

## Demographic Variables as Predictors of Teachers' Teaching Effectiveness in the Management of Secondary Schools in Rivers State, Nigeria

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### Abstract

This study examined the relationship between demographic variables and teachers' teaching effectiveness in public secondary schools in Rivers State. The correlational survey design was adopted for the study. The population of the study is 30,803 respondents which comprised 8,452 teachers' and 22,351 students in public Senior Secondary Schools in Rivers State. The sample for the study is 7,006 respondents. This consists of 382 teachers and 6,624 students drawn from the population using Taro Yamen's formula. To arrive at the sample, 382 teachers were purposively selected from four senior secondary schools each in the 23 local governments in the State. While a multi-stage sampling technique was used to select the required number of students. First, four schools were selected from the 23 LGAs, the 24 students each were selected from SSI-III to rate their sampled teachers in five subject areas namely: English Language, Mathematics, Biology, Chemistry, Economics, and Government. Teachers Demographic Open Questionnaire (TDOQ) was used to collect the bio-data of the sampled teachers while Teachers Teaching Effectiveness Rating Scale (TTRS) with 30-question items constructed by the researcher and validated by experts from the department of Educational Management and Measurement and Evaluation, Ignatius Ajuru University of Education was used by the student to rate the teachers. Internal consistency reliability co-efficient index of the instrument obtained through Cronbach alpha method was 0.71 for TTRS. The research questions were answered using means, standard deviations, and Pearson Product Moment Correlation Co-efficient, while the null hypothesis was tested using multiple regressions and associated t-tests at 0.05 level of probability. The findings revealed that teachers' teaching effectiveness was high. The demographic variables had joint significant relationship ( $P < 0.05$ ) with teachers' teaching effectiveness in public senior secondary schools. Educational qualification, years of teaching experience and area of specialty had substantial and significant relationship with teachers' teaching effectiveness in public secondary schools. Based on these findings, it was recommended that in the recruitment of teachers, Educational qualification, years of teaching experience and area of specialty should be given due consideration since these variables had substantial and significant relationship with teachers' teaching effectiveness. Besides, training and re-training programmes should be given to teachers with a view to helping them improve in some aspects of classroom communication, classroom management, and evaluation of students learning.

**Keywords:** Demographic, Teachers, Teaching, Effectiveness, Teaching effectiveness, Management, Secondary Schools.

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## INTRODUCTION

Education is regarded as a veritable instrument for national development which empowers a nation to rise to the challenges of social, cultural, economic and technological changes. To achieve the aims of education in enhancing all round development in the child for lifelong living, schools as institutions and social organizations are established to serve the needs of various stake holders in training the learners in the acquisition of the requisite skills and aptitudes for survival in the society at large. To this end, school teachers are recruited in various specialties for the purpose of delivery of instruction and to render other professional service duties. Schools in general therefore are established to serve the needs of the public based on the curriculum prepared in line with the needs of society. For instance, primary schools are established to address the problem of illiteracy, numeracy, and effective communication; secondary schools provide vocational skills as well as preparation for tertiary education; while tertiary education takes care of manpower development among others (National Policy on Education, 2004).

Secondary school is the second tier of education for the training of children after primary school and before tertiary education. According to the National Policy on Education (Federal Republic of Nigeria, 2004), the duration for secondary school is six years and is administered by a principal who oversee the various activities in the school like effective instruction supervision of teachers in order to teach what is expected of them. Teachers apart from exercising their primary responsibility of delivery of instruction to the learners in their area of specialty through lesson notes preparation which is used for classroom interaction, also carry out other professional duties like: evaluating students' performance through continuous assignment and administering examinations, as well as discipline and giving moral instruction (Aloys, 2013). Teachers are endeared to teach effectively as a measure to manage students learning to attain the goals of secondary education. The proper utilization of teachers who are endeared to their professional job is very important in secondary schools management in order to achieve the desired influence on the students. This is true because the expected change in the behavior of the learner comes from the teaching and learning process. Without satisfactory teaching such changes in the behavior of the learners would not be achieved, and to that extent the effect of education may not be felt in the learner. In carrying their functions, teachers display instructional and organizational skills for effectiveness in instructional delivery. An unskilled teacher is unlikely to lead the learners to learn with ease (Josephine, 2011). Independent of the teachers in effective instructional delivery has become a major concern of education in the 21<sup>st</sup> century. This means that the underlining denominator that runs through the educational system in the development of the learner is "teaching" (Agina-Obu & Onwugbuta-Enyi, 2017).

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Dienye (1994) noted that in education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person (teacher). A teacher is a person who helps others to acquire knowledge, competencies or values. In a formal school system the teacher delivers instruction with the guide of the curriculum through teaching in the classroom setting (Tim, Joseph & Lama, 2000). Teaching is a complex craft. In some ways, it is impossible to capture in a page or two the sophistication of what good teachers do. Yet nothing is more

fundamental to achieving the goal of success for every student than high quality teaching. That is why classroom first places the teacher at the centre of improvement efforts.

Paulias and Young (1969) describe teaching as a means of guiding learners in securing the amount and quality of experience which will promote the optimum development of their potentials as human beings. Logan and Logan (1971) look at teaching as a creative process which involves an imaginative person, who utilizes prior experiences, combines materials and reinforce concepts. Teaching was further described as a conscious effort made by a more knowledgeable and experienced person on a learner in an activity intended to produce a change in his behavior (Agina-Obu, Uriah & Oji, 2011). This means that the intention of teaching is to produce learning geared towards the development in the cognitive, affective and psychomotor domains of the learner.

