



## MANAGEMENT OF POSITIVE CLASSROOM AND SCHOOL SAFETY AS A CORRELATE OF TEACHERS' EFFECTIVENESS IN UNITY SCHOOLS IN SOUTH-EASTERN STATES, NIGERIA

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**ABSTRACT:** - This study investigated the management of positive classroom and school safety and effectiveness of teachers in Unity schools in South-Eastern states of Nigeria. The correlational research design was adopted for the study. Two research questions were answered while two hypotheses were tested. The population of the study comprised all the 901 teachers of the 14 Unity schools in the 5 South-Eastern states of Nigeria. Stratified and disproportionate sampling techniques were used to select 399 sample size that was determined from the population using Taro Yamane Formula. Two sets of instruments titled; "Management of Seamless Technology Integration Questionnaire" and "Teachers' Effectiveness Questionnaire" were used for data collection. Face and content validity was ensured by experts. The reliability coefficients of the two instruments were calculated to be 0.78 and 0.81 using Cronbach Alpha method. Multiple and simple regressions were used to answer the research questions. Analysis of variance associated with multiple regression and t-test associated with simple regression were used to test the null hypotheses at 0.05 alpha level. It was found that management of: positive classroom and school safety positively correlate (0.89 respectively) to teachers' effectiveness in Unity schools in South-Eastern states of Nigeria. Based on the findings, it was concluded that management of positive

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classroom and school safety is positively and highly significant to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria. It was therefore recommended among others that positive classroom management should be prioritized by the Unity school administrators through the application of Kaizen principles.

**KEYWORDS:** Seamless, Technology, Integration, Management, Effectiveness, Teachers.

## INTRODUCTION

Undoubtedly, no teacher is born with dexterity, especially when it comes to the adaptation of technological resources in the dissemination of contemporary knowledge. That is why teachers' effectiveness in developing countries such as Nigeria remain a serious issue of concern because teachers are the bridge builders between the pace at which students in the developed and developing world perform (Umeghalu, 2021; Asodike & Onyeike, 2016), especially when it comes to the task of raising children as national assets in Unity schools. It is vital to recall that Unity schools are centers for national cohesion and integration by exploring the beauties that lie in the diversity of a multicultural and pluralistic society such as Nigeria. Nevertheless, if the teachers do not possess and hone the finesse on the seamless integration of technology in the impartation of this global knowledge, absolutely, there was little or nothing significant to explore and administer technologically wise, and if they do not have such finesse to administer, there was nothing on ground to show cause for the management of seamless technology integration in any of our Unity schools (Umeghalu, 2021).

More so, if our teachers in this part of the world cannot meet up with the trend that is uplifting students in developed climes to

exhibit the kind of intellectual prowess we are witnessing among students of post-primary school age in this century, then there was a huge disparity in our world. The role of management in all of these becomes sacrosanct in the sense that teachers' effectiveness remain as a dimension of administrative framework and school administration is a function of management in the sense that you cannot give what you do not have (Shakuna, et al., 2016).

Typically, management is regarded as the deployment and integration of human resources, financial resources, natural resources and technological resources (Wood, et al., 2005). Hence, the management of seamless technology integration can be referred to as the process whereby the features of computer hardware and applications are adapted to the school process without resulting in any discernable error or complication (Ayub, et al., 2012). This simply means that whatever technological resources being harnessed for the process of getting students to learn and teachers to do their job effectively happens hassle-free with no negative impact resulting from the integration rather for a whole and improved performance of the management of education (Umeghalu, 2021).

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Notably, our post-primary school system such as the Unity schools have witnessed some level of human, financial and natural resources integration. Notwithstanding, technological resources integration as a factor of school management is still amiss. Little wonder, the integration of the other forms of resources in Unity schools in South-Eastern Nigeria still experience a lot of downside. Why? The answer is glaring, the technological aspect of the resource management of Unity schools in South Eastern states of the country and at large, Nigeria is yet to be given serious priority which of course is instrumental to the evaluation of educational management of Unity schools (Umeghalu, 2021). Thus, the evaluation of management of seamless technology integration in Unity schools in South Eastern Nigeria will comprise a few or most of the following five (5) components identified from extant literature, to wit: positive classroom; school safety; students' investment; soft skills development for teachers; and, quality access to internet-based educational tools (Looi, et al., 2019)

Positive classroom is having to do with a welcoming environment for the teaching and learning process to take place. Positive classroom lays emphasis on student control (Asodike & Onyeike, 2016). Positive classroom is building a sense of community in the classroom. A positive classroom is such a learning venue where thoughts on manipulating technological devices in seamlessly generating results are allowed to flow freely from divergent views. A positive classroom is such a one that all views are respected and harmonised in generating plausible concept(s) while harnessing technological resources (Ekecrantz, 2015).

