Demographic Variables as Determinants of Teachers’ Effectiveness in Classroom Management in Secondary Schools in Rivers State, Nigeria

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ABSTRACT
The study focused on demographic variables as determinants of teachers’ effectiveness in classroom management in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. It is a survey study with three research questions and three hypotheses guided the study. A stratified random sampling technique was employed to select a sample of 639 out of 2131 teachers in the study area. The instrument for data collection was a 30 item inventory titled Teacher Classroom Management Assessment Inventory which was used to gather information about teachers’ effectiveness in classroom management by trained research assistants who observed teachers teach in the classroom and taking inventory of their observations. The research questions were answered using mean scores while the hypotheses were tested at 0.05 alpha level of significance using Z-test and analysis of variance. The results of the study showed that age, educational qualification, and years of teaching experience had significant influence on teachers’ classroom management effectiveness. On the other hand, gender and educational discipline of teachers had no significant influence on their classroom management effectiveness at 0.05 alpha level of significance. The study therefore recommended both male and female teachers irrespective of educational discipline should be encouraged to attend training programmes that will enhance their professional development.

Keywords: teachers’ effectiveness, Assessment Inventory, Classroom Management

INTRODUCTION
Classroom management and management of students’ conduct are skills that teachers acquire in time. Experience renders the best here as teachers learn to improve on and understand these skills as they are in the practice of teaching. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish. The way a classroom is managed makes a difference to what learners achieve. Managing classroom for effective learning is therefore a demanding task involving an extensive range of complex skills and ability. As the classroom is a path through which the school accomplishes the objectives of educating and learning. This process generally be contingent on the teacher for achievement. The teacher is seen as an administrator, manager, boss, director and organizer within his own classroom where he enjoys relative degree of privacy and autonomy. The schoolteacher is the older associate in the classroom relationship. The teacher gives advanced information he
or she possesses to the learner. The teacher also transmits societal values to the learner. The teacher’s personal characteristics such as years of teaching experience age of the teacher, years of teaching experience, and teaching qualification of the teacher, gender play a major role in the classroom system. The teacher sets the tone of the classroom and the students follow. His/her expectations and perception have effects on the classroom system for example, if he holds a positive expectation and perception of some situation, the students tend to achieve more, hence teachers are advised not to hold negative perceptions and expectations about a group of learners at least, not before meeting them. The learner occupies a prime place in the school. This is because the school primarily exists for his benefits; in fact, the class is an assembly of learners from different backgrounds, who have different values, abilities, expectations previous experiences and personal characteristic.

All these impart heavily on the teaching and learning activities, bringing out individual differences, slow and fast learners and so on. The teacher is faced with the problem of striking a balance between the two groups of learners to ensure that while the slow learners are not left behind, the fast learners are not also slowed down in the learning activity that their interest begin to wane. Thus, control of students by the teachers brings in the goal of classroom discipline. As Gibson (1977) puts it, control is necessary for the psychological balance in one’s life. The secondary school students are mostly made up of teenagers who generally learn more observing and doing than by just listening.

To be able to shape the adolescent and teenage behaviour and control them, the teacher must ensure that there is effective classroom communication. As Lunenburg and Ornstein (1999) state, “effective communication is enormous in terms of productivity and attitudes of faculty and students”. Classroom communication is student centered and controlled. The teacher’s (knowledge) skills in use of English language makes his teaching more interesting endeared him to use the right examples and illustrations. The learner’s age, topic of a lesson and the subject define the choice of diction the teachers employ. Every classroom-teacher is supposed to recognize that communication is the first step in preventing and solving problems. The desire to communicate induces the teacher to long to teach. This desire enables him to accommodate and satisfy students’ inquisitiveness for knowledge.

No teacher can manage a classroom effectively without developing the different skills and strategies required to get the best results in the teaching and learning activities. Yet, an X-ray through our classroom activities today shows little or no knowledge of these different skills and strategies needed for effective teaching on the part of the teacher and the readiness to learn on the part of the students.