According to Tim el al. (2000), there are two fundamentally different ways of understanding teaching. The first sees teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners; teaching as knowledge transmission. The second sees teaching as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: teaching as assisted knowledge creation. Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable by the teacher. It involves a teacher, a learner, content in form of knowledge, facts information, and skills to help to impart a deliberate intention on the part of the learners to learn, and finally a method that respects the learners' cognitive integrity and freedom of choice. Therefore, Onu and Akamobi (2011) consider the aim of teaching as to impart knowledge or skill; give instruction, inform, enlighten, discipline, drill, school, indoctrinate; and coach the help to learner. Thus, teaching is considered as deliberate actions undertaken with the intention of facilitating learning effectiveness.

Effectiveness is one of the concepts frequently employed when talking about developing schools and achieving goals. The Federal Ministry of Education (2004) defined effectiveness as the extent to which the set goals or objectives of a school are accomplished. Thus, the common basis for measuring effectiveness in schools is probably the attainment of educational goals and objectives, which are limited to cognitive and affective outcomes. According to Madu and Kukwui (2010), what makes goals appropriate are the educational needs of the learners of which the efforts of the school are intended. This implies that the conceptual base for operationalising educational effectiveness may be through the range of educational goals, such as individualizing curriculum and teaching methods, creating alternative learning environments and creating new roles and role relationship among students; and changing and improving the educational process and technology. However, one of the most acceptable criterion for measuring the above educational effectiveness is through assessment of teachers effectiveness in teaching.

Effective teaching plays an important role in all forms of activities in the school and the public. Teaching effectiveness is a matter of the degree to which an effective teacher achieves desired influence on the students (Clayson, 1999). This is because teaching is the process by which teachers strive to achieve high expectations, acknowledge individual difference, encourage learners responsibilities, use a range of pedagogies, have mastery of their teaching content, provide a safe environment, monitor progress and providing feedback, and building positive relationships (Sharyn, 2014). Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are

destined to do poorly. They believe every student is capable of achieving success at school and they do all they can to find ways of making each student successful. Effective teachers according to Eyike (2001), have high expectations of students in terms of both their standard of learning and their behaviour, and they help their students meet those expectations, have high expectations of themselves and their own learning. Ekiye also noted that effective teachers personalize the learning for their students. They understand that students develop at different rates and that in every classroom there will be a range of student abilities and aptitudes, they accommodate the different needs of students in their class rather than pitch their teaching to the middle, and letting some students be bored while others struggle or are unable to do the work. Therefore, effective teachers use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. They understand that students learn best when they are presented with new material in a way that enables them to connect it to what they already understand and know how to do, and that students learn best if their particular culture, background and abilities are acknowledged by the teacher in the way they teach. According to Nwuzor and Ogbonna (1995), an effective teacher should maintain a good channel of communication with the learners to build positive relations in the learning process. Effective teachers develop productive relationships with their students – they get to know them and take a particular interest in their overall development and progress. They treat their students with respect and expect the same in return, and work collaboratively to benefit students learning. Thus, effective teaching is geared towards a well-organized and gradual development and/or modification of knowledge, attitude and skills.

Agina-Obu and Onwugbuta-Enyi, (2017) noted that in pursuit of effectiveness in teaching, every institution must be able to design and deliver instructional experiences in such a way that there is some assurance that learning will occur when learners engage the activity. The subject matter must be presented in a way that thrills the learners' interest and encourages them to learn. Similarly, the course design and implementation must provide learners with meaningful feedback on their progress in mastering the material. In achieving this, the teacher is expected to be creative with appropriate pedagogical skills. Ololube (2006) propounded five basic skills necessary for effective teaching: 'content expertise, instructional design skills, instructional delivery skills, instructional assessment skills, and course management skills'.

Content expertise (subject specialty knowledge) means having full knowledge of the subject matter or course for effective delivery. It is needed for effective teaching to enable the teacher have full control in the dissemination of ideas and concepts for the learners understanding and appreciation. Instructional design skills are required to enable the teacher balance up objective in such a way that the culture of the learner, his individuality, freedom and life-long education are incorporated. This will also make the stated objectives both teacher-and-learner oriented. Instructional delivery skills enable the teacher to make the best choices and use of appropriate material for each topic for the simple explanation of complex concepts. Instructional assessment skills are those required for proper questioning and evaluation of learners' outcome during and after the teaching and learning process. While course management skills are skills required for the development of good relationship between the teacher and the learner in the learning environment (that is humanity skills), and those needed to create an atmosphere of efficiency of the teachers and learners time, efforts and energies (organizational skills).

In South-South Nigeria, recent uproar by the public on students' performance in secondary schools has raised serious concerns among scholars. The outcry by the public in the

education industry, which relates to the management of secondary schools and affecting the performance of students in internal and external examinations has become worrisome. While some authors (Akabogu, 2004; Nwuzor & Ogbonna (1995) attributed the causes of poor performance of students to proximal causes like socio-economic factors, others (Scott & Allen, 2012; Adeyaju, 2007; Sherlekar, 2005) attributed the causes of poor performance of students to poor instructional delivery by teachers. This has led to negative perception of the schools by the public. Perhaps the poor performance of students in examinations in secondary schools in South-South Nigeria which has led to public outcry could be attributed to teachers' ineffective instructional delivery. It is presumed that the teachers' ineffectiveness in teaching in secondary schools could be influenced by demographic factors like: age, gender, educational qualification, working experience and marital status; (Oredien, 2004; Peretomode, 2001). Therefore, it could be possible that recruiting teachers by not considering their demographic variables could have led to the decrepitude in their teaching effectiveness in public secondary schools. This is to be investigated in this study.