School safety implies that the learning space in our Unity schools should be seamlessly turned into smart classroom which demands that the management demonstrate the capacity to provide real assurance that will ward off vandals, disallow the mismanagement of the school financial resources, protect the school from incidents of cyber-insecurity, and ensuring that the parents, teachers and students' data are kept from the reach of unauthorized persons. As Rodriguez (2019) rightly observed that with new technology comes added risk, including major data privacy concerns.

Student investment can be referred to as the mix of students' engagement with self-regulation. This is only possible when students clearly understand what they are trying to achieve, have a sense of what quality work looks like, and can adapt and revise to get closer to the learning goal. Student investment also implies that the students and teachers share a common vision and commitment to learning which in turn enhanced the classroom to become a rich environment for learning. As such, the teacher recognizes that, in addition to imparting knowledge and skills, she is responsible for providing opportunities for students to learn how to learn (Umeghalu, 2021). In this type of classroom, teachers use systematic and contemporary approaches to instruction and assessment activities so they can identify where students are. Meaning, they are taking steps forward in their learning and seeing value, relevance and meaning in their work (Vagle, 2015). Students are getting a chance to reflect on the value of their work and see its impact. They become confident in their own learning and see how it adds value to what they are doing.

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Soft skills development for teachers entails honing their innate or inherent ability to manage the emotions of students. Teachers need to recognize that students will develop different emotions using technology as a means of knowledge acquisition, so they will need to be properly groomed and be encouraged by the school management to also educate themselves on how to employ several components of soft skills to successfully get the students acquainted with the use of technology during the process of teaching and learning (Umeghalu, 2021).

Quality access to internet-based educational tools entails the mix of media such as sound, graphic, text and animation through internet connection for classroom instruction. The adoption of such educational tools supports education system by seamlessly integrating the teaching and learning process in conformity with both local and international standards (Kapi, et al., 2017).

Based on the foregoing, a good number of management approaches to seamless technology integration have been briefly explained. These components are the aspects that were covered by the independent variable of this study- seamless technology integration management. Thus, in schools, teachers play an important role in academic achievement. In Unity schools, however, teachers' roles may not be as effective as expected due to a lack of management structures for the adaptation of technology within the school. This is problematic because technology use can either make or mar learning outcomes. The study therefore sought quantitative analysis of how management of positive classroom and school safety relates to effectiveness of

teachers in Unity schools in South-Eastern states of Nigeria.

### Statement of the Problem

Unity schools have been in existence for nearly 60 years and they were founded to promote and encourage learning and unity. However, teachers working at Unity schools have been found to be performing below capacity in ensuring that the students bring out the best in them. As parents across the country advocate for the improvement of quality education in Unity schools, findings by investigative journalists show that current management is not helping. The report also notes that the system lacks resources to improve quality.

Based on the facts above, students in Unity schools have been victims of whatever the outcome is regarding these schools' structure and process. And parents are still concerned about this issue due to how important it is in our national life. As stated, the researchers wonder if the management of seamless technology integration has a relationship with teachers' effectiveness in Unity schools. In other words, does management of positive classroom and school safety predict teachers' effectiveness in Unity schools in the South-Eastern states of Nigeria?

### Aim and Objectives of the Study

This study ascertained the correlation between management of positive classroom and school safety and the effectiveness of teachers in Unity schools in South-Eastern States of Nigeria. Specifically, the objectives were to:

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1. find out the extent management of positive classroom independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria;
2. determine the extent management of school safety independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria;and,
3. ascertain the extent management of positive classroom and school safety(positive classroom and school safety) jointly correlate to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.

