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Strategic School Planning: A Tool for Successful Classroom Management in Oyigbo Local Government Area, Rivers State

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Abstract: The study examined the relationship between strategic school planning and successful classroom management in public secondary schools in Oyigbo Local Government Area in Rivers State. The study was actually carried out on principals and teachers in the four (4) public senior secondary schools, namely: Government Secondary School Umuagbai, Government Secondary School Oyigbo, Community Secondary School Egberu and Community Secondary School Obete in Oyigbo Local Government Area. with a target population of 202 out of which 132 was drawn as the sample size with the aid of Krejcie and Morgan sample size determination table, out of which 12 are administrative staff and 118 are teachers. While, the simple random sampling technique was employed in chosen the respondents. An instrument titled "Strategic School Planning: A Tool for Successful Classroom Management" (QSPTSCM) with 12 items was use to elicit information from respondents. The instrument was coded using a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was dully validated, and it yielded a reliability index of 0.79. Out of the 132 copies of questionnaires that were distributed, two copies were misplaced, while 130 copies were properly filled and returned. The research questions were answered using descriptive statistics. While the hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The result showed the extent to which the different components of strategic school planning such as: leadership assessment, supervision and evaluation can enhance successful classroom management in public secondary schools in Oyigbo local government area in Rivers State. Therefore, recommended that (1) Educational leadership should be more proactive in terms of planning; (2) Supervision should be paramount among other things in terms of successful classroom management, and (3) Both teachers and students should be evaluated on timely basis for better sustainability of the school system.

Key Words: Classroom, Management, Planning, Strategic and Successful.

Introduction

Education is a process in which and by which knowledge, characters and behaviour of human beings are shaped and molded. Learning is both a process and an outcome. As a process, it is part of living in the World, part of the way our bodies work. As an outcome, it is a new understanding or appreciation of something. It is the most important invention of mankind; it has a very wide meaning and it is not possible to give it a precise definition. Different philosophers and scholars have defined education according to their own ideas and philosophies. Education helps an individual to give his/her identity. It is not limited to four walls of the classroom, but also outside the environment. Education begins from womb and ends with the death of an individual. An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed.

Planning is fundamental to the achievement of set goals. It is a deliberate effort to determine the future course of action for accomplishing a predetermined set goal. Akpan (2011) sees planning as the process of examining the future and drawing up mapping out a course of action for achieving specifies goals and objectives. It involves working out in broader outline the

things to be done and procedures for doing them in order to accomplish desire aim. It is a process of making rational/technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person, an organization or an institution wishes to pursue in order to reach set goals. This definition simply entails that planning is part and parcel of every man's endeavor politically, socially, economically and academically. Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills (Anderson, Albert, & Fincham, 2005).

Similarly, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspiration.

Social Learning Theory by Albert Bandura (1977)
The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly labourious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral, an environmental influence.

The component processes underlying observational learning are: (1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement); (2) Retention, including symbolic coding, cognitive organization, symbolic \rehearsal, motor rehearsal); (3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and (4) Motivation, including external, vicarious and self-reinforcement. Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller and Dollard (1941). Bandura's work is related to the theories of Vygotsky and Lave which also emphasize the central role of social learning.

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) and psychological disorders, particularly in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programmes. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (Bandura, 1997).

Concept of Planning
Planning is the fundamental management function, which involves deciding beforehand, what is to be done, when is it to be done, how it is to be done and who is going to do it. It is an intellectual process which lays down an organization's objectives and develops various courses of action, by which the organization can achieve those objectives. It chalks out exactly, how to attain a specific goal. Planning is deciding in the present what to do in the future. It

directs efforts and resources of an enterprise toward the common objectives. School Development Planning is an ongoing process that helps schools as complex communities to meet the dual challenge of enhancing quality and managing change. The plan should be the result of an analysis of the School's needs, strengths and weaknesses as identified by our own monitoring, assessment and evaluation systems, as well as inspections by the Local Authority.