### **Demographic Variables**

Demographic variables are non-cognitive, non-personality factors such as age, gender, educational qualification, working experience, area of subject specialty, and marital status that may impact on the teaching effectiveness of the teachers in secondary schools.

Age is the number of years a person has lived. Age may not be a determinant of a man's sense of good judgment. Ferdman (1996) asserted that the general proposition is that younger teachers in their thirties exhibit better pedagogic capabilities than the older teachers since individuals tend to gradually disengage from active work with age. It may as well be that older teachers will be more effective than younger ones, due to vitality and innovativeness associated with being young. This means that the effectiveness of teachers in teaching in secondary schools could depend on the age.

Gender is described as the behavioural characteristics distinguishing between males and females in any society. Gender according to Onyeonoru (2005), refers to the differentiation in roles between men and women construed by society through socialization. Sex is the biological differentiation between the roles of men and women. Thus, while sex is biological and fixed, gender is varied in space and time and is culturally determined. Scholars have given contrasting views about gender differences in teaching effectiveness among school secondary teachers. Daresh and Male (2000), reported that female teachers are more effective and efficient in instructional delivery because they extend their motherhood roles to the school environment-classroom. Uko (2002) noted male superiority over females as male teachers usually apply their influential capabilities to achieve instructional objectives. The assumption according to Ezeh (1997) is that males are superior to females in most things that count. Females are assumed to be dependent on males for taking initiatives and for leadership considering the teacher as a leader. Since teaching involves exercising the role of a leader in the teaching and learning process in secondary schools, one is not sure whether the socio-cultural influences that expose males to different problem solving situations and place females in subordinate position would affect the effectiveness of the different genders in instructional delivery. These suggest that there could be fundamental differences in the leadership, beliefs and practices of male and female teachers. Ezeh further stated that it has been frequently claimed that female teachers are more collaborative, caring and relational. This means that female teachers are friendlier with students,

fellow teachers, school administrators as well as the community where the school situates. There are indications that these assumptions may not be true always. Recent gender discourse, according to Fadekemi and Isaac (2011), reveals growing skepticism with the validity of gender typecast of men as instrumental, bureaucratic and competitive and women as nurturing, relational and collaborative. To this extent, the effectiveness of teachers in teaching in secondary schools could depend on gender.

Educational qualification is the requisite knowledge and skills a person has acquired from training to enable him work proficiently in his occupation. Akpan (2007) described educational qualification as the knowledge and skills acquired after a period of training and instruction by seasoned experts based on a curriculum. Educational training could expose one to knowledge, skills, and values needed for effective job performance. However, there are contrasting views on the influence of teacher's educational qualification on their effectiveness in teaching in secondary schools. Educational qualification could be an obstacle to innovation. It could also bring about ingenuity in the performance of duties. This means that the effectiveness of teachers in teaching in secondary schools could depend on educational qualification.

Working experience is viewed by Sturman (2000) as the culmination of context based events that a person perceives. It is the professional growth as a result of a period of continued work, training and retraining on the job and other related processes. Sturman further noted that experience has some level of influence on teacher's job performance. It has been suggested by Ololube (2006) that experience assists in developing the required pedagogical skills, social and intellectual skills, in the delivery of instruction and how to work closely with other people, and in finding out about individual interests and differences. However, Achunine (1998) opined that the length of time one stays on a job does not necessarily make one efficient; and argued that professional training is a more important factor than on-the-job experience in teacher's teaching effectiveness. These propositions indicate that experience may be related to performance. The teaching effectiveness of teachers in secondary schools could be influenced by their working experience.

Marital status is the state of being married or not married by a man or a woman (Anyanwu, 2009). It has been suggested by Enuokoha (1999) that marital status influences teachers and administrators motivation, commitment to duty and task performance; and that married school administrators and teachers were more satisfied than the single ones. This implies a significant positive relationship between marital status and task performance. However, Okpalogu (2008) found an insignificant relationship between marital status and students' achievement in subjects taught by married and single teachers. It is therefore necessary to explore further how the teaching effectiveness of teachers' in secondary schools could be influenced by marital status.

Area of Specialty is the core subject area of discipline majored upon which a degree or certificate was awarded to someone. Area of one's specialty could give a teacher in depth knowledge of subject matter for effective delivery of instruction. The extent to which area of specialty influences the teaching effectiveness of teachers in secondary schools is to be explored in this study.

The presumed relationship between these demographic variables is founded on the belief that individual differences based on these factors would influence performance. However, the extent to which these demographic variables relate with teaching effectiveness of teachers in secondary schools in Rivers State has not been determined. It appears that lack of empirical evidence has limited the consideration of demographic variables in the recruitment of teachers

from the pool of applicants in spite of the presumed connection between these variables and performance. The possible consequences of not selecting teachers by considering these variables must have led to the decrepitude in the teaching effectiveness of teachers and subsequent poor performance of students in internal and external examinations in public secondary schools in Rivers State.

Although studies have been done on the relationship between these demographic variables and performance, no study to the knowledge of the researcher related these variables to teachers' teaching effectiveness in public secondary schools in Rivers State. There is need therefore to examine the relationship between demographic variables and teachers' teaching effectiveness in public secondary schools. The problem of the study put in question form is: To what extent do demographic (age, gender, qualification, working experience, Area of specialty, and marital status) relate with or predict teachers' teaching effectiveness in secondary schools in Rivers State?