#### Research Questions

1. To what extent does management of positive classroom independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?
2. To what extent does management of school safety independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?
3. To what extent does management of positive classroom and school safety(positive classroom and school safety) jointly correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?

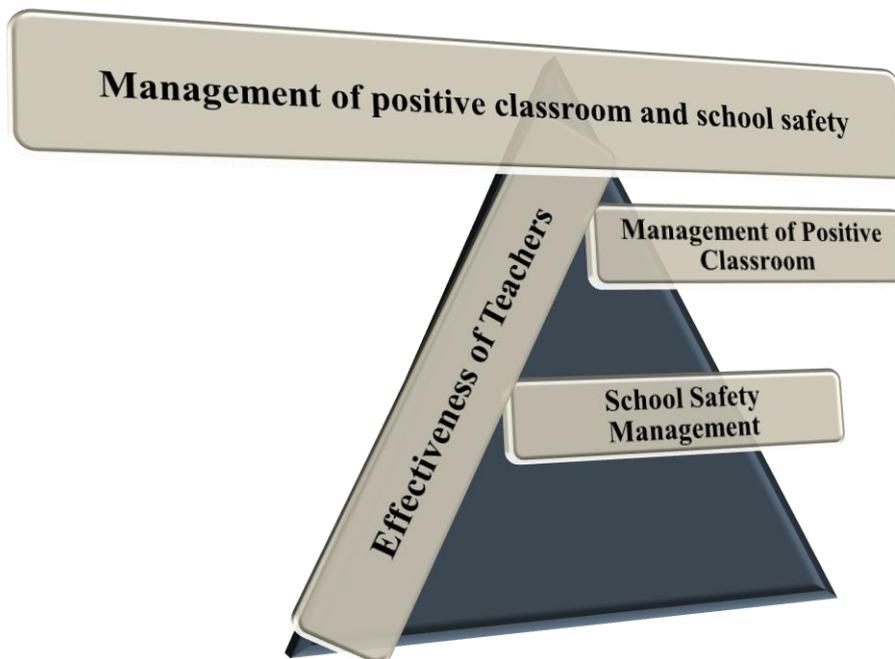
#### Hypotheses

The following three (3) null hypotheses were tested at 0.05 level of significance

1. Management of positive classroom does not significantly independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.
2. Management of school safety does not significantly independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.
3. Management of positive classroom and school safety(positive classroom and school safety) does not significantly jointly correlate to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.

#### Conceptual Framework

The concepts of this study is situated on management of positive classroom and the impact of school safety management on management of positive classroom and school safety in the effectiveness of teachers in Unity schools as diagrammatically indicated below.



**Source: Researchers' Conceptualisation (2021).**

### Conceptual Review

**Management and Effectiveness of Teachers**  
 Management is a distinct process consisting of planning, organizing, actuating and controlling to determine and accomplish organisational objectives by the use of people and resources (Armstrong & Taylor, 2020; Aula & Mantere, 2020; Wren & Bedeian, 2020). However, management in relation to teachers' effectiveness presupposes the enhancement of teachers' ability to create a learning context where students' disruptive attitudes are thwarted or addressed (Wati, et al., 2020; Duta, et al., 2015; Hamre, et al., 2012) and misbehaviour is reduced while positive expected learning outcomes are achieved, and the students' cognitive, social and affective development is continuously facilitated and sustained (Koutrouba, 2020; Asodike & Onyeike, 2016). In managing teachers' effectiveness in this context (Abdullahi, 2019), the school managers need to see this task as dynamic (Trinidad & Ngo, 2019) based on factors such

as: the school standard (Ainley & Carstens, 2018; Tierney, et al., 2011), current economic reality (Knoll, 2015; Wachira, 2013), government policy and regulation (Hinnant-Crawford, 2016), school location (Arop, et al., 2018; Babatunde, 2015; Durowoju & Onuka, 2015), recent research and developments in colleges of education (Stylianides, et al., 2017), student behaviour (Rogers, 2015; Gibbs & Powell, 2012), parents demand (Hadad, et al., 2020), community participation (Tyokyaa, 2017), equity and equality (Ainley, et al., 2018; Nwangwa & Omotere, 2013; Okobia, 2012).