**RESEARCH METHODS**

**Design of the Study**

The study adopted an analytic descriptive design as the variables being studied are compared for the various strata of the sample using hypotheses

**RESULTS**

**Research Question 1:** What is the classroom management effectiveness of teachers with educational qualifications below B Sc, B Sc and above B Sc in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State?

Table 1: Mean score classroom management effectiveness and qualification.

<table>
<thead>
<tr>
<th>Educational Qualification</th>
<th>N</th>
<th>Mean Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below B.Sc</td>
<td>186</td>
<td>68.08</td>
</tr>
<tr>
<td>B.Sc</td>
<td>300</td>
<td>65.87</td>
</tr>
<tr>
<td>Above B.Sc</td>
<td>153</td>
<td>66.18</td>
</tr>
</tbody>
</table>

**Source:** Field Data, 2017.

Table 1 shows the classroom management effectiveness of teachers with educational qualification of below B Sc, B Sc and above B Sc. As indicated in the table, teachers with educational qualification below B Sc had a mean score of 68.08%. Teachers with educational qualification of B Sc had a mean score of 65.87% while teachers with educational qualification above B Sc had a mean score of 66.18%. This result shows some
differences among the three groups. This could suggest also that educational qualification play some influence on classroom management in the study area.

**Research Question 2:** *What is the classroom management effectiveness of teachers having years of teaching experience below five years and those having years of teaching experience five years and above in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State?*

**Table 2: Mean score classroom management effectiveness and years of experience**

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>N</th>
<th>Mean Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below five years</td>
<td>328</td>
<td>66.05</td>
</tr>
<tr>
<td>Five years and above</td>
<td>311</td>
<td>67.15</td>
</tr>
</tbody>
</table>

**Source:** Field Data, 2017.

Table 2 shows the classroom management effectiveness of teachers’ years of teaching experience below five years and those having teaching experience five years and above. As shown, teachers with below five years of teaching experience had a mean score of 66.05% while teachers with teaching experience of five years and above had a mean score of 67.15%. This result shows a difference of 1.10% in favour of teachers with five years of teaching experience and above.

**Research Question 3:** *What is the classroom management effectiveness of teachers who read educational related course and teachers who did not read educational related course in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State?*

**Table 3: Mean of classroom management effectiveness and educational discipline.**

<table>
<thead>
<tr>
<th>Teachers’ Educational Qualification</th>
<th>N</th>
<th>Mean Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>416</td>
<td>66.0</td>
</tr>
<tr>
<td>Not Education</td>
<td>223</td>
<td>66.55</td>
</tr>
</tbody>
</table>

**Source:** Field Data, 2017.

Table 3 shows the classroom management effectiveness of teachers who read educational related course and teachers who did not read educational related course. As shown, teachers who read educational related course had a mean score of 66.60% while teachers who did not read educational related course had a mean score of 66.55%. This result shows a difference of 0.05% in favour of teachers who read educational related course.

**Hypothesis 1:** *There is no significant difference in classroom management effectiveness among teachers with educational qualifications below B Sc, B Sc and above B Sc in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State.*

**Table 4a: ANOVA educational qualification and classroom management effectiveness**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F_cal</th>
<th>F_crit</th>
<th>P_value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>593.61</td>
<td>2</td>
<td>296.81</td>
<td>20.16</td>
<td>3.01</td>
<td>0.0000</td>
<td>Rejected</td>
</tr>
<tr>
<td>Within</td>
<td>9363.7</td>
<td>636</td>
<td>14.72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9957.31</td>
<td>638</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2017.