### **Purpose of the Study**

The purpose of this study is to determine the relationship between demographic variables and teachers' teaching effectiveness in public senior secondary education in Rivers State. Specifically, the study seeks to determine:

The demographic profile of teachers in Senior Secondary Schools in Rivers State:

- The extent to which teachers are effective in teaching in public senior secondary schools in Rivers State;
- Relationship between demographic variables and teachers teaching effectiveness in public senior secondary schools in Rivers State.

### **Research questions**

The following research questions are posed to guide the study:

- What is the demographic profile of teachers in Senior Secondary Schools in Rivers State?
- What is the extent of teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State?
- What are the correlation coefficients between demographic variables and teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State?

The following null hypothesis will be tested at 0.05 level of probability.

- Demographic variables do not significantly relate/predict teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State.

### **METHODOLOGY**

This study adopted a correlational survey design. The population of the study is 30,803 respondents which comprised of 8,452 teachers and 22,351 students in public Senior Secondary Schools in Rivers State. The sample for the study is 7,006 respondents. This consists of 382 teachers and 6,624 students derived from the population using Taro Yamen's formula. To arrive at the sample size of 7,006 respondents, 382 teachers were randomly selected from the 23 local

governments in the State while a multi-stage sampling technique was used to select the required number of students. First four schools were selected from the 23 LGAs, the 24 students each were selected from SSI - SSIII to rate their sampled teachers in six subject areas namely English Language, Mathematics, Biology, Chemistry, Economics, and Government.

Teachers Demographic Open Questionnaire (TDOQ) was used to collect the bio-data of the sampled teachers in terms of age, gender, educational qualification, working experience, marital status, and area of specialty. The Teachers Teaching Effectiveness Rating Scale (TTRS) with 30-question items constructed by the researcher and validated by experts from the department of Educational Management and Measurement and Evaluation, Ignatius Ajuru University of Education was used by the students to rate their respective teachers in the selected subject areas in terms of knowledge of subject matter (KSM) made up of items 1-5, Teaching Method (TM) items 6-13, Communication skills (CS) items 14-18, Classroom management (CM) items 19-25, and Evaluation of Students Learning (ESL) items 25-30. The overall internal consistency reliability co-efficient index of (TTRS) obtained through cronbach alpha method was 0.71. Data were collected through direct delivery method by the researcher. The research questions were answered using frequency, percentage, means, standard deviations, and correlation co-efficient. The null hypothesis was tested using multiple regressions and associated t-tests at 0.05 level of significance.

## RESULTS

The results were presented in line with the research question and null hypothesis that guided the study as showed in the tables below:

**Research question One:** What is the demographic profile of teachers in Senior Secondary Schools in Rivers State?

Data for providing answers to the above research question are presented in tables 1-6.

Table 1: Frequencies and percentage of teachers' age in Senior Secondary Schools in Rivers State

Category (years)	Frequencies	Percentage
31-40	193	50.54
41-50	93	24.34
51-60	81	21.20
61-70	15	3.92
<b>Total</b>	<b>382</b>	<b>100.00</b>

Table 1 revealed that 193 (50.54%) teachers were within the age bracket of 31-40years, 93(24.34 %,) were within the age bracket of 41-50 years, 81(21.20%) were within the age bracket of 51-60 years, 15(3.92%) were within the age bracket of 61-70 years, A summary of this table revealed that most teachers in Rivers State were within the age bracket of 31-40 years.

Table 2: Frequencies and percentage of teachers' gender in secondary schools in Rivers State

Category	Frequencies	Percentage
Male	199	52.09
Female	183	47.91
<b>Total</b>	<b>382</b>	<b>100.00</b>

Table 2 revealed that 199 teachers (52.09%) were males while 183(47.91%) were females. Most teachers in Rivers State were Males.

Table 3: Frequencies and percentage of teachers' years of working experience in Rivers State

Category Years	Frequencies		Percentage	
	Males	Females	Males (%)	Females (%)
< 1	-	-	-	-
1-10	94	65	47.24	35.52
11-20	53	70	26.63	38.25
21-30	28	32	14.07	17.48
31-40	24	16	12.06	8.75
Total	199	183	100%	100%

Table 3 showed that 94(47.24%) males and 65 (35.52%) females teachers have served for a period 1-10 years; 53(26.63% ) males and 70(38.25%) females teachers have served for 11-20years; 28(14.07% )males and 32 (17.48%) females teachers have served for 21-30 years; 24(12.06%) males and 16(8.75%) females teachers have served for 31-40 years; while no teacher had served for less than 1 year. In summary, this table showed that most teacher 147(73.86%) males and 135 (73.77%) females teachers in Rivers State have a working experience of not more than 20 years with only 52 (26.13%) males and 48(26.23%) females who have served for 21-40 years.

Table 4: Frequencies and percentage of teachers' educational qualifications in Rivers State

Category	Frequencies	Percentage
Ph.D	5	1.31
M.Sc/ M.A/M.Ed	96	25.13
B.Sc/B.A/B.Ed/B.Sc(Ed)	275	71.99
NCE	6	1.57
Total	382	100.00

Table 4 showed that only 5(1.31%) of the teachers had Ph.D; 96(25.13%) had second degree such as M.Sc/M.A/M.Ed; 275(71.99%) have first degree like B.Sc/B.A/B.Ed/B.Sc(Ed.); and only 6(1.57%) teachers had NCE. Most of the teachers in Rivers State had first degree.

