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INFLUENCE OF HEAD TEACHERS' ENVIRONMENTAL SUPERVISION PRACTICES ON TEACHERS' CLASSROOM MANAGEMENT IN PRIMARY SCHOOL IN ONITSHA EDUCATION ZONE OF ANAMBRA STATE

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ABSTRACT

The main purpose of the study was to determine the influence of head teachers' environmental supervision practices on teachers' classroom management practices in primary schools in Onitsha Education zone. One research question and one hypothesis guided the study. The study was carried out in Onitsha Area of Anambra State. Public and private primary schools were covered. The population of the study consists of all the 91 public primary schools and 71 private primary schools in the Area. Out of the 162 primary schools in the area, a sample of 27 public and 21 private primary schools representing 30% of the population was sampled. The proportionate stratified random sampling technique was applied for the sampling. Instrument for data collection was duly validated. The researcher was assisted by two research assistants who were duly advised on how to administer and collect the instrument. All the sampled schools were visited and instrument shared and collected on the spot. It took four days to complete the field work. Data were analyzed using statistical mean, standard deviations and t-test. Findings indicated that that environmental practices of head teachers positively influenced teachers' classroom management practices in primary schools in Onitsha Education Zone. Accordantly, it was recommended that government should organize continuous professional development programs for head teachers focusing on advanced environmental practices which the head teachers in turn will apply on the class teachers to improve their classroom management practices. These programs should include workshops, seminars, and training sessions that emphasize modern supervision methods and effective feedback mechanisms.

Keywords: Influence; Head Teachers; Environmental Supervision; Practices; Teachers; Classroom Management Practices.

Introduction

Primary education is the foundation of education in Nigeria as in other parts of the world. This is because it helps the child to develop intellectually, physically, morally, socially and emotionally and provides children with moral attitudes that will make them leaders of the future and assist them

with knowledge that will guide them to progress to secondary and tertiary institutions. It also provides the opportunity for recipients to be trained with the basic education essential for their mental development; and to assist primary school learners with knowledge that build them into teenagers and adulthood. Primary education is the foundation upon which other strata of educational edifice are built. Adesina cited in Aseka (2016) adds that primary education serves as foundational levels of all other education by providing children with a good preparatory ground for further education. The success of primary education lies not only in the quality of instruction but also in the effective management of school system by the head-teacher to create an optimal learning environment.

A head-teacher is referred to as the head of primary school that is tasked with the duty of ensuring that the objectives of the primary school system are achieved. The head teacher is the administrative head of the school and in charge of supervision of the classroom teachers (Brown & Owusu, 2014). Head teachers hold a pivotal position in the educational system, serving as the key administrators responsible for school leadership and management. As instructional leaders, they play a crucial role in supporting teachers' professional development and ensuring the effective implementation of educational policies and practices (Adeyemi and Adeyemi, 2018). Over the years, the head teachers' administrative roles have been increased with high emphasis placed on supervision of the teachers' tasks in the school. The success of primary school education therefore rests on head-teachers' ability to promote an effective primary school administration with the support of well qualified staff.

The head teacher has a number of duties in the school. According to Lena (2015) the head teachers are to carry out supervision of the staff and teachers, directing the task of the teachers and other staff, providing guidance to the teachers and staff, and ensuring that task of the teachers and staff are done in the most effective way to ensure the smooth learning of the pupils. These duties of the head teachers as stated are part of the administrative support practices that the head teachers can implement that will significantly influence the overall learning environment and academic outcomes in primary schools. As part of his/her roles, the head teacher has the responsibility to exhibit administrative support practices that are expected to influence the teachers in the primary school.

Administrative support practices refer to the actions and initiatives undertaken by head teachers to assist teachers in their professional responsibilities. Administrative support practices entail the employment of several activities that can enhance the teachers' job and promote learning and teaching in the school (Huang, 2014). Such practices may include providing resources, conducting workshops on effective classroom management, promoting

collaboration among teachers, and offering guidance on handling disciplinary issues (Aguolu and Nduka, 2021). Other administrative support practices involve checking the teachers' records and pupils' work; provide instructional materials, right motivation and enough stimulation for the staff and pupils to enhance teachers' job performance and pupils' achievement (Aseka, 2016). However, the current study focused on environmental supervision practices as they bring about interfaces between the head teacher and the teacher on a regular basis.