**Table 4b: Scheffe’s post hoc test for hypothesis 3**

<table>
<thead>
<tr>
<th>Comparison</th>
<th>F_cal</th>
<th>F_crit</th>
<th>P_value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below B.Sc and B.Sc</td>
<td>19.05</td>
<td>3.01</td>
<td>0.0000</td>
<td>Rejected</td>
</tr>
<tr>
<td>Below B.Sc and above B.Sc</td>
<td>10.29</td>
<td>3.01</td>
<td>0.0000</td>
<td>Rejected</td>
</tr>
<tr>
<td>B.Sc and above B.Sc</td>
<td>0.33</td>
<td>3.01</td>
<td>0.7185</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

**Source:** Field survey, 2017.

Table 4a shows the analysis of variance for the difference in the classroom effectiveness among teachers who had qualification below B Sc, B Sc and above B Sc. As shown from the result, the calculated value of F (20.16) is greater than the table value of F (3.01). Based on this, the null hypothesis was rejected. This means that there was a difference among the three groups in terms of their classroom management effectiveness in
the study area. But there was need to ascertain where the difference was coming from among the three groups. This was achieved by Scheffe’s post hoc test as shown in table 4b. Table 4b shows that significant difference in classroom management effectiveness existed between teachers who had qualification below B.Sc and B.Sc. Significant difference also existed between teachers who had qualification below B.Sc and above B.Sc.

**Hypothesis 2:** There is no significant difference in classroom management effectiveness between teachers having years of teaching experience below five years and those having years of teaching experience five years and above in secondary schools in Ohio/Akpor and Port Harcourt Local Government Areas of Rivers State.

**Table 5: Z-test for teaching experience and classroom management effectiveness**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Z_{cal}</th>
<th>Z_{crit}</th>
<th>P_{value}</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below five years</td>
<td>66.05</td>
<td>3.8</td>
<td>328</td>
<td>-3.53</td>
<td>1.96</td>
<td>0.0004</td>
<td>Rejected</td>
</tr>
<tr>
<td>Five years and above</td>
<td>67.15</td>
<td>4.04</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2017.

Table 5 shows the Z-test analysis for the difference in the classroom effectiveness of teachers with years of teaching experience below five years and teachers with years of reaching experience five years and above. As shown from the result, the calculated value of Z (3.35) is greater than the table value of Z (1.96). Based on this, the null hypothesis was rejected. This means that the two groups of teachers differ in their classroom management effectiveness in the study area.

**Hypothesis 3:** There is no significant difference in classroom management effectiveness between teachers who read educational related course and teachers who did not read educational related course in secondary schools in Ohio/Akpor and Port Harcourt Local Government Areas of Rivers State.

**Table 6: Z-test for educational discipline and classroom management ability**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Z_{cal}</th>
<th>Z_{crit}</th>
<th>P_{value}</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>66.60</td>
<td>3.97</td>
<td>416</td>
<td>0.15</td>
<td>1.96</td>
<td>0.8835</td>
<td>Accepted</td>
</tr>
<tr>
<td>Not Education</td>
<td>66.55</td>
<td>3.93</td>
<td>223</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2017.

Table 6 shows the Z-test analysis for the difference in the classroom effectiveness of teachers who read educational related course and teachers who did not read educational related course. As shown from the result, the calculated value of Z (0.15) is less than the table value of Z (1.96). Based on this, the null hypothesis was accepted. This means that the two groups of teachers did not differ in their classroom management effectiveness in the study area.

**Summary of Major Findings**

Results of the findings of this research study presented in Tables 1 to 6 are summarized as follows:

1. Teachers’ educational qualification had statistical significant influence on teachers’ classroom management effectiveness.
2. Teachers’ years of teaching experience had statistical significant influence on teachers’ classroom management effectiveness.
3. Teachers’ educational discipline had no statistical significant influence on teachers’ classroom management effectiveness.

