



# **Teachers' Demographic Variables as Determinants of Effective Classroom Management in Secondary Schools in Rivers State**

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## **ABSTRACT**

The study was carried out to determine the influence of teacher's demographic variables on effective classroom management in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State. It is a survey study with two research questions and two hypotheses guided the study. A stratified random sampling technique was employed. 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:** Demographic variable, classroom management

## **INTRODUCTION**

Most formal establishments like post-primary schools are gone for well-organized and effective management of the human and material assets within their reach. The teacher is accused of heaps of capacities to perform in the educating and learning process. A standout amongst the most difficult duties of the schoolteacher is control and management of the classroom. The teacher's adequacy in educating is surveyed by his capacity to utilize different classroom management strategies to control students towards successful teaching and learning, that is consequential directional. Significant teaching cannot be accomplished in a classroom full of distraction, noise making and different disruptive activities by students (Asiyai, 2011). The academic attainment of a student of a specific classroom can be credited to the teachers' capacity to oversee and control the classroom through teaching. Oyhre (2006) as cited in Asiyai (2011) posited that the factors that measure the classroom learning condition as apparent by students really predicts their state of mind towards education and their educational achievement.

Completely, instructive strategies of a school that has to with teaching and learning is domicile in the classroom. As indicated by Stephenson (2005) the classroom is the conference

room where students and teachers meet to discuss academic issues in order to actualize stated behavioural objectives which cannot be completely accomplished without the utilization of favorable classroom condition. The classroom is described by a system of relational interactions coordinated at the accomplishment of behavioural objectives. Oyhre (2006) alludes to relational relationship as the corresponding conduct that happens between people, for example, trade of data, trade of articulation and shared exercises. Great classroom condition must be very much ventilated, completely provided with seats and work area, have sufficient space game plan, have sizable writing slate, great floors, lovely dividers and lightings Kola Wole, (2004). A decent classroom condition encourages attractive conduct and mentality among students and along these lines improving their academic performance emphatically, for example, nature gives road to powerful educators, students and students/students collaboration.

Classroom management is a pre essential for accomplishing instructional destinations and safe guarding the prosperity of students for whom the educating and learning exercises are focused (Ogunu, 2000), classroom management involves arranging, directing, controlling and planning the exercises of students in showing learning process. As indicated by Grieser (2007). Effective classroom management enriches students' curiosity and evaluation just if the learning condition is favourable. Classroom management methods utilized as a part of this examination, alludes to strategies embraced by instructors or teachers to guarantee propriety in the classroom and thus make a solid and helpful climate for learning.

Classroom management is an element of effective teaching which entails a combination of classroom planning, control and hygiene, organization and grouping of students, communication and discipline as well as assessment and evaluation of activities in the classroom Awotua Afebo, (1999). This demand resourcefulness and high capacity to exercise the right discretion on the part of the teacher. The basic classroom task of the teacher is for learning to take place. The teacher must plan the lessons well before the classroom interaction, and then to find out if the planning and interaction yielded the desired result through assessment. The content of instruction has to be organized to enhance a smooth transition from the known to unknown, from the simple to the complex and from the specific to the general. Also, every learning activity has to be evaluated against an objective target and the result of that learning outcome must be so managed as to continue to engender effective learning in future interactions. All these take into cognizance the ability differences in children so that fast and slow learners, do not become inhibitions to each other's learning. All these constitute the managerial component of classroom activity.

## METHODOLOGY

### Design of the Study

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

## ANALYSIS AND PRESENTATION OF FINDINGS

**Research Question 1:** *What is the classroom management effectiveness of male and female teachers in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State?*

**Table 1: Mean score of teachers classroom management by sex**

Sex	N	Mean Score (%)
Male	208	66.84
Female	431	66.40

**Source:** Field Data, 2017.

Table 1 shows the classroom management effectiveness of male and female teachers. As shown, male teachers had a mean score of 66.84 % while the female teachers had a mean score of 66.46 %. This result shows only a difference of 0.36% in favour of the male teachers.

**Research Question 2**

What is the classroom management effectiveness of teachers with age ranging from 20-25 years, 26-30 years and 31 years and above in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State?

**Table 2: Mean score of teachers classroom management by age**

Age Group (Years)	N	Mean Score (%)
20 – 25	257	66.17
26 – 30	229	67.33
31 – up	153	66.18

**Source:** Field Data, 2017.

Table 2 shows the classroom management effectiveness of teachers with age ranging from 20-25, 26-30, 31 years and above. As indicated in the table, teachers with age range of 20-25 had a mean score of 66.17%. Teachers with age range of 26-30 had a mean score of 67.33% while teachers with age range of 31 years and above had a mean score of 66.18%. This result shows some minimal differences among the three groups. This could suggest that age play some influence on classroom management in the study area.

**Hypothesis 1:** There is no significant difference in classroom management effectiveness between male and female teachers in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State.

**Table 3: Z-test for male and female classroom management effectiveness**

Group	Mean	SD	N	Z <sub>cal</sub>	Z <sub>crit</sub>	P <sub>value</sub>	Decision
Female	66.46	3.61	431	1.04	1.96	0.2993	Accept
Male	66.84	4.58	208				

**Source:** Field Survey, 2017.

Table 3 shows the Z-test analysis for the difference in the classroom effectiveness of male and female teachers in the study area. As shown from the result, the calculated value of Z (1.04) is less than the table value of Z (1.96). Based on this, the null hypothesis was accepted. This means that male and female teachers did not differ in their classroom management effectiveness in the study area.