### Management of Positive Classroom and Effectiveness of Teachers

Maintaining a positive environment for learning is the responsibility of an effective teacher. It is easy to distinguish between a teacher who is effective and the one who is not effective by the way they manage their classroom when lesson is going on (Asodike

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& Onyeike, 2016). Managing classroom very well for effective learning is the responsibility of an effective teacher (Oluwuo & Asodike, 2016; Bernard, 2012). The ability of teachers to organize classrooms and manage the behavior of their students is central to achieving good educational outcomes (Oliver & Reschly, as cited in Aina, et al., 2015). Nevertheless, the school managers are expected to provide an enabling environment (Umeghalu, 2021). As rightly stated by Umeghalu (2021) that providing a learner friendly environment can minimize management problem. Dilapidated school buildings and unfriendly school environment have adverse effects on the psyche and emotional stability of learners. Research has identified the importance of good physical environment as reflected in availability of school amenities, decorative order, well laid out and maintained compound on students' emotional stability and level of discipline. The management of positive classroom as it relates to teachers effectiveness also implies a deliberate but joint effort between school managers and teachers to embark on creating classroom environments that promote positive cultures with healthy interactions in a bid to motivate students to channel their energies and desires in reaching their goals within the confines of the overall school objectives (Nugent, as cited in Buah, 2017). Relatively, congruent teacher-students interaction is key in developing and managing positive classroom that will, at all season, enhance teachers' effectiveness which is reflected in student success (Asodike & Onyeike, 2016).

#### Management of School Safety and Effectiveness of Teachers

The effectiveness of teachers shares similarity with the effectiveness of any other

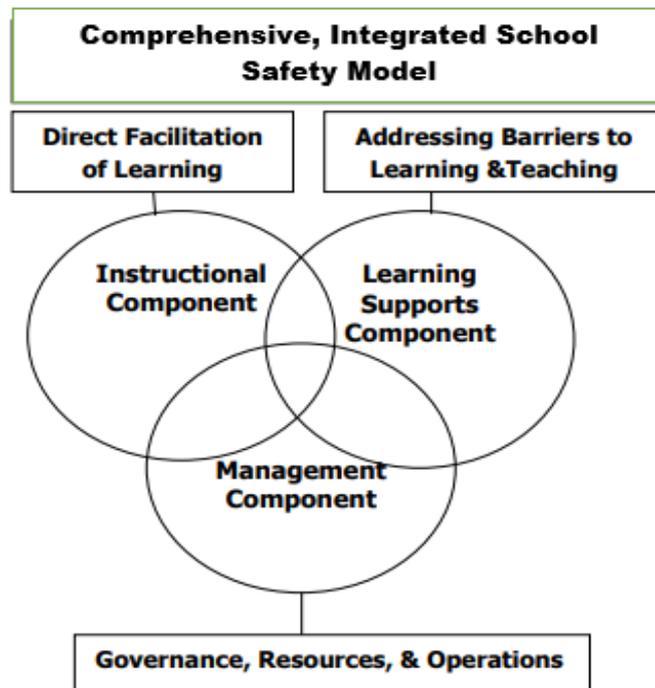
profession when it comes to safety at work (Osolo & Oluwuo, 2018). Absence of safety at work reveals a compromised work environment irrespective of the given profession (Obiechina, et al., 2018; Eseyin, et al., 2017; Bellè, et al., 2013). Oftentimes, it has been discovered in extant literatures that teachers are exposed to different forms of job accidents and injuries which limit their presence at work in different parts of the world (National Employers' Organisation for School Teachers, as cited in Eseyin, et al., 2017).

Similarly, teachers' attendance at work can be lowered when job safety is low (Bertoni, et al., 2018; Eseyin, et al., 2017; Mgonja, 2017; Mothibeli, 2017). Thus, for teachers and the teaching profession, school safety can be referred to as the absence of any form of disturbances to the process of teaching and learning within and outside the immediate school environment (Mgonja, 2017; Makota & Leoschut, 2016; Bada & Olusegun, 2015). In order to actualize this definition of school safety, the school management is expected to integrate ongoing positive climate and safety efforts with crisis forestalling, preparedness, response, and recovery to ensure that there are ongoing efforts on crisis trainings and plans (Cowan, et al., 2013). In addition, the school management needs to ensure that the safety protocols are relevant to the school context, reinforce learning, make maximum use of existing staff resources, facilitate effective threat assessment, and consistently reviewed and put into full use which implies that safety within the learning environment is non-negotiable for effectiveness to be thought of (Parrett & Budge, 2020; Cowan, et al., 2013).