Table 5: Frequencies and percentage of teachers' area of specialty in secondary schools in Rivers State

Category	Frequencies	Percentage
Aspects of Education	294	76.96%
No Education Qualification	88	23.04%
<b>Total</b>	<b>382</b>	<b>100.00%</b>

Table 5 showed that 294(76.96%) teachers' specialized in various aspects of education, while 88(23.04%) specialized in other areas without any education qualification. This table revealed that most teachers' in Rivers State Nigeria had a qualification in education, and that 23.04% of them were not professionally qualified to be teachers.

**Table 6:** Frequencies and percentage of principals' marital status in Rivers State.

Category	Frequencies	Percentage
Married	244	63.88%
Single	103	26.96%
Divorce	35	9.16%
<b>Total</b>	<b>382</b>	<b>100.00%</b>

Table 6 showed that 244(63.88%) teachers were married; 103(26.96%) were single; 35(9.16%) were divorced. This table showed that most teachers in Rivers State were married.

**Research question Two:** What is the extent of teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State?

The result of data analysis relating to the research question above is presented in table 7.

Table 7: Mean ratings of teachers' teaching effectiveness in Public Secondary Schools.

S/No.	Question items	Means	SD	Decision
1	Have knowledge of subject matter	3.50	.94	VHE
2	Give adequate background of ideas in the subject	3.21	.80	HE
3	Present learning experience that meet the needs of learners	3.45	.82	VHE
4	Give different points of view on material discussion in the subject	2.89	.74	HE
5	Explain concepts to the understanding of learners using common examples	3.34	.92	HE
6	Prepare lesson notes as guide for instructional delivery in classrooms	2.81	.71	HE
7	Deliver lessons in line with steps in lesson notes	3.11	.85	HE
8	Plan instruction based on curriculum goals	2.78	.80	HE
9	Uses appropriate instructional materials to teach	2.83	.73	HE
10	Vary teaching methods in lesson delivery	2.84	1.45	HE
11	Allow students participation in classroom	3.89	.69	VHE
12	Arouse the interest of the entire class while teaching	3.66	.91	VHE
13	Write clearly on the chalk board	4.44	.68	VHE
14	Communicate fluently to the understanding of students in classroom	3.31	.88	HE
15	Use simple English to communicate during instructional delivery	3.26	.74	HE
16	Present instruction in good pace to allow for note taking	2.37	.66	LE

*17	Do not use ambiguous words in teaching	3.00	.82	HE
18	Present instruction in easy and clear way for the understanding of learners	3.89	1.33	HE
19	Moves around the class to observe students activities	3.00	.77	HE
20	Consider fast and slow learners in the classroom	2.03	.59	LE
21	Ensures that no student disturbs another student from listening during class	1.90	.69	LE
22	Reward students for brilliant performance in class activities	3.27	.98	VHE
23	Allow students take permission before leaving the class	2.56	.89	HE
24	Discipline students who err in class	2.98	.81	HE
25	Guide students on moral ethics	4.23	.91	VHE
26	Evaluate lesson based on set objectives	2.43	.84	LE
27	Mark students class work and assignments promptly	2.77	.95	HE
*28	Do not give test and assignment that are of high quality	2.09	.59	LE
29	Explain clearly how marks are awarded to students on test and assignment	2.87	.94	HE
30	Inform students how well they are doing on test and assignment	2.45	.89	LE
	<b>Cluster</b>	<b>3.03</b>	<b>.84</b>	<b>HE</b>

VHE=Very High Extent, HE= High Extent, LE= Low Extent, DEC= Decision, \*negative items are scored in a reversed order.

Data in table 7 revealed that only items 1,3,11,12,13,22 and 25 had Very High Mean Scores. Item 1 had a mean score of 3.50 and standard deviation of .94. The data revealed that respondents were of the view that teacher have knowledge of subject matter to a very high extent. Item 3 had a mean score of 3.45 and standard deviation of .82. This showed that the respondents shared the view that teachers present learning experience to a very high extent that meets the needs of learners. Item 11 had a mean score of 3.89 and standard deviation of .69. It showed that the respondents shared the view that teachers to a very high extent allow students participation in classroom. Item 12 had a mean score of 3.66 and standard deviation of .91. It showed that the respondents shared the view that teachers to a very high extent arouse the interest of the entire class while teaching. Item 13 had a mean score of 4.44 and standard deviation of .68. It showed that the respondents shared the view that teachers to a very high extent write clearly on the chalk board. Item 22 had a mean score of 3.27 and standard deviation of .98. This revealed that respondents are of the view that teachers to a very high extent reward students for brilliant performance in class activities. Item 25 had a mean score of 4.23 and standard deviation of .91. It showed that the respondents shared the view that teachers to a very high extent guide students on moral ethics.