**DISCUSSION OF FINDINGS**

Research question 1 sought to determine the influence of teachers’ educational qualification on their classroom management effectiveness. To achieve this, the classroom management effectiveness of teachers with qualifications below B.Sc, B.Sc and above B.Sc was compared. The result showed that teachers with educational qualification below B.Sc had a mean score of 68.08%. Teachers with educational qualification of B.Sc had a mean score of 65.87% while teachers with educational qualification above B.Sc had a mean score of 66.18%. This result shows some differences among the three groups. Hypothesis 1 correspondingly tested the significance of this difference. One way analysis showed statistical significant difference among the three groups of teachers on their classroom management effectiveness. Further test with Scheffe’s post hoc test
revealed that significant statistical difference existed between teachers having qualification below B Sc and those having B Sc with those of having qualification below B Sc, scoring higher. Significant statistical difference also existed between teachers having qualification below B Sc and those having qualification above B Sc with those having qualification below B Sc scoring higher. This means that teachers who had qualification below B Sc. Significantly managed their classroom better than other teachers. This result is surprising and unexpected as one would have taught that teachers with higher educational qualification could manage their classroom better than those with lower educational qualification. It is possible that majority of the teachers with qualification below B Sc may have NCE who attended colleges of education and may have learnt core educational skills. This result is in disagrees with the findings of Wanjiku (2013) who found that teachers with higher certificates maintained a better classroom atmosphere conducive for learning than teachers with low certificates.

Research question 2 sought to determine the influence of teachers’ years of teaching experience on their classroom management effectiveness. To achieve this, the classroom management effectiveness of teachers who had taught for less than five years and those who had taught for five years more was compared. The result showed that teachers who had taught for less than five years had a mean score of 66.05 % while teachers who had taught for five years and above had a mean score of 67.15 %. This result shows a difference of 1.10% in favour of teachers with five years of teaching experience and above. Hypothesis 2 correspondingly tested the significance of this difference. Z-test showed a statistical significant difference between the classroom management effectiveness of teachers with teaching experience of less than five years and those with teaching experience of five years and above. This implies that years of teaching experience significantly influenced their classroom management skills. As the common saying, practice makes perfect, the teachers with longer years of teaching experience have been doing it for a long time and as such may have mastered the act of classroom management. This result is in consonance with the result obtained by Ünal (2012) who found that teachers who were experienced preferred to be in control in their classrooms than beginning teachers.

Research question 3 sought to determine the influence of teachers’ educational discipline on their classroom management effectiveness. To achieve this, the classroom management effectiveness of teachers who read education related course in school and teachers who did not read education related course in school. The result showed that teachers who read education related course had a mean score of 66.60 % while teachers who did not read education related course had a mean score of 66.55 %. This result shows a difference of 0.05% in favour of teachers who read educational related course. Hypothesis 3 correspondingly tested the significance of this difference. Z-test showed no statistical significant difference between the classroom management effectiveness of teachers who read education related course in school and teachers who did not read education related course in school. This implies that teachers’ educational discipline had no significant statistical influenced on their classroom management skills. This result is however surprising and unexpected as one would think that the teachers who read education related course in school would have been able to manage their classroom better. This could be attributed to the fact that even teachers who did not read education related course could have gone for a diploma course (PGDE) in education and as such acquired professional skill in classroom management. This result disagrees with the view of Ilgar (2007) who noted that teachers with educational background had better classroom management skills.

Summary
This study was designed to determine the influence teacher’s demographic variables on effective classroom management in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. Specifically, the study focused on how the variables; teachers’ gender, age, educational qualification, years of teaching experience and educational discipline influence teachers’ classroom management practice in the study area.

Literature reviewed centered around concepts of classroom management and its associated theories. Specifically, the study was anchored on Glasser’s control theory. Empirical studies related to the influence of teachers demographic variables on their classroom management effectiveness were reviewed. Demographic variables considered were teachers’ age, gender, educational qualification, years of teaching experience and educational discipline to ascertain their influence on teachers’ classroom management effectiveness.
CONCLUSION
It concluded that teachers’ age, educational qualification, and years of teaching experience had significant statistical influence on their classroom management effectiveness in the study area. On the other hand, teachers’ gender and their educational discipline had no significant statistical influence on their classroom management effectiveness in the study area.

RECOMMENDATIONS
Based on the result of the study, the following recommendations were made:
1. Teachers who did not study educationally related course should be encouraged to go for post graduate diploma in education to enhance their professional skill in classroom management.
2. In-school seminars and workshops should be organized where the teachers with more years of teaching experience be made to share their experience on how they have succeeded in classroom management.

REFERENCES