**Hypothesis 2:** There is no significant difference in classroom management effectiveness among teachers with age ranging from 20-25 years, 26-30 years and 31 years and above in secondary schools in Obio/Akpor and Port Harcourt Local Government Areas of Rivers State.

**Table 4a: ANOVA for age and classroom management effectiveness**

Source of Variation	SS	df	MS	F <sub>cal</sub>	F <sub>crit</sub>	P <sub>value</sub>	Decision
Between	197.08	2	98.54	6.42	3.01	0.0017	Rejected
Within	9760.23	636	15.35				
<b>Total</b>	<b>9957.31</b>	<b>638</b>					

**Source:** Field Survey, 2017.

**Table 4b: Scheffe’s post hoc test for age and classroom management effectiveness**

Comparison	F <sub>cal</sub>	F <sub>crit</sub>	P <sub>value</sub>	Decision
20 – 25 and 26 – 30	5.31	3.01	0.0052	Rejected
20 – 25 and 31 and above	0.00	3.01	0.9997	Accepted
26 – 30 and 31 and above	3.95	3.01	0.0197	Rejected

**Source:** Field survey, 2017.

Table 4a shows the analysis of variance for the difference in the classroom effectiveness among teachers with age range of 20-25, 26-30, 31 and above. As shown from the result, the calculated value of F (6.42) 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 with age range of 20-25 and 26-30. Significant difference also existed between teachers with age range of 26-30 and 31 years up.

### **Summary of Major Findings**

Results of the findings of this research study presented in Tables 1 to 4 are summarized as follows:

- 1 Teachers' gender had no statistical significant influence on teachers' classroom management effectiveness.
- 2 Teachers' age had statistical significant influence on teachers' classroom management effectiveness.

### **DISCUSSION OF FINDINGS**

Research question 1 sought to determine the influence of teachers' gender on their classroom management effectiveness. To achieve this, the classroom management effectiveness of male and female teachers was compared. The result showed mean score of 66.84 % for male teachers and mean score of 66.66% for female teachers. This result shows only a difference of 0.36% in favour of the male teachers. Hypothesis 1 correspondingly tested the significance of this difference. Z-test showed no statistical significant difference between the classroom management effectiveness of male and female teachers. This implies that male teachers did not differ in their classroom management effectiveness from the female teachers. Possible explanation for this result could be the fact that the teachers whether male or female put to work their individual competencies to achieve desired result in managing the classroom. This result is in consonance with the result obtained by Nejati, Hassani and Sarapour (2014) and Varank (2013) who in their studies found that male and female did not differ in their classroom management skills. The result however disagrees with the results of Khan, Khan and Majoka (2011); and Omoteso and Semudara (2011) who in their studies found significant statistical difference between male and female teachers in managing classrooms. For Khan, Khan and Majoka (2011), it was the male teachers effectively managed misbehavior than the female teachers.

Research question 2 sought to determine the influence of teachers' age on their classroom management effectiveness. To achieve this, the classroom management effectiveness of teachers of ages ranging from 20-25, 26-30, 31 years and above compared. The result showed teachers of age range between 20 and 25 years had mean score of 66.17 % on classroom management effectiveness. Teachers of age range between 26 and 30 years had mean score of 67.33 % on classroom management effectiveness. Teachers of age ranging from 31 years and above had mean score of 66.18 % on classroom management effectiveness. Hypothesis two 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 of age ranging from 20 to 25 years and 26 to 30 years with those of age range: 26-30 years scoring higher. Significant statistical difference also existed between teachers of age ranging from 26 to 30 years and those of 31 years and above with those of age range: 26-30 years also scoring higher. This means that teachers of age range: 26 – 30 years managed their classroom better than teachers of other age range. Possible explanation for this result could be the fact this teachers of age range between 20 and 25 years might be too young to command respect from the students. Besides this, they might also not have adequate self-efficacy of themselves and as such might think that if they take certain decisions regarding classroom management, students might not flow. On the other hand, teachers of age range: 31 years and above might be aging and as such their age might impact on their strength in effectively dealing behavior management. This result is in consonance with the findings of Musgrove and Taylor (1969) who conducted a study on age and classroom management. They found that younger teachers below the age of thirty-six

experience an effective classroom management than older teachers. It also agreed with findings of Wanjiku (2013) that teachers' years of teaching experience positively impact effectiveness in maintaining conducive classroom atmosphere for teaching and learning.

## CONCLUSION

Based on the results obtained from the study, it was 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

The results of the study implies that both male and female teachers irrespective of their years of teaching experience should enroll for more educational programmes, attend seminars, workshops and conferences. These would enhance their classroom management competences. It also behooves school heads to seek for avenues for improving the capacities of members of teaching staff in effective classroom management.

## RECOMMENDATIONS

Based on the result of the study, the following recommendations were made:

- 1 Both male and female teachers, irrespective of their educational discipline, should be encouraged to attend seminars, workshops and forums on classroom management to enhance their capacity in this area for better performance.
- 2 The very young teachers should learn from the ones older in age on techniques employed in managing classroom.

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