The results also showed that items 2, 4-10, 14, 15, 17-19, and 29 had high mean scores. Item 2 had a mean score of 3.21 and standard deviation of .80. It showed that the respondents shared the view that teachers to a high extent give adequate background of ideas in the subject. Item 4 had a mean score of 2.89 and standard deviation of .74. This showed that the respondents shared the view that teachers to a high extent give different points of view on material discussion in the subject. Item 5 had a mean score of 3.31 and standard deviation of .88. It showed that the respondents shared the view that teachers to a high extent explain concepts to the understanding of learners using common examples. Item 6 had a mean score of 2.81 and standard deviation of .71. The data revealed that respondents were of the view that teachers to a high extent prepare lesson notes as guide for instructional delivery in classrooms. Item 7 had a mean score of 3.11 and standard deviation of .81. This revealed that respondents were of the view that teachers to a high extent deliver lessons in line with steps in lesson notes. Item 8 had a mean score of 2.78

and standard deviation of .80. It showed that the respondents are of the view that teachers to a high extent plan instruction based on curriculum goals. Item 9 had a mean score of 2.83 and standard deviation of .73. This showed that the respondents shared the view that teachers to a high extent uses appropriate instructional materials to teach. Item 10 had a mean score of 2.84 and standard deviation of 1.45. This revealed that respondents were of the view that teachers to a high extent vary teaching methods in lesson delivery. Item 14 had a mean score of 3.31 and standard deviation of .88. This showed that the respondents shared the view that teachers to a high extent communicate fluently to the understanding of students in classroom. Item 15 had a mean score of 3.26 and standard deviation of .74. It showed that the respondents shared the view that teachers to a high extent use simple English to communicate during instructional delivery. Item 17 had a mean score of 3.00 and standard deviation of .82. This showed that the respondents shared the view that teachers to a high extent do not use ambiguous words in teaching. Item 18 had a mean score of 3.89 and standard deviation of 1.33. It showed that the respondents shared the view that teachers' to a high extent present instruction in easy and clear way for the understanding of learners. Item 19 had a mean score of 3.00 and standard deviation of .77. This showed that the respondents shared the view that teachers to a high extent move around the class to observe students activities. Item 27 had a mean score of 2.77 and standard deviation of .95. It showed that the respondents were of the opinion that teachers to a high extent mark students class work and assignments promptly. Item 29 had a mean score of 2.87 and standard deviation of .94. This showed that the respondents shared the view that teachers to a high extent explain clearly how marks are awarded to students on test and assignment.

The results further showed that items 16, 20, 21, 26, and 28 had low mean scores below the bench mark of 2.50. Item 16 had a mean score of 2.37 and standard deviation of .66. It showed that the respondents shared the view that teachers to a low extent present instruction in good pace to allow for note taking. Item 20 had a mean score of 2.03 and standard deviation of .59. It showed that the respondents are of the view that teachers to a low extent consider fast and slow learners in the classroom. Item 21 had a mean score of 1.09 and standard deviation of .59. It showed that the respondents shared the view that teachers to a low extent ensures that no student disturbs another student from listening during class. Item 26 had a mean score of 2.43 and standard deviation of .84. It showed that the respondents shared the view that teachers to a low extent evaluate lesson based on set objectives. Item 28 had a mean score of 2.09 and standard deviation of .59. It showed that the respondents shared the view that teachers to a low extent do not give test and assignment that are of high quality. The cluster mean of 3.03 and standard deviation of .84 showed that teachers are to a high extent effective in teaching in public Senior Secondary Schools in Rivers State?

**Research Question 3:** What are the correlation coefficients between demographic variables and teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State?

Table 8: Correlation Coefficients between teachers' demographic and teaching effectiveness in public Senior Secondary Schools in Rivers State? (N = 382)

Variables			r <sup>2</sup>	Percentage
Age	Pearson Correlation	0.030	0.0009	0.09
	Sig. (2-tailed)	.599		
Gender	Pearson Correlation	-.024	0.00056	0.06
	Sig. (2-tailed)	.674		
Educational Qualification	Pearson Correlation	.134*	0.0180	1.80
	Sig. (2-tailed)	.018		
Years of teaching experience	Pearson Correlation	.142*	0.020164	2.02
	Sig. (2-tailed)	.258		
Marital Status	Pearson Correlation	-.067	0.004489	0.45
	Sig. (2-tailed)	.236		
Area of Specialty	Pearson Correlation	.128*	0.016384	1.64
	Sig. (2-tailed)	.620		

The correlation coefficients between educational qualifications, years of teaching experience, and Area of Specialty and teachers teaching effectiveness (.134, .142, .128 respectively), are substantial. The higher the educational qualification of teachers the more effective they are in teaching. Teachers' educational qualifications explained 1.80% of the variance in teachers' teaching effectiveness. The more the years as a teacher, the more effective they are in teaching. Years of teaching experience accounted for 2.02% of the variance in teachers' teaching effectiveness. Area of specialty also related to teachers teaching effectiveness. Teachers with educationally related qualifications were more effective in teaching than those without educationally qualifications. Area of Specialty explained 1.64% of the variance in teachers' teaching effectiveness. There was no substantial relationship between age (0.030), gender (-.024), marital status (-.067) and teachers' teaching effectiveness.

**Hypothesis (Ho<sub>1</sub>):** Demographic variables do not significantly relate/predict teachers' teaching effectiveness in public Senior Secondary Schools in Rivers State.

Table 9: Analysis of Variance of Regression in teachers' teaching effectiveness

	Sum of Squares	df	Mean Square	F	Sig.
Regression	190.799	11	17.345	7.135	.000
Residual	724.434	298	2.431		
Total	915.233	309			

Predictors: (Constant), Age, Gender, Educational Qualification, Area of Specialty, Year of experience as teacher, and Marital Status.

Table 9 showed that F-value of 7.135 was significant at 0.000. It showed that the demographic variables of teachers were significantly related to teachers' teaching effectiveness in public

Senior Secondary Schools. Therefore, the null hypothesis of no significant linear relationship between demographic variables and teachers' teaching effectiveness was rejected.

