreed and disagreed, whereby below 2.50 is interpreted as (disagreed) and above and equal to 2.50 is (agreed). The data collected for the study were analyzed using Pearson Product-Moment Correlation statistical analysis. The data collected were screened before analysis. All hypotheses were tested at (0.5) significant level to determine the rejection or acceptance of the hypotheses.

Findings

This section discusses the result of the findings. The findings were arranged based on research objectives. The participants' responses was analyzed in (Table 2-3).

Instructional Materials

Table 2.: Descriptive statistics were used to analyze the data collected from 375 head teachers in public primary schools in North-central, Nigeria.

S/N	*Instructional Materials*	*Head Teachers Responses*		*Decision*
		Mean	*SD*	
1	Instructional material gives learners the opportunity to share experiences and make learning more permanent	2.87	.949	Agreed
2	Help in arousing and sustaining learner's interest in learning.	2.96	.931	Agreed
3	Improve learners in their assimilation of information and clarification of important concepts.	2.86	.984	Agreed
4	Instructional material contribute to learners overall development and upbringing.	2.77	1.038	Agreed
5	Help in improving learner's knowledge abilities and skills.	2.96	.974	Agreed
	Grand Mean	**2.88**	**0.975**	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 2, the grand mean for head teachers response on instructional materials is 2.88 (SD = 0.975). This could be interpreted that participant agreed that using of instructional materials in teaching enhance effective classroom management. The results of the analysis for each instructional material indicated that all five items on instructional material showed a higher mean than criterion mean value. The items are: instructional material gives learners the opportunity to share experiences and make learning more permanent(M = 2.87, SD = 0.949), followed byhelp in arousing and sustaining learner's interest in learning (M = 2.96, SD = 0.931), also, instructional material Improve learners in their assimilation of information and clarification of important concepts(M = 2.86, SD = 0.984), Instructional material contribute to learners overall development and upbringing(M = 2.77, SD = 1.038), as well ashelpin improving learner's knowledge abilities and skills(M = 2.96, SD = .0974). Therefore, all five items of instructional material have mean values higher than the criterion mean of (2.50) with grand mean of (2.88) that are interpreted as agreed. This shows that the participants agreed that preparation of instructional material enhance classroom management in public primary schools in north-central, Nigeria.

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Lesson Plan

The second research objective is about the relationship between lesson plan and classroom management in public primary schools in north-central as shown in the following.

Table 3: Lesson Plan as Responded by Head Teachers

S/N	Lesson Plan	Teachers Responses Mean	SD	Decision
6	Lesson plan gives teachers the opportunity to think deliberately about the types of activities that will meet the lesson objectives.	2.90	.964	Agreed
7	Lesson plan process allows teachers to evaluate their own knowledge with regards to the content to be taught.	2.95	.912	Agreed
8	Help teachers to gain more confidence that will inspire more respect from the learners.	2.93	.973	Agreed
9	Help teachers to think about the instructional materials needed for the smooth running of the lesson.	2.87	1.025	Agreed
10	Lesson plan facilitate the attainment of lesson goals.	2.84	1.004	Agreed
	Grand Mean	**2.89**	**0.976**	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

The second research objective is about lesson plan as shown in Table 3, the grand mean for head teachers responses on lesson plan is 2.89 (SD = 0.976). This could be interpreted that participants agreed that lesson plan bring about effective classroom management. The results of the analysis for each instructional material indicated that all five items on instructional material showed a higher mean than criterion mean value. The items are: Lesson plan gives teachers the opportunity to think deliberately about the types of activities that will meet the lesson objectives (M = 2.90, SD = 0.964), followed by allows teachers to evaluate their own knowledge with regards to the content to be taught(M = 2.95, SD = 0.912), also, help teachers to gain more confidence that will inspire more respect from the learners(M = 2.93, SD = 0.973), help teachers to think about the instructional materials needed for the smooth running of the lesson(M = 2.87, SD = 1.025), as well aslesson plan facilitate the attainment of lesson goals(M = 2.84, SD = 1.004). Therefore, all five items of lesson planhave mean values higher than the criterion mean of (2.50) with grand mean of (2.89) that are interpreted as agreed. This shows that the participants agreed that preparation of lesson plan brings about effective classroom management in public primary schools in north-central, Nigeria.

Hypotheses Testing

The analysis method applied in this research work was the use of Pearson Product-moment correlation statistical analysis to test the set hypotheses.

H_{O1}: There is no significant relationship between instructional material and classroom management in public primary schools in north-central.