Head-teachers are supposed to be effective in their environmental supervision practices which are necessary for creating a good Classroom management practices. A conducive learning environment where students can thrive academically and behaviorally will be dependent on the environment and the climate of the school. These factors need a good supervision to ensure the environment is neat and serene. The role of head teachers in supervising and supporting teachers' classroom management practices is crucial if they are able to maintain an effective environmental supervision practice.

Head teachers, as educational leaders, play a pivotal role in ensuring beautification of classroom and school compound; putting waste paper baskets in the classroom and strategic positions within the school; ensuring adequate laboratory facilities; ensuring constant maintenance of recreational facilities and ensuring that the classroom are well-ventilated and spaced. Their leadership style, communication skills, and supervisory practices significantly impact the overall school climate and teachers' classroom management approaches. Head teachers who actively engage in supportive behaviors and provide an environmental friendly atmosphere contribute to teachers' improved classroom management strategies. Head teachers who offer mentorship, constructive feedback, and resources help create a conducive environment for teachers to develop effective classroom management skills (Tschannen-Moran and Barr, 2013). Supportive head teachers' behaviors in relating to providing a good environment for the teachers can positively impact teachers' confidence and competence in maintaining discipline and engaging students in meaningful learning activities.

An environmental friendly head-teacher that practices distributed leadership, which involves sharing leadership responsibilities among various stakeholders, can have a significant impact on teachers' classroom management practices. Environmental supervision practices promote shared ownership of classroom management, resulting in more effective behavior management strategies. Effective supervision of the environment such as the field, fences, classroom and sporting arena by the head teachers can positively influence teachers' classroom management practices as these factors will improve on their

teaching and learning task. When head teachers provide clear expectations, guidelines, and regular opportunities for dialogue in the school environment, teachers are better equipped to implement consistent and effective behavior management strategies (Ng and Nicholas, 2020). Open and constructive communication fosters a supportive environment in which teachers feel empowered to refine their classroom management techniques.

Head teachers play a critical role in shaping the school environment, which directly impacts teachers' classroom management practices. A study by Johnson (2012) emphasized that supportive leadership from head teachers contributes to a positive school climate and enhances teachers' job satisfaction. When head teachers actively engage in environmental supervision, providing resources, clear expectations, and feedback, teachers are more likely to implement effective classroom management strategies. Research by Smith and Turner (2013) explored the link between head teachers' environmental supervision practices and teacher professional development. The study revealed that head teachers who prioritize classroom observations and constructive feedback foster a culture of continuous improvement which can assist them in their classroom management practices. Such environmental supervision practices lead to the identification of teachers' strengths and areas for growth, prompting targeted professional development opportunities to enhance classroom management skills.

Physical setting of the school environment and the classroom is very important in managing classrooms and this may be overlooked by some head-teachers until they experience any environmental problems that change the atmosphere of the classroom and prevent the classroom teachers from teaching effectively. However, it is essential to recognize that the physical environment can influence the way teachers and students feel, think and behave (Weinstein cited in Sarıçoban and Barışkan, 2015). As a result, it is really necessary for head-teachers to establish an effective environmental supervision practices in the school that is nonthreatening, friendly, motivating, positive and really conducive to effective learning and enhanced student behavior.

The environmental supervision practices of the head-teachers will involve them to ensure that the environment and all that surrounds it are in good condition such as the sights: the things you see, sounds: the things you hear, smells: the things you smell, feelings: the things you feel. As a head-teacher, it is important to ensure that the classroom atmosphere provide classroom teachers and students with appropriate sights, sounds and feelings in order to prevent classroom management problems and enhance desired student behavior. According to Sariçoban and Barışkan (2015), it is important for the head-teachers to create a visual environment that:

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- Is Attractive: The materials prepared should be neat, colorful and appealing to the eye of the students.
- Is Functional: It is important that the materials should teach and reinforce what is aimed to teach, and they should have a social and communicative value.
- Is Stimulating: The materials being used should provoke critical thinking and be questioning in nature.
- Is Motivational: It is essential that the materials should raise students' awareness and encourage them to learn.
- Creates pride and fosters self-esteem: The materials should help students feel self-confident and proud of them by praising their accomplishments and strengths so that students are able to persist in their studies.