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Integrated perspective of school safety lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require

leadership by the school managers and a commitment from the entire staff (Johnson, et al. 2016) as diagrammatically expressed below.



*Figure 2.2: Integrated perspective of school safety Source: Adapted from Cowan, et al. (2013)*

A safe learning environment is essential for students of all ages (Applebury, 2020). Without it they are unable to focus on learning the skills of seamless technology integration which are needed for a personalised learning and life-long learning (Gunarathne, 2019; Xin, et al., 2018). When thievery, assault and other forms of violence is part of the educational setting, all students are affected in some way as earlier highlighted. To learn, children and adolescents need to feel safe and supported. Without these conditions, the mind reverts to a focus on survival (Nkoana, 2017; Parrett & Budge, 2012). A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways (Lekomo, 2018; Themane, 2017; Clapper,

2010). Such an environment promotes inquiry and innovation (TeKetelpurangi (TKI), 2020; Huda, et al., 2017; Istance & Kools, 2013). More so, such an environment reinforces and enhances the leadership capacity in the school because competent, excellent, and dedicated teachers want to work under such conditions (Sithole, 2017; Parrett & Budge, 2012). Safety management of seamless technology integration citing cybersecurity in schools is enveloped with terms such as forestalling of data breach, identification and determent of insider threat, forestalling and elimination of malware and ransomware, implementation of Bring Your Own Device (BYOD), implementation of cloud storage, forestalling of white and black hats, identification and thwarting of deepfake,

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identification and pre-empting of social engineering, forestalling of clickjacking, and identification of phishing of various types among others (Haseski, 2020; Lee, 2019). Beaming (2020) proposed two distinctive safety management measures of seamless technology integration in schools to wit: incident management and patch management.

## Theoretical Review

### Kaizen Theory

Masaaki Imai, a Japanese organizational theorist and management consultant, articulated the Kaizen theory in 1986. It averred that continuous improvement based on the idea that small, ongoing positive changes can reap major improvements (Mbah, 2019). Seamless technology integration is an ongoing but innovative concept that should be managed systematically, i.e. applying the fundamentals of Kaizen theory to guide management principle of school managers in ensuring that every bit of processes as reviewed in this study and other studies are given proper attention within the purview of secondary education (Umeghalu, 2021). Kaizen theory perceives organizational innovation as bottom-up approach and not the other way round. The theory takes into consideration the involvement of bits to form a byte (Umeghalu, 2021). This implies starting immediately with what is available, at the very least stage of program execution and gravitating towards full realization of innovation in a timely manner.

At the very least stage of program execution means consulting wide with the intention of ensuring all hands are on deck in the realization of a set goal. Although kaizen principles were originally designed for industries, some of its aspects are being

used to revolutionize schooling especially as it concerns paradigm shift from traditional system of school management to the adoption of globalized school system such as seamless technology integration. It should be noted that seamless technology integration as reviewed in this study is at the apex of technology integration in schools. Hence, it can be cumbersome and least effective by jumping into seamless technology integration when the bits are not properly fixed and tested.

## METHODOLOGY

A correlational survey design was adopted for this study. The study population comprised 901 teachers of the 14 Unity schools in the 5 South-Eastern states of Nigeria [Source: Federal Ministry of Education, 2021]. A sample of 399 respondents representing 44.28% of the population using the Taro Yamane formula was drawn using a two-stage sampling technique of stratified and disproportionate sampling techniques. The instruments titled, Management of Seamless Technology Integration Questionnaire (MSTIQ) and Teachers' Effectiveness Questionnaire (TEQ) were used for this study. This was coded in the four-point likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) with values 4, 3, 2 and 1 respectively. Face and content validity was ensured by experts. The reliability coefficients of the MSTIQ and TEQ were calculated to be 0.78 and 0.81 respectively with the use of Cronbach Alpha. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regression and t-test associated with simple regression were used to test the null hypotheses at 0.05 alpha level. The following index showed

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the extent of correlation to the independent variable via:

Results  
Answer to Research Questions

Research Question 1: To what extent does management of positive classroom independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?