Table 10: Model Summary for teachers' teaching effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.457 <sup>a</sup>	.208	.179	1.55916

The coefficient of determination ( $R^2$ ) is 0.208. This indicates that 20.8% of the variance in teachers' teaching effectiveness is caused by variations in the predictor variables. Therefore, 20.8% of the variance in teachers' teaching effectiveness is predicted by demographic variables.

Table 11: t-Values of the Demographic Variables on teachers' teaching effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.748	2.520		1.884	.061
Age	-.098	.029	-.044	-.792	.429
Gender	.145	.197	.031	-.358	.577
Educational Qualification	.127	.194	-.008	.137	.008**
Area of Specialty	.043	.232	.010	.186	.012**
Years of Experience as Teacher	.001	.018	.004	.076	.010**
Marital Status	-.635	.282	-.123	-2.251	.725

(\*\* Sig. at  $P < 0.05$ )

To determine which of the variables were significantly related to or predicted teachers' teaching effectiveness, the t-values of each variable were presented in table 11. The t-values were age (-.792,  $P < 0.429$ ), Gender (-.358,  $P < 0.577$ ), Educational qualification (.137,  $P < 0.008$ ), Area of specialty (.186,  $P < 0.012$ ), Years of experience as teacher (.076,  $P < 0.010$ ), Marital status (-2.251,  $P < 0.725$ ). Out of the demographic variables, only educational qualification, Area of specialty, and years of experience as teacher had significant relationship ( $P < 0.05$ ) with and predicted teachers' teaching effectiveness. Teachers with higher education were more effective in teaching than teachers who had lower educational qualifications. Teachers with qualification in education were more effective in teaching than teachers without educational related qualifications. The more the years as a teacher, the more effective they are in teaching.

## DISCUSSION

### Demographic Variables of Teachers of Public Secondary Schools

The results on demographic variables (age, gender, educational qualification, area of specialty, experience as teacher, and marital status,) of teachers in public secondary schools in Rivers State, showed that most of the teachers are within the age bracket of 51-55 years. This means

that most of the teachers were young. The government of Rivers State would have been guided by the proposition of Reyes (1990), and Ferdman (1996) that young teachers in their forties has more capabilities and strength than older teachers since individuals tend to gradually disengage from active work with age with the understanding that the teaching work required energy.

Most teachers in the public secondary schools were males. Saduwa (2011) pointed out that although gender has its own advantages and disadvantages in job performance, the capability of the teacher was more important. Most of the teachers had served for a period of not more than 20 years in that capacity.

Most of the teachers in the public secondary schools had first degrees rather than higher degrees. Besides, most of the teachers had their qualifications in education related areas other than specializing in non-educational areas. This is in line with different policy presumptions that teachers should be professionally qualified. Eyike (2001) asserted that specialized training empowers and motivates teachers for better performance. Ellah (2004) noted that professionally qualified teachers have the tendency to succeed more than their non-qualified counterparts since teaching requires expert knowledge of subject matter. Therefore, professionally trained teachers would be more effective in teaching than non-professionals in the teaching and learning process. It was also found that most of the teachers were married. Anyanwu (2009) noted that the traditional virtue of marriage such as love, fidelity and mutual fulfillment imbibed by married people are presumed to transcend to the work place where they exhibit love, mutual respect, and maturity that enable them handle some complex problems. Thompson (2000) also noted that the performance of the teachers in their teaching work would be influenced by their marital status since emotional stability, love, care, and empathy that comes with marriage is important in handling individual difference and other delinquencies exhibited by the learners came from different background.

### **The Extent of Teachers Teaching Effectiveness in Public Secondary Schools**

The findings also showed that the extent of teachers teaching effectiveness in public secondary schools was high. This was based on the fact that teachers to a very high extent have knowledge of subject matter, present learning experience that meet the needs of learners, allow students participation in classroom, arouse the interest of the entire class while teaching, write clearly on the chalk board, reward students for brilliant performance in class activities, and guide students on moral ethics. Teachers to a high extent also give different points of view on material discussion in the subject, explain concepts to the understanding of learners using common examples, prepare lesson notes as guide for instructional delivery in classrooms, deliver lessons in line with steps in lesson notes, plan instruction based on curriculum goals, Uses appropriate instructional materials to teach, vary teaching methods in lesson delivery, communicate fluently to the understanding of students in classroom, Use simple English to communicate during instructional delivery, do not use ambiguous words in teaching, present instruction in easy and clear way for the understanding of learners, moves around the class to observe students activities, allow students take permission before leaving the class, discipline students who err in class, mark students class work and assignments promptly, explain clearly how marks are awarded to students on test and assignment. These findings corroborate with the assertions of Madu and Kukwui (2010) that teachers seem to have knowledge of subject matter, provide variety of opportunities for learners. However, the findings were contrary to that of Clayson (1999) who found that teachers sometimes failed to communicate the concepts of the subject matter in a manner that students will understand because of their intonations and also, teachers fail to give

personal help to students with difficulty in any subject areas. This may imply that it is quite possible that the teachers do not take into cognizance individual difference in the classroom situation.

The findings also showed that teachers do not present instruction in good pace to allow for note taking, do not consider fast and slow learners in the classroom, do not ensure that students do not disturb another student from listening during class, do not evaluate lesson based on set objectives, do not inform students how well they are doing on test and assignment, and give test and assignment that are of high quality to students. These results are in line with some aspects of the findings of Marsh and Roche (1997), which indicated that teachers adopt the pedagogical activities in classroom but fail to give personal help to students with difficulty in the subject areas. This may imply that it is quite possible that the teachers do not really take into consideration inclusive education which is based on the notion that schools should provide for the needs of all students whatever their level of ability or disability. This profound change in the provision of education service in the classroom according to Wills and Jackson, (2001) indicates that after the teacher inputs in the classroom in the teaching and learning process, students outcome seems not to have been integrating students with different teaching or learning disabilities.