It is important for the head-teachers to create an audio environment that will enable students to feel relaxed during the classroom procedures. It is suggested that music should be employed while attendance is being taken, during an introductory activity, or during class work times so as to motivate students and set a friendly and no threating atmosphere (Sariçoban and Barışkan, 2015). However, there may be some students, who are disturbed by the music, so it is the teacher's duty to assess the learners' characteristics and design classroom procedures accordingly. Besides creating an effective visual and audio environment, it is also important to create an environment that is contributory to concentration, study and learning. This means an effective classroom environment as facilitated by the head-teachers will make it easy for the class teachers to administer classroom management practices in which students will feel relaxed, comfortable, and at ease.

The head-teachers' environmental supervision practices will also include their ability to manage the school climate to boast the classroom teachers' Classroom management practices. The school climate refers to internal conditions of a school that creates a conducive atmosphere for learning that is safe and secure (Nsa, Offiong, Udo and Ikot, 2014). Research shows that students' perceptions of school climate significantly explain writing and numeracy achievement and this effect is mediated by students' psychological identification with the school (Usaini and Bakar, 2015). In addition, teachers' perceptions of school climate explain students' achievement in numeracy writing and reading tests. Odeh, Oguche, Angelina, Ivagher, and Dondo (2015) also indicated that school climate and discipline, in general, have a significant influence on the academic achievement of secondary school students.

According to the analysis done by Egbo (2015) in a study, students, staff, and administrators agree on issues of environmental safety concerns and its influence on classroom management and learning. Environmental safety issues in a school encompass the everyday activities by

the head-teachers to ensure that there is calmness and other security details that can improve safety to learn in the environment, and that making schools safe is a joint responsibility that requires a broad-based team approach if supervised effectively by the head-teachers. Masoumeh and Muhammad (2016) further argued that school safety and school order are fundamental to studies of the achievement gap, teacher attrition, and student engagement and classroom management practices.

Ojukwu (2017) equally revealed that insecurity in the school environment significantly affects the class teachers' control of the classroom towards academic performance of the school students. Therefore, a school where the head-teachers fail to implement environmental supervision practices will mean that the safety of the school is not guaranteed and the teacher will find it hard to control the classroom and her students due to insecurity. Mosha (2017) noted that the head-teacher's application of appropriate environmental supervision practices is significant in affording classroom teachers the ability to plan their classroom and install discipline on the students through the conducive support and secure environment for effective learning.

Ukamaka and Nweze (2019) examined the role of school administrators in managing environmental changes in secondary schools in Onitsha Education Zone. The study has 4 research questions and 4 hypotheses. The study used a survey research design. The method for selecting the respondents was stratified random sampling. Questionnaire was used for this study. Mean and frequency was used to analyze the data. The finding showed that the school administrator could play major role in managing environmental changes. Hence, the study further revealed that school administrators deserved to support by relevant authorities in managing the environmental changes, more fund are required for effectiveness as well as co-operation of the community leaders, if the school administrator must succeed. Therefore, the researcher recommended the followings; there is the need for enough fund to be made available to the school administrator for prompt action should there be any environmental change. Fund provided would be used in the procurement of equipment's in compliance with the modern technological challenges especially in the area of acquiring computers for the staff and students. The community leaders should also co-operate with school administrators in providing a conducive environment for learning, ensuring that the community activities such as festivals, beliefs and practice do not interfere with the school activities. There is need for implementation and inclusion of environmental education on the school curriculum especially in the secondary school and university. This provide forum for everybody to know what goes on in our environment, particularly in the school system.

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Statement of the Problem

In an ideal situation, head teachers are supposed to provide comprehensive and effective administrative support to teachers, facilitating the implementation of best practices in classroom management. However, in recent times, most of head teachers' administrative support practices may have been poorly applied. As observed by the researcher, there may also be cases of poor instructional supervision practices in the primary schools. The environmental supervision practices may not be conducive enough to promote effective teachers' classroom management practices.