**Table 1: Model summary of simple regression on the correlate of management of positive classroom to teachers’ effectiveness in Unity schools in South-Eastern states of Nigeria.**

Model	r	r <sup>2</sup>	Adjusted r <sup>2</sup>	Std. Error of the Estimate
1	.891 <sup>a</sup>	.795	.794	.368

a. Dependent Variable: Teachers’ Effectiveness

b. Predictors: (Constant), Management of Positive Classroom

Research Question 2: To what extent does management of school safety independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?

**Table 2: Model summary of simple regression on the correlate of management of school safety to teachers’ effectiveness in Unity schools in South-Eastern states of Nigeria**

Model	r	r <sup>2</sup>	Adjusted r <sup>2</sup>	Std. Error of the Estimate
1	.891 <sup>a</sup>	.795	.794	.367

a. Dependent Variable: Teachers’ Effectiveness

b. Predictors: (Constant), Management of School Safety

Research Question 3: To what extent does management of positive classroom and school safety(positive classroom and school safety) jointly correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria?

**Table 3: Model summary of the joint correlates of management of seamless technology integration (positive classroom and school safety) to teachers’ effectiveness in Unity schools in South-Eastern states of Nigeria**

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Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.891 <sup>a</sup>	.795	.794	.368

a. Dependent Variable: Teachers' Effectiveness

b. Predictors: (Constant), Management of Positive Classroom, Management of School Safety

Results in Table 1 revealed that regression (r) and regression square (r<sup>2</sup>) coefficients are 0.89 and 0.80 respectively. The extent of correlation is obtained from coefficient of determinism. The coefficient of determinism is 80% (0.80 x 100). This showed that management of teachers' soft skills development independently correlates to teachers' effectiveness by 80 per cent in Unity schools in South-Eastern states of Nigeria.

Results in Table 2 revealed that regression (r) and regression square (r<sup>2</sup>) coefficients are 0.89 and 0.80 respectively. The extent of correlation is obtained from coefficient of determinism. The coefficient of determinism is 80% (0.80 x 100). This showed that management of flexible learning environment independently correlates to teachers' effectiveness by 80 per cent in Unity schools in South-Eastern states of Nigeria.

Results in Table 3 revealed that regression (R) and regression square (R<sup>2</sup>) coefficients are 0.89 and 0.80 respectively. The extent of correlation is obtained from coefficient of determinism. The coefficient of determinism is 80% (0.80 x 100). This showed that the management of seamless technology integration of this study jointly correlate to teachers' effectiveness by 80 per cent in Unity schools in South-Eastern states of Nigeria.

#### Test of Hypotheses

Hypothesis 1: Management of positive classroom does not significantly independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.

**Table 4: T-Test Associated with Simple Regression on management of positive classroom and teachers' effectiveness in Unity schools in South-Eastern states of Nigeria**

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Decision
		B	Std. Error	Beta				
1	(Constant)	.044	.021			2.080	.038	Significant
	Management of Positive Classroom	1.075	.031	.891		34.633	.000	

Hypothesis 2: Management of school safety does not significantly independently correlates to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.

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**Table 5: T-Test Associated with Simple Regression on management of school safety and teachers' effectiveness in Unity schools in South-Eastern states of Nigeria**

Model		Unstandardized Coefficients		Standardized	T	Sig.	Decision
		B	Std. Error	Coefficients			
1	(Constant)	.044	.021		2.082	.038	Significant
	Management of School Safety	1.048	.030	.891	34.645	.000	

Hypothesis 3: Management of positive classroom and school safety(positive classroom and school safety) does not significantly jointly correlate to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria.

**Table 6: ANOVA Associated with Multiple Regressions on the correlation of management of seamless technology integration to teachers' effectiveness in Unity schools in South-Eastern states of Nigeria**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	173.305	6	28.884	288.133	.000 <sup>b</sup>
Residual	30.575	305	.100		
Total	203.880	311			

a. Dependent Variable: Teachers' Effectiveness

b. Predictors: (Constant), Positive Classroom, School Safety

Result in Table 4 indicated that the beta value is given as 0.891. The T-test value of 34.633 is significant at 0.000 when subjected to alpha level of 0.05. Therefore, the null hypothesis is not retained. By implication, management of positive classroom significantly independently correlates to teachers' effectiveness in Unity schools in South-Eastern states of Nigeria.