Education planning involves a systematic and scientific set of decision for action, with the aim of achieving set educational goals and objectives through effective use of scare resources. It provides the tool for coordinating and controlling the direction of the educational system in order to realize the set objectives. It is a of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Akpan (2000) maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education and its opportunities. Comb in (Akpan, 2000) described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This implies that, educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting up with societal needs, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). Therefore, educational planning is a blue-print that gives direction for future development of a nations educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives.

Strategic Planning
The strategic planning is the process of determining overall objectives of the organization and the policies and strategies adopted to achieve those objectives. It is conducted by the top management, which include chief executive officer, president, vice-presidents, General Manger etc. It is a long-range planning and may cover a time period of up to 10 years. It basically deals with the total assessment of the organization's capabilities, its strengths and its weaknesses and an objective evaluation of the dynamic environment. The planning also determines the direction the company will be taking in achieving these goals.

Classroom Management
Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. The term "management" may also refer to those people who manage an organization. Management is viewed by Frank (2007), as identifying the mission, objective, procedures, rules and manipulation of the human capital of an enterprise to contribute to the success of the enterprise. Classroom management is therefore seen as a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive

behaviour from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Effective classroom management requires awareness, patience, good timing, boundaries, and instinct. There's nothing easy about shepherding a large group of easily distractible young people with different skills and temperaments along a meaningful learning journey.

Leadership

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations. It is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. A process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007, p3). The U.S. military has studied leadership in depth. One of their definitions is a process by which a person influences others to accomplish a mission (U.S. Army, 1983). Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success (Zeitchik, 2012). Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013).

Leadership is learned, a leader's skills and knowledge can be influenced by his or hers attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Assessment

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

- Formative assessments are in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

- Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

Educational leadership according to Karanxha (2013), is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Educational leadership draws upon interdisciplinary literature, generally, but ideally distinguishes itself through its focus on pedagogy, epistemology and human development.
A School Leadership Team is formed to assess needs, analyze data, set goals, develop a work plan, and oversee implementation.

Supervision
Supervision comprises two words, namely 'super', that is, superior or extra, and 'vision', that is, sight or perspective. The literal meaning of the term 'supervision' is to 'oversee' or 'to inspect the work of other persons'. Thus, 'supervision' refers to an act by which any person inspects or supervises the work of other people, that is, whether they are working properly or not. Supervision is direction, guidance and control of working force with a view to see that they are working according to plan and are keeping time schedule. Further, they are getting all possible help in accomplishing their assigned work. Supervision is the task of achieving the desired results by means of intelligent utilization of human talents and utilizing resources in a manner that provides a challenge to human talent. It is concerned with initiating action, putting into effect the plan and decision by stimulation of the human resources of the enterprise."

Evaluation
Evaluation is a process that critically examines a programme. It involves collecting and analyzing information about a programme's activities, characteristics and outcomes. Its purpose is to make judgments about a programme, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987). Evaluating programmes and projects, regarding their value and impact within the context they are implemented, can be ethically challenging. Evaluators may encounter complex, culturally specific systems resistant to external evaluation. Furthermore, the project organization or other stakeholders may be invested in a particular evaluation outcome. Finally, evaluators themselves may encounter "conflict of interest (COI)" issues, or experience interference or pressure to present findings that support a particular assessment.
According to Nwigbor (2019), evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by standard. Evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation has a wider meaning which goes beyond measurement and making judgment.
Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, programme, design, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or

any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed (Staff, 1995). Evaluation according to Ross, Ellipse, and Freeman (2004), is a rigorous systematic and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluate expertise, labor, time, and a sizable budget. The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" (Reeve & Paperboy, 2007). The focus of these definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts. The purpose of programme evaluation is to "determine the quality of a programme by formulating a judgment".

Meanwhile, programme evaluation according Staff (2011), is normally carried out using:

- ❖ Formative Evaluations provide the information on the improving a product or a process
- ❖ Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process.

Therefore, educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an institution. A comprehensive annual evaluation process provides feedback to schools for accountability and input to programme managers for continuous improvement to achieve goals.

Statement of the Problem
Education is a process in which and by which knowledge, characters and behaviour of human beings are shaped and molded. Learning is both a process and an outcome. As a process, it is part of living in the World, part of the way our bodies work. As an outcome, it is a new understanding or appreciation of something.

