



TEACHERS' GENDER AND EFFECTIVE CLASSROOM MANAGEMENT AND TEACHING METHODS AS A DIMENSION FOR TEACHING EFFECTIVENESS OF MATHEMATICS TEACHERS IN IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

The purpose of this study was to determine teachers' gender, effective classroom management and teaching methods as a dimension for teaching effectiveness of Mathematics Teachers in Ikom Education Zone of Cross River State, Nigeria. To achieve the purpose of this study, two hypotheses were formulated to guide the study. Literature related to the variables under this study were reviewed accordingly. Survey research design was adopted for the study. A sample of 145 mathematics teachers were selected from a population of 182 teachers for the study. The selection was done through the census sampling technique. The questionnaire was the instrument used for data collection. To test the hypotheses independent t-test and population t-test statistical analysis were adopted. The .05 level of significance was used for the statistical testing of the hypothesis. The result of the analysis revealed that, teachers' gender significantly influence teaching effectiveness of Mathematics teachers in terms of knowledge of subject matter and effective classroom communication. The result also revealed that effective classroom management and teaching methods as dimensions for teaching effectiveness of Mathematics Teachers in Ikom Education Zone of Cross River State, Nigeria are significant high. Based on the findings of the study, it was recommended that teachers' should develop good student-teacher relationship to asset for effective teaching. Workshops, seminars, and conferences should be organized by government and other professional bodies to enlighten the teachers on the importance of teaching effectiveness in the school system.

INTRODUCTION

The education system in Nigeria is characterized by a number of problems such as poor academic performance of students, wide spread examination malpractice, among others. These problems revolve around teacher

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effectiveness, and this is derived from the manipulation of some of teachers' personal and environmental variables in the teaching of mathematics in the secondary schools. The researcher observed that secondary schools have been affected by this situation as most of the teachers still depend on the traditional classroom strategy where the teacher dominates the teaching process which in turn affects their effectiveness in teaching mathematics in the knowledge based world of today. Studies have been conducted to find lasting solutions to this unwanted situation where students still do not learn mathematics at convenient time and location. Some researchers attributed this to poor incentive system from the part of government for teachers to procure instructional materials that can enable them be effective, while others traced the problem to inadequate skills on the side of both the teachers and students, age and gender differences, poor learning environment among others.

The relative rate of adverse selection between genders in the teaching profession can result in performance differences between male and female teachers. Several mechanisms might explain a different rate of adverse selection among gender in the teaching profession. First, if in the case of men being a teacher is not a very prestigious job, the small portion of male teachers may mostly consist of men whose life goal is to teach, which will result in male teachers performing better on average. Another argument says that due to the unpopularity of teaching, only the worst skilled men choose this profession, which results in better female teachers on average (Joseph, 2013).

Government in response to various recommendations made, had in recent times reviewed teachers incentive packages, and also encouraged in-service programmes for teachers to update their skills that will enable them become effective in lesson delivery. Nevertheless, the problem still persists in secondary schools in Cross River State and this has led the researcher to ask the question; how do effective classroom management and teaching methods influence teaching effectiveness of mathematics teachers in Calabar Education Zone of Cross River State, Nigeria?

Gender refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. Teacher's gender plays significant roles towards their teaching effectiveness.

Asikhia (2010) conducted a study on students' and teachers' perception of the causes of poor performance in mathematics in Ogun State secondary schools, Nigeria. The study had a target population consisting of all senior secondary II (SSII) students in Ogun State. That is 135 (SSII) students and 50 teachers were selected from five (5) secondary schools for the study through stratified random sampling. The instrument used for data collection was a self-designed questionnaire on the perception of students' performance in mathematics. The data obtained were analyzed using frequency count and chi-square statistical analysis. Findings showed that teachers' gender and qualification did not influence teachers' teaching effectiveness but teachers' method of teaching influenced their teaching effectiveness.

Similarly, Ekanem (2005) investigated teachers' characteristics as predictors of teaching effectiveness of mathematics teachers in Cross River State, Nigeria. Predictors of teaching effectiveness was determined based on; job satisfaction, attitude to teaching, professional commitment, general self-concept, academic self-concept and achievement motivation. The researcher also determined the influence of teachers' gender, academic qualification and teaching experience on teaching effectiveness of mathematics teachers. Ekanem further determined the interaction effects of gender, academic qualification and teaching experience on overall teaching effectiveness of mathematics teachers. Five null hypotheses guided the study; survey research design was adopted with a sample of 181 mathematics teachers in public secondary schools in Cross River State. A 36 items mathematics teachers' questionnaire for teachers' characteristics and 48 items for evaluation of instruction in mathematics. Multiple regression, independent t-test, one-way ANOVA and three-way ANOVA were used to test the hypotheses at .05 level of significance. It revealed that; the achievement motivation of teachers was significant predictor of their