Results in Table 5 indicated that the beta value is given as 0.861. The T-test value of 34.645 is significant at 0.000 when subjected to alpha level of 0.05. Therefore, the null hypothesis is not retained. By implication, management of school safety significantly

independently correlates to teachers' effectiveness in Unity schools in South-Eastern states of Nigeria.

Results in Table 6 indicated that the sums of squares are 173.305 and 30.575 while the mean squares are 28.884 and 0.100 respectively. With degrees of 6 and 305, the calculated F-value of 288.133 is significant at 0.000 when subjected to an alpha level of 0.05. Therefore, the null hypothesis 7 is not retained. By implication, management of positive classroom and school safety(positive classroom, school safety) significantly and jointly correlate to teachers' effectiveness in

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Unity schools in South-Eastern states of Nigeria.

#### Discussion of Findings

The findings of this study are discussed under the following subheadings:

##### Management of Positive Classroom and Teachers' Effectiveness

The findings showed that there is a positive significant and very high correlation of 0.89 between management of positive classroom and teachers' effectiveness in Unity schools in South-Eastern states of Nigeria. The researcher finds this result as a welcome development. It is on the view of the researcher that teachers and Unity school administrators in South-Eastern states of Nigeria who aspire to be effective need to take seriously the issues of: students' emotional stability, teacher-student interaction that will enhance learning in the classroom as well as creating classroom environments that promote positive cultures. That is why Kariippanon, et al. (2019) remarked that in the traditional classrooms the teaching style was primarily teacher-led and students had limited reasons or options to stand or move around the room, or find an alternative place to work throughout the lesson or to engage with one another. On the flip side, the teaching approach in the flexible learning spaces was student-centered and group-work focused (Kariippanon, et al., 2019). Students were afforded considerable freedom to choose how to go about their learning and they were given the autonomy to choose where in the space to work, what furniture and resource to use and typically formed groups or worked independently out of their own volition (Kariippanon, et al., 2019).

Also, Shan, et al. (2014) acknowledged that students hope that the classroom is a fun and

interesting place. Enthusiastic and cheerful teachers are important components of a positive classroom environment (Shan, et al. 2014). A positive classroom environment also relies more on praise and encouragement than criticism (Shan, et al., 2014). The impact of a positive classroom environment on learning performance is significant. When a positive classroom environment increases by 1, learning performance increases by 0.43 (Shan, et al., 2014). Sevrika and Merina (2019) added that proper teacher-student communication, in-class student supervision, timely feedback, consistently applying rules and procedures and taking preventive rather than reactive management actions were ranked as vital elements of ensuring positive learning environment.

##### Management of School Safety and Teachers' Effectiveness

The findings showed that there is a positive significant and very high correlation of 0.89 between management of school safety and teachers' effectiveness in Unity schools in South-Eastern states of Nigeria. The fact that management of school safety highly impacts teachers' effectiveness in the Unity schools is at home with the researcher. This is premised on the fact that the seamless integration of technology in the process of teaching and learning was short of expectation on the part of the school administrators with regards to teachers' effectiveness when the safety of: the students, the instructional materials and/or the teachers' safety is/are in doubt. Hence, the need for school safety here presupposes that: students of all ages in the Unity schools feel supported; the observable gap in student-teacher engagement is reduced or completely closed; there is increase in flexible access to learning; quest for innovation in the school is reinforced and enhanced without any form of sabotage; no

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teacher is left out or effort (competence) compromised; steady increase in schools' technology integration; and this task of managing school safety in the quest for the management of seamless technology integration in the Unity schools is not derelictedly or indifferently delegated but solely accepted as a management task for the school administrators.

This study is in agreement with the findings of Xaba (2014) that safety and security measures at school are not implemented effectively. What is noticeable is that there are attempts at making schools safe and secure, but these are not systematic. Although it can be said that there are organisational structures like school safety committee and policies, these are not fully functional. Consequently, safety and security threats, emergencies and crises are reacted to as they occur. Clearly then, schools seem vulnerable and open to safety threats, both as a results of factors in the physical and the psychosocial environments.