### **Demographic Variables and Teachers' Teaching Effectiveness in Public Secondary Schools**

The findings showed that there was substantial relationship between some demographic variables and teachers' teaching effectiveness in public secondary schools. Educational qualifications, years of teaching experience and area of specialty related with teachers teaching effectiveness. Teachers with higher educational qualifications were more effective in teaching than those with lower educational qualifications. Teachers' educational qualifications explained 1.80% of the variance in teachers' teaching effectiveness. Akpan (2007) noted that educational qualification is an essential factor which enhances development of knowledge and skills after a period of training and instruction by seasoned experts. In the process of training for such qualifications, one could be exposed to knowledge, skills, and values needed for effective job performance.

Years of working experience also related to teachers teaching effectiveness. The more the years as a teacher, the more effective they are in teaching. Years of teaching experience accounted for 2.02% of the variance in teachers' teaching effectiveness. Adebeyeje (1997) in a study found that performance in teaching improved with experience of the teacher. According to the author, as the years pass by, each teacher gain greater awareness of individual difference in the school systems and how to handle them spontaneously while carrying out other duties.

Area of specialty also related to teachers' teaching effectiveness. Teachers with educational related qualifications were more effective in teaching than those without educational qualifications. Area of Specialty explained 1.64% of the variance in teachers' teaching effectiveness. Teachers with educational related courses were more effective in stimulating learning in the classroom by arousing the interest of learners. This could be that the educational courses in their discipline made the teachers more sensitive to the teaching and learning process which reflects on the nexus between the teacher, content, methods, environment, and the learner to achieve the desired objectives.

## **Demographic Variables as Predictors of Teachers' Teaching Effectiveness in Public Secondary Schools**

The findings of this study showed that the demographic variables (age, gender, educational qualification, experience, marital status,) jointly had significant relationship with teachers teaching effectiveness in public secondary schools. The findings further showed significant relationship between some demographic variables with teachers teaching effectiveness. For instance, educational qualification, years of teaching experience, and Area of specialty had significant relationship ( $P < 0.05$ ) with and predicted teachers' teaching effectiveness in public secondary schools. The findings of this study revealed that educational qualification had significant relationship with teachers' teaching effectiveness in public secondary schools. Teachers with higher educational qualifications were more effective in teaching than those with lower educational qualifications. It was also revealed that years of working experience as a teacher had significant relationship with teachers' teaching effectiveness in public secondary schools. The more the years as a teacher, the more effective they are in teaching. Area of specialty also had significant relationship with teachers' teaching effectiveness in public secondary schools. Teachers with educational related qualifications were more effective in teaching than those without educational qualifications.

These finding agreed with that of Okpe (2010) on the influence of demographic variables and school climate on teachers' job performance in public secondary schools in South-East, Nigeria. The results showed that educational qualification, experience and gender jointly and significantly influence teachers' job performance. They also agreed with that of Okwor (2012) on the relationship between teachers' demographic characteristics and organizational effectiveness in secondary schools. The results indicated substantial relationship between some teachers' demographic characteristics and organizational effectiveness in terms of communication, decision-making, motivation, and disciplinary measures. The results further revealed that of all the demographic variables (Age, Qualification and experience of teacher), only experience had significant relationship with teachers' overall effectiveness. The results of this study also agreed with some aspects of the findings of Okpalugo (2008) that there was a significant relationship between teachers' age, gender, experience, qualification, marital status and students' achievement. Specifically, students taught by married teachers with higher qualifications had the best results. The results of the study did not agree with that of Ibukun (2011) that there was a significant difference between teachers' age and their effectiveness. The results disagreed with that of Njoku (2004), age and years of experience had a significant positive relationship with their performance effectiveness. They disagreed also with the findings of Ibian (2005) that work experience of the teachers had significant positive relationship with their job performance.

## **CONCLUSION**

The following conclusions were drawn based on the research findings.

Educational qualification, years of teaching experience and area of specialty predicted teachers' effectiveness in public secondary schools. The extent of teachers teaching effectiveness in public secondary schools was high.

## **Educational implications**

The findings of this study have far reaching educational implications to the teachers, school administrators and the government. The results have provided empirical evidence in respect of demographic variables, teachers' teaching effectiveness in public secondary schools

The findings of the study revealed that educational qualification had significant and positive relationship with teachers teaching effectiveness in public secondary schools. Teachers with higher educational qualifications were handy in predicting their teaching effectiveness in public secondary schools.

Years of teaching experience had substantial relationship with teachers teaching effectiveness in public secondary schools. The implication is that years of experience impacted positively in the performance of teachers in public secondary schools. Teachers who had taught for more years would perform better than those who had taught for few years. It is an enablement to understand, handle complex issues in the classroom and spur learners.

## **Recommendations**

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

- 1 The recruitment of teachers should be based educational qualification, years of teaching experience, and area of specialty since they had significant relationship with teachers' teaching effectiveness in public secondary schools.
- 2 Professional development and capacity building programmes in use of instructional materials, teaching methods, classroom management and guidance and counseling should be constantly organized by the government in collaboration with the Nigerian Union of Teachers for the re-training of teachers since mean ratings were low in this areas.

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