Table 4: Instructional Material and Classroom Management

Variable	N	$\bar{x}$	SD	df	Cal-r	p-value	Decision
Instructional Material	375	11.51	3.924				
Classroom Management	375	2.91	1.952	749	0.92	0.00	Rejected

Table 4 indicates that calculated r-value = .92 and p-value notation is .000 level of significance. This shows that there is positive and significant relationship between instructional material and classroom

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management. Therefore, the null hypothesis which states that there is no significant relationship between instructional material and classroom management is rejected.

H_{O2}: There is no significant relationship between lesson plan and classroom management in public primary schools in north-central, Nigeria.

Table 5: Lesson Plan and Classroom Management

Variable	*N*	$\bar{x}$	*SD*	*Df*	*Cal-r*	p-value	*Decision*
Lesson Plan	375	11.67	3.716	749	0.91	0.00	Rejected
Classroom Management	375	2.82	1.908				

Table 5 indicates that calculated r-value = .91 and the p-value notation is .000 level of significance. This shows that there is positive and significant relationship between lesson plan and classroom management. Therefore, the null hypothesis which states that there is no significant relationship between lesson plan and classroom management is rejected.

Discussion

The result of question one analysis and findings in Table 2 shows that effective use of instructional materials enhance classroom management, in such that instructional material helps to give learners the opportunity to share experiences and make learning more permanent, arouse and sustain learner's interest in learning, improve learners in their assimilation of information and clarification of important concepts, while also contribute to learners overall development and upbringing, as well as improve learners' knowledge, abilities and skills. Result from hypothesis one revealed that there is a positive and significant relationship between instructional material and classroom management. The findings agreed with Riaz (2009) that effective teachers create a sound, supportive and friendly environment in classroom where students feel safe, respected, cared and secured. This findings also conformed to Zuhair (2013) that the way teacher manages the classroom will change the thinking of the learners towards learning. This findings agreed with O'Neil and Stepheson (2012) that well prepared lesson gives teachers confidence to manage classroom effectively towards achieving teaching and learning goals. This finding conformed with Aly (2007) that teachers who plan practically by using effective instructional materials are able to over-come many classroom problems such as disruption, deviant behaviour, absenteeism and the likes.

The finding in table 3 shows that lesson plan brings about effective classroom management in public primary schools in north-central, Nigeria. These are, lesson plan gives teachers the opportunity to think deliberately about the types of activities that will meet the lessons objectives, it also allows teachers to evaluate their own knowledge with regards to the content to be taught, help teachers to gain more confidence that inspire more respect from the learners, help teachers to think about the type of teaching materials needed for the smooth running of the lesson as well as facilitate the attainment of lesson goals. Results from hypothesis two analysis showed that there is a positive and significant relationship between lesson plan and classroom management in public primary schools in North-Central Nigeria. This finding agreed with Omomia and Omomia (2014) that ability of teachers to organize classroom and manage the behaviour of learners are critical to positive educational outcome.

Conclusion

In line with the findings of the study, it is clear that preparation of appropriate instructional material and lesson plan enhance effective classroom management in public primary schools in Nigeria. There is therefore every need for teachers to prepare very well in terms of provision of instructional material and

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lesson plan hen teaching lesson in order to achieve effective classroom management towards the realization of educational goals and objectives.

Recommendations

The findings of this study would be of great benefit to teachers, head teachers, government and researchers among others. This study will help the teachers to effective plan the lesson to arouse the mind of learners in order to achieve classroom management. This findings will be of benefit to school administrators to identify the important of provision of appropriate instructional materials and effective checking of teacher's lesson plan. The findings of this study will as well help the government on effective provision of teaching resources necessary for the maintenance of classroom management. Furthermore, the findings of this study will be of benefit to researchers as it will serve as reference guide for further research.

i. To ensure effective management of classroom, teachers should continue to provide appropriate instructional materials in order to give learners the opportunity to share experiences and make learning more permanent, arouse and sustain learner's interest in learning, improve learners in their assimilation of information and clarification of important concepts, contribute to learners overall development and upbringing as well as improve learners' knowledge, abilities and skills.

ii. Teachers should continue to prepare a well-articulated lesson plan so as to be opportuned in thinking deliberately about the types of activities that will meet the lesson objectives, evaluate their own knowledge with regards to the content to be taught, gain more confidence that inspires more respect from the learners, think about the type of materials needed for the smooth running of the lesson, as well as facilitate the attainment of lesson goals towards achieving effective classroom management in public primary schools in Nigeria.

Further researcher can expand this study by using different variables, apart from instructional materials and lesson plan as variables to measure teacher training in ensuring effective classroom management. This study can also be carried out in secondary schools and higher institutions of learning in another states in Nigeria or other countries.

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