In recent years, developments in neuroscience have shown how learning takes place both in the body and as a social activity. It is clear that human beings are social animals, and as such, educators need to focus on creating environments and relationships for learning rather than trying to drill/knowledge into people (Thomas, 2013). However, the equal standard of education is still a major problem that needs to be solved. It is a determined element for the civilization of human society, because without education life will be disastrous and detrimental.

Consequently, to this day, students roam around the school compound from the beginning of lesson till closing due to poor classroom management. Principals have tried their best in trying to see how they can curtail this ill attitude among students, but all to no avail. Classroom management has bedeviled the educational process such that one could not differentiate between classroom and road side during active school hours. The government on its part is putting her effort in making sure that education becomes global and accessible by every individual, particularly the poor and disabled, but how to manage public secondary school's classrooms is a concern to all stakeholders in education sector. It is as a result of this foregoing, that the researcher is spurred on what could be the way out. Hence, the reason for strategic school planning, a tool for successful classroom management in Oyigbo local government area.

Purpose of the Study

This study focused on the relationship between quality school planning and successful classroom management in public secondary schools in Oyigbo Local Government Area in Rivers State. Specifically, the study sought to examine:

1.) The extent to which school leadership assessment enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.
2.) The extent to which supervision enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.
3.) The extent to which evaluation enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.

Research Questions

The study was guided by these research questions:

1.) To what extent does leadership assessment enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?
2.) To what extent does supervision enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?
3.) To extent does evaluation enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?

Hypotheses

The following null hypotheses were tested for this study at 0.05 level of significance

1.) There is no significant relationship in the means score of respondents between leadership assessment and successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.
2.) There is no significant relationship in the means score of respondents between supervision and successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.
3.) There is no significant relationship in the means score of respondents between evaluation and successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.

Methodology

This study adopted correlation research design. It was carried out in the four (4) public secondary schools in Oyigbo local government area in Rivers State, with a target population of 202 out of which 132 was drawn as the sample size with the aid of Krejcie and Morgan sample size determination table; out of which twelve (12) are administrative staff and eighteen (118) are teachers. While, the simple random sampling technique was employed in chosen the respondents. An instrument titled "Quality School Planning: A Tool for Successful Classroom Management" (QSPTSCM) with 12 items was use to elicit information from respondents. The instrument was coded using a 4-point scale of Very High Extent (VHE), High Extent (HE), Low

Extent (LE) and Very Low Extent (VLE). The instrument was dully validated, and it yielded a reliability index of 0.79. This instrument was distributed and retrieved with the aid of three research assistants. Out of the 132 copies of questionnaires that were distributed, two copies were misplaced, while 130 copies were properly filled and returned. The research questions were answered using descriptive statistics. While the hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Results and Discussion
Result presentation and discussion of findings.

Research Question 1: To what extent does leadership assessment enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?

Table 1: Mean Response on the extent to which Leadership assessment enhance Successful Classroom Management.

	Items	Admin. Staff (12)			Teachers (118)		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1	Assessment make teachers to be proactive in the classroom.	3.33	0.88	VHE	3.67	1.02	VHE
2	Assessment leads to staff promotion.	3.67	1.02	VHE	3.00	0.77	VHE
3	Assessment is a key to prompt attendance.	3.11	0.80	VHE	2.56	0.98	HE
4	No assessment, no orderliness among classroom teachers.	2.68	0.72	HE	1.37	1.01	VLE
	Grand Mean	**3.19**	**0.85**	**VHE**	**2.65**	**0.95**	**HE**

Source: Field Survey, 2020

Table 1 above shows grand means score of 3.19 and 2.65 respectively, which are greater than the criterion mean value of 2.50. This indicates that, leadership assessment enhanced successful classroom management in public secondary schools in Oyigbo local government area in River State.

Research Question 2: To what extent does supervision enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?