However, Chidi and Victor (2017) contended that because most school administrators lacked supervisory skills, they tend to habitually entrust supervision in the hands of others. Arop, et al. (2018) a significant relationship between physical hazard management, psychological management, environmental hazard management, noise hazard management and teachers job effectiveness in terms of punctuality, classroom management, instructional delivery, lesson evaluation, dressing and record keeping respectively. However, Edo, et al. (2017) indicated that the principals and the teachers' roles in management of safety have significant relationship with the extent of teaching and learning in senior secondary schools. Edo, et al. (2017) therefore remarked that the design of foolproof safety systems is

needed and should be properly integrated into the educational system to ensure the implementation of management and safety principles.

Management of Positive Classroom and School Safety and Teachers' Effectiveness

The study indicated that management of seamless technology integration has a positive significant and very high correlation of 0.89 with teachers' effectiveness in Unity schools. The positive and high correlation depicted between the management of seamless technology integration and teachers' effectiveness in the Unity schools is irrefutable owing to the fact that in developed countries, Unity schools have flourished with their efficient use of technology. These schools have been successful in integrating the latest technologies into classrooms and making it seamless for teachers to manage. However, Unity schools in developing countries face challenges because they do not have the same access to these technologies as those in developed countries in addition to the lack of needed fund on the part of the Nigeria government for education, and there is a deficit of infrastructure for schooling as well as teachers that are unmotivated. Teachers also lack specializations and widespread cases of security breaches in schools have been reported. Also, poor administrative competence exists on the part of the government to raise the standard of education to meet global demands (Obi & Onyeike, 2018).

Hence, this study found that in the face of these challenges, Unity schools in the South-Eastern states of Nigeria can be improved by taking into account the need for effective management of seamless technology integration. This should be done by considering teachers' soft skills development,

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school safety and positive learning environment among others (Umeghalu & Oluwuo, 2022; Kpee & Umeghalu, 2019; Umeghalu, 2019). In a study conducted by Sampaio (2013), technology integration in school was found to be effective when carried out with a “beginning, middle and end” in tandem with specific goals. The results of the study were similar to the findings presented here. More so, Sampaio's study also confirmed that in managing seamless technology integration, it should be a progressive process because teachers need to recognize educational technology and understand the fundamental why, when, what and how it can be used with a specific subject to produce dynamic result efficiently. However, it seems that this development has been neglected by school administrators as observed by Aramide, et al. (2015). As they observed, there is a low level of access to science-based technological facilities and application, such as simulations and modeling, and graphical visualizing tools among science teachers in Unity schools in Nigeria.

## CONCLUSION

Based on the findings of this study, it was revealed that management of positive classroom and school safety and is positively and highly significant to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria. In previous works in which technology integration in schools were examined, how it can be seamless and seamlessly managed were either considered optional or not investigated. Also, positive classroom management and school safety management were rarely correlated or predicted as repressors to teachers' effectiveness. Thus, the researcher has

successfully correlated and predicted positive classroom management and school safety management as crucial repressors of management of positive classroom and school safety to the effectiveness of teachers in Unity schools in South-Eastern states of Nigeria. This study will facilitate future works which aim at evaluating and measuring other critical repressors of management of positive classroom and school safety in Unity schools in other climes.

## Recommendations

We recommend the following based on the study's findings:

1. The Unity school administrators should adapt the practice of Kaizen to onboard the teachers for professionalism in technology integration in the teaching and learning process.
2. Positive classroom management should be prioritized by the Unity school administrators through the application of Kaizen principles.
3. The Unity school administrators should liaise with all stakeholders in prioritizing the safety of all the resources in their schools.

## Contributions to Knowledge

The study has been able to make the following contributions to knowledge.

1. The study has empirically documented that the practice of positive classroom management can guarantee the seamless integration of technology in Unity schools for teachers' effectiveness by 89%.
2. The study has clearly demonstrated that if school managers in Unity schools expect teachers' effectiveness to increase by 89% in the adaptation of technology, positive classroom management and school safety management are a must.

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