Similarly, a number of studies have been done on this subject matter but it seems that there is a notable gap in the existing literature. While some studies have explored the relationship between head teachers' leadership styles and teachers' job performance, there is a scarcity of research that specifically investigates the direct influence of head teachers' environmental supervision practices on teachers' classroom management practices in Onitsha Education Zone of Anambra State, Nigeria. This has provided a gap in the study. Addressing this gap in the literature is the motivation for this research, hence the need for this study which examine the influence of head teachers' environmental supervision practices on teachers' classroom management practices in primary schools in Onitsha Education Zone.

Purpose of the Study

The main purpose of the study was to determine the influence of head teachers' environmental supervision practices on teachers' classroom management practices in primary schools in Onitsha Education zone. Specifically, the study determined the influence of head teachers' environmental supervision practices on teachers' classroom management practices in primary school in Onitsha Education Zone of Anambra State.

Scope of the Study

This study was delimited to the influence of head teachers' environmental supervision practices on teachers' classroom management practices in Onitsha Education Zone. The content scope covers the influence of head teachers' environmental supervision practices on teachers' classroom management practices. It was not concerned with any other administrative support practices. The geographical scope is Onitsha Education Zone and both public and private primary school teachers in in the area were used.

Research Question and Hypothesis

One research question guided the study while one hypothesis was tested at 0.5 level of significance.

Research Question: What is the influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone?

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Hypothesis: There is no significant influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone.

Research Method

This study was carried out in Onitsha Area of Anambra State. Onitsha Area is the most business centre in Anambra State. The major occupation of the people is trading. The population of the study consists of all the 91 public primary schools and 71 private primary schools in the Area (Ministry of Education, Anambra State). Out of the 162 primary schools in the area, a sample of 27 public and 21 private primary schools representing 30% of the population was sampled. The proportionate stratified random sampling technique was applied for the sampling. Instrument for data collection was duly validated by three experts: one from the Department of Educational Foundations and two from the department of Educational Management and Policy, all from Faculty of Education, Nnamdi Azikiwe University Awka. The researcher was assisted by two research assistants who were duly advised on how to administer and collect the instrument. All the sampled schools were visited and instrument shared and collected on the spot. It took four days to complete the field work. Data were analyzed using statistical mean, standard deviations and t-test.

Presentation of Results

Research Question: What is the influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone?

Table 1: Mean scores on the influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone

S/NO	ITEMS	Head teachers (n=20)		
		Mean	SD	Decision
1.	Ensure beautification of classroom and school compound.	2.91	1.15	Often
2.	Put waste paper baskets in the classroom and strategic positions within the school.	2.87	1.07	Often
3.	Ensure adequate laboratory facilities.	2.95	1.11	Often
4.	Ensure constant maintenance of recreational facilities.	2.33	1.22	Sometimes
5.	Ensure that the classroom are well ventilated and spaced	2.75	1.08	Often
	Cluster Mean	**2.76**	**1.13**	**Often**

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Results presented in Table 1 show that the mean ratings of the respondents on items 1, 2, 3 and 5 are above 2.50; indicating an agreement with the statements. However, only item 4 was below 2.50; indicating disagreement with the item. The standard deviation of 1.13 shows that there is homogeneity in their responses. The cluster mean of 2.76 which is above 2.50 indicates that a high level of environmental practices of head teachers towards the influence of teachers' classroom management practices in primary schools in Onitsha Education Zone as such practices are often carried out.

Hypothesis: There is no significant influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone.

Table 2: Summary of t-test on the influence of head teachers' environmental practice of supervision on teachers' classroom management practices in primary schools in Onitsha Education Zone

Respondents	N	x	SD	p-value	t-cal	DF	Decision
Public	21	3.01	1.11	0.36	0.91	46	Sign
Private	27	2.76	1.13				

Table 2 shows a summary of t-test for the significant relationship. It is clear from the Table result that the t-cal value of 0.91 is greater than the p-value of 0.36 at 0.05 level of significance and degree of freedom of 46. Thus, the null hypothesis is not rejected. Therefore, there is no significant difference between the mean classroom management score of teachers in schools whose head teachers are supportive in environmental practice and that of teachers whose head teachers are not supportive.