Table 2: Mean Response on the extent to which Supervision enhance Successful Classroom Management

S/N	Items	Admin. Staff (12)			Teachers (118)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
5	Supervision is a key to strict compliance among teachers.	2.50	0.71	HE	3.67	1.02	VHE
6	Supervision is a time for correction.	3.50	0.95	VHE	3.50	0.95	VHE
7	Most teachers are arras during supervision.	2.85	0.83	HE	3.28	0.86	VHE
8	Impromptu supervision is a threat to teachers.	2.78	1.08	HE	1.67	0.88	LE
	Grand Mean	**2.91**	**0.89**	**HE**	**3.03**	**0.93**	**VHE**

Source: Field Survey, 2020

Table 2 indicated that 2.91 and 3.03 are greater than the criterion mean value of 2.50. This implies that, supervision enhanced successful classroom management in public secondary schools in Oyigbo local government area in River State.

Research Question 3: To extent does evaluation enhance successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State?

Table 3: Mean Response on the extent to which Evaluation enhance Successful Classroom Management.

S/N	Items	Admin. Staff (12)			Teachers (118)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
9	Evaluation goes with appraisal.	2.88	0.75	HE	3.31	1.10	VHE
10	Lack of evaluation gives room to teachers ineffectiveness.	1.54	0.93	LE	1.81	0.83	LE
11	Evaluation enhances uniformity in classroom	3.80	1.09	VHE	2.50	0.71	HE

Table 5: Analysis of hypothesis One, Using Pearson Product Moment Correlation

Variables	X Y	x^2 y^2	XY	Df	r-cal	r-crit	Decision
Supervision	46	772					
			872	130	0.31	0.171	Rejected
S.C.M	78	1682					

Source: Field Survey, 2020.   **r-cal. > r-crit. Significant (2-tails) N = 130**

From table 5 demonstrated that r-calculated 0.31 is greater than r-critical value 0.171 for degree of freedom 130 at 0.05 level of significance. This implies that, there is a significant relationship in the means score of respondents between supervision and successful classroom management in public secondary schools in Oyigbo local government area. Meanwhile, the null hypothesis was rejected.

Hypothesis 3: There is no significant relationship in the means score of respondents between evaluation and successful classroom management among public secondary school teachers in Oyigbo Local Government Area in Rivers State.

Table 6: Analysis of hypothesis One, Using Pearson Product Moment Correlation

Variables	X Y	x^2 y^2	XY	Df	r-cal	r-crit	Decision
Evaluation	68	1758					
			2839	130	1.00	0.171	Rejected
S.C.M	112	4590					

Source: Field Survey, 2020.   **r-cal. > r-crit. Significant (2-tails) N = 130**

From table 6 above, r-calculated 1.00 is greater than r-critical 0.171 for degree of freedom 130 at 0.05 level of significance. This portrait that, there is a relationship between leadership evaluation and successful classroom management in Oyigbo local government area. Therefore, the null hypothesis was rejected.

Discussion of Findings
The study has revealed the extent to which the different components of strategic school planning such as: leadership assessment, supervision and evaluation can enhance successful classroom management in public secondary schools in Oyigbo local government area in Rivers State.

Conclusion
Based on the study analysis/findings, it can be reasonably concluded that there is a relationship between quality school planning and successful classroom management in public secondary schools in Oyigbo local government area in Rivers State. Having exploit, the different components of quality school planning such as: leadership assessment, supervision and evaluation. Educational planning is not without limitations. In Nigeria these constraints include among others poor forecasting, political problems, financial problems, lack of quality planning personnel and lack of adequate statistical data for planning. Effective and successful educational planning in Nigeria calls for team work. Planning should therefore involve, the technical experts, the polity and the implementers. Participation of representatives from federal, state and local government, non-governmental organizations and other stakeholders should be enlisted in the educational planning process.

Leadership assessment, supervision and evaluation, it is obvious to says that planning is the key to any successful education anywhere in the World. Meanwhile, management at all level are expected to do exploit in terms of making plans for education in Oyigbo LGA as well as the State at large.

Recommendations
From the study analysis/findings, the following recommendation were made:

1) Educational leadership should be more proactive in terms of planning.
2) Supervision should be paramount among other things in terms of successful classroom management.
3) Both teachers and students should be evaluated on timely basis for better sustainability of the school system.

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