Discussion of Findings

Data from the analysis of research question showed that a high level of environmental practices of head teachers towards influence of teachers' classroom management practices existed in primary schools in Onitsha Education Zone as such practices are often carried out. This goes to show that teachers' effectiveness in classroom management can hardly be separated from their head teachers' environmental practices. Thus, the more effective the head teachers' environmental practices, the higher the tendency of perform well in matters of classroom management. The finding of the present study is consistent with the finding of Smith and Turner (2013) who found that head teachers who actively foster a positive school climate and environment contribute significantly to effective classroom management. This includes ensuring safety,

providing resources, and maintaining a supportive atmosphere. Similarly, Johnson (2012) highlighted that head teachers who focus on creating a structured and well-organized school environment positively influenced teachers' ability to manage their classrooms effectively. This captures clear policies, adequate resources, and a focus on pupils' well-being. In contrasts to the findings, Ezieke (2015) found that while environmental factors are important, the direct impact of head teachers on instructional practices had a more significant effect on classroom management and student outcomes. The argument is that the sole focus on environmental practices might not be as impactful without strong instructional leadership. Overall, these studies agree with the findings in Onitsha Education Zone by suggesting that environmental practices alone might be sufficient to ensure effective classroom management, emphasizing the need for a balanced approach that includes both environmental and instructional leadership.

Data from the analysis in Table 1 revealed that classroom teachers often apply classroom management practices inside the classroom in primary schools in Onitsha Education Zone. This is rather expected given that the application of classroom management practices is key to effective learning and by extension, improved pupils' academic achievement. This result is in agreement with the finding of Emmer and Sabornie (2015) conducted a comprehensive review of classroom management practices and found that teachers who frequently implement structured classroom management strategies, such as clear rules, consistent routines, and positive reinforcement, tend to achieve better student behavior and academic outcomes. Supporting the finding of the current study, Begley (2018) concluded that teachers who consistently apply effective classroom management practices can significantly improve student engagement and achievement. Obviously, pupils' classroom engagement is tied to their teachers' classroom management practices as. In distinction with the findings, Kounin (2020) argued that the effectiveness of teachers' classroom management practices depends largely on the teacher's ability to multitask and maintain situational awareness. This study contrasts with the findings in Onitsha Education Zone by suggesting that frequent application of classroom management practices by teachers positively influences classroom dynamics and student outcomes

The findings of the study as seen in Table 1 showed that the classroom teachers often apply classroom management practices that facilitate the organization of the lesson in the classroom in primary schools in Onitsha Education Zone. Deductively, classroom management practices are critical to organization of lessons in classroom. In other words, a poor managed classroom would give rise to a disorganized lesson. The finding of the present study is in alignment with the finding of Marzano et al. (2023) that effective classroom

management, particularly in organizing lessons, significantly impacted student achievement. Clear goal setting, structured activities, and efficient use of instructional time are key components of successful classroom management. Supporting the current study, Evertson and Weinstein (2016) identified that teachers who employ systematic classroom management strategies, including organizing lessons and maintaining clear procedures, created environments conducive to learning. This research stressed the relevance of preparation and structure in minimizing disruptions and maximizing instructional time. In dissonance with the findings, Doyle (2016) argued that while organizational practices are important, the dynamic nature of classrooms requires teachers to be flexible and responsive to unexpected events; suggesting that overemphasis on strict organizational practices might limit teachers' ability to adapt to students' immediate needs and the unpredictable nature of classroom interactions.

The finding of the study as gleaned from the analysis in Table 1 showed that classroom teacher-pupils personal communication often influenced teachers' classroom management practices in primary schools in Onitsha Education Zone. This is an indication that classroom teacher-pupils personal communication plays a pivotal role in effective classroom management among teachers. In other words, the more effective the classroom teacher-pupils personal communication, the higher the tendency of effectiveness in teachers; classroom management. The finding of the current study is in agreement with the finding of Brophy (2018) who emphasized the importance of teacher-student communication in creating a positive classroom environment. Thus, teachers who regularly engaged in personal communication with their pupils are more successful in managing classroom behaviour and fostering a supportive learning atmosphere. Further agreeing with the findings of the current study, Marzano et al. (2023) identified personal communication as a critical component of effective classroom management. They highlighted that teachers who establish strong rapport and open lines of communication with their students are better able to manage classroom behaviors and create a conducive learning environment. In disagreement with the finding of the current study, Lewis (2021) found that while personal communication is important, it is not always sufficient to manage classroom behaviors effectively. He argued that other factors, such as consistent disciplinary policies and teacher authority, also play crucial roles. The empirical findings so far support the study's results, indicating that personal communication between teachers and pupils significantly influences classroom management practices.

Data from the analysis in Table 2 showed that the classroom teachers' psychological and social classroom environment often influenced teachers' classroom management practices in primary schools in Onitsha

Education Zone. It stands to reason that psychological and social classroom environment are central to teachers' performance in classroom management. Thus, when psychological and social classroom environment are not conducive, teachers' classroom management practices are hampered and the logical consequence would be ineffectiveness in the teaching-learning process. Consistent with the finding of the current study is the finding of Ezieke (2015) that the social climate of the classroom, characterized by the quality of interactions between teachers and students, significantly affected classroom management. A positive psychological environment, where pupils feel supported and valued, leads to better behavior management and pupils' academic outcomes. The finding of the present study is further supported by that of Dibia (2013) who emphasized the importance of creating a supportive classroom environment for effective management. Teachers who foster a positive psychological atmosphere through mutual respect and clear communication strategies tend to be more successful in managing classroom behaviors. These empirical findings align with the findings in Onitsha Education Zone, as they reinforce the idea that the psychological and social environment significantly influences classroom management practices.

Data from the analysis of the hypothesis showed that there was no significant difference between the mean classroom management score of teachers in schools whose head teachers are supportive in environmental practice and that of teachers whose head teachers are not supportive. This goes to show that classroom management is not necessarily a function of head teachers' environmental practice. In tandem with the findings of the current study, Evertson and Weinstein (2013) argued that while the school environment plays a role in classroom management, the teachers' individual skills, experience, and training are more significant determinants of effective classroom management. They suggested that environmental support, though beneficial, might not be as impactful as the personal attributes and professional development of the teachers themselves. Contradicting the findings of the current study, Ezieke (2015) found that school environment, including the physical and psychological climate set by school leaders, significantly impacted teachers' classroom management effectiveness. Teachers in schools with supportive head teachers who prioritize a positive environment report better classroom management outcomes. This study supports the findings of Koth, Bradshaw, and Leaf (2018) who demonstrated that a positive school environment, fostered by head teachers through adequate resources, safety, and support systems, enhances teachers' classroom management practices. Their study emphasized that teachers working in supportive environments are more confident and effective in managing their classrooms.

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Summary of Findings

Based on the data analysis, the summary of the findings of the study were presented below:

1. There was a high level of environmental practices of head teachers towards influence of teachers' classroom management practices in primary schools in Onitsha Education Zone as such practices were often carried out.
2. The classroom teachers often applied classroom management practices inside the classroom in primary schools in Onitsha Education Zone.
3. There was no significant difference between the mean classroom management score of teachers in public and private schools on the influence of supportive in environmental practices on teachers' classroom management practices.

Conclusion

Based on the findings, it was concluded that environmental practices of head teachers positively influenced teachers' classroom management practices in primary schools in Onitsha Education Zone. In further conclusion, the study affirms that head teachers' administrative support practices, including environmental practices, significantly influenced teachers' classroom management practices in primary schools in Onitsha Education Zone. The consistent and effective implementation of these practices by head teachers plays a pivotal role in enhancing teachers' abilities to manage their classrooms effectively. This, in turn, leads to improved educational outcomes for students.

Recommendations

Based on the study findings regarding the influence of head teachers' administrative support practices on teachers' classroom management practices in primary schools in Onitsha Education Zone, the following recommendations are provided to address the identified problems:

1. The government should organize continuous professional development programs for head teachers focusing on advanced environmental practices which the head teachers in turn will apply on the class teachers to improve their classroom management practices. These programs should include workshops, seminars, and training sessions that emphasize modern supervision methods and effective feedback mechanisms.
2. Since the high level of environmental practices by head teachers plays a crucial role in supporting teachers' classroom management, the head teachers should ensure that the allocations provided for the school resources and facilities are channeled to maintain and improve the physical and psychological learning environment. This includes providing necessary teaching materials, maintaining school

facilities, and creating safe and conducive classroom settings.

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