teaching effectiveness while job satisfaction, attitude to teaching, professional commitment, general self-concept and academic self-concept of mathematics teachers were not significant predictors of their teaching effectiveness. Gender of mathematics teachers had no significant influence on their teaching effectiveness but there was significant interaction effect of mathematics teachers' gender and academic qualification on overall teaching effectiveness. The study recommended that; workshops, seminars, and conferences should be organized by government and other professional bodies to enlighten the teachers on the importance of teaching effectiveness in the school system. However, one important teacher gender distinction is that female teachers tend to be more student-centred and supportive of students than male teachers. Female teachers also appear to use class discussion more frequently and encourage collaboration. Ekanem(2005) concluded that the relationship between gender differences in teachers' beliefs and gender differences in their classroom instructions in mathematics need to be explored. Gender differences in primary mathematics teachers' personal goal orientations for teaching, instructional practices, and personal teaching effectiveness were examined (Thronsen & Turmo 2012). The relationships between these constructs and student mathematics performance, i.e. male and female students' achievement, respectively, were also investigated. Thus, the knowledge about relations between primary teacher beliefs and practices in mathematics and student achievement is sparse. Surajit (2012) observed that even when the abilities and performances of males and females were similar, males were seen to be more able than females and so females have less access to opportunities and leave them with less capacity to advance than men. Little real change has occurred despite the clear articulation by Indian educational policy and planning of what is necessary to create democratically structured programmes that will facilitate gender sensitivity and equity Islahi and Nasreen, (2013). The recruitment and promotion of teachers in schools is not solely based on teaching effectiveness or location. In certain quarters such as physical education (sports), excursions and tours, conducting examinations, maintaining law and order, and management, males always get

preference over their counterparts by the school management in spite of comparable qualifications and locations (Islahi & Nasreen, 2013).

Furthermore, Thronsen's and Turmo's (2012) study shows relatively high values for male and female teachers' mastery goal structure for students and mastery approaches to instruction, while performance goal structure for students and performance approaches to instruction had a relatively low average in both groups. This result indicates that Norwegian mathematics teachers in Years 2 and 3 are generally more oriented towards mastery goals than performance goals for their students, and that they are inclined to utilize instructional approaches creating learning environments that foster students' mastery orientation. In other words, students at the lowest grade levels are more strongly exposed to instructional strategies in mathematics that reflect a mastery orientation to learning. Prior research has shown grade level differences in classroom goal structures, i.e., teachers of students in higher grade levels reported using performance oriented practices more than teachers of students in the lower grades which demonstrate their teaching effectiveness.

Osang (2016) evaluated instructional effectiveness of mathematics teachers in secondary schools in Calabar Education Zone, Cross River State, Nigeria. Using their students, the researcher evaluated based on teachers' sex, students' sex and school location. The ex-post facto research design was adopted. They consisted of 121 mathematics teachers and 726 students randomly selected for the study. The questionnaire was the instrument used for data collection. Independent t-test, population t-test and percentage analyses were the statistical analysis techniques adopted to test the hypotheses at .05 level of significance. The result revealed that; the level of instructional effectiveness of mathematics teachers was significantly high. Mathematics teachers' sex, sex of students and school location significantly influenced students' evaluation of instruction in mathematics in secondary schools in Calabar Education Zone.

Similarly, Tukur, Abimbola and Adeshina (2013) investigated the factors that influence effective learning of mathematics at senior secondary school in Gombe metropolis of Gombe state-Nigeria. Survey research design was adopted and one hundred and twenty (120) students of

senior secondary II were purposively sampled from four senior secondary schools, out of twenty six senior secondary schools in Gombe Metropolis. In each of the sampled school, thirty (30) students comprising of fifteen (15) males and fifteen (15) females were involved and all the teachers teaching Mathematics were used as participants for the study. The three hypotheses formulated in the study were tested using t-test and chi-square at 0.05% level of significance. The results revealed that teachers' qualification and teachers' gender had no significant effect on teaching effectiveness in Mathematics. The study recommended that only professionally qualified Mathematics teachers should be allowed to teach mathematics and that mathematics teachers should be devoted to their duties by covering the content of mathematics in each class. Furthermore, the size of classes in secondary schools should be reduced to manageable number (30-40) students per class and finally government should make available and affordable Mathematics textbooks to students by subsidizing the cost of the books.

According to goal orientation theory, the classroom goal structure and the instructional strategies teachers use are precursors of students' personal goal orientation, and students' perceptions of the learning environment are crucial for the goal orientation they adopt (Anderman & Midgley, 2002).

In addition, Throndsen and Turmo (2012) examined differences in male and female teachers' beliefs about their mathematics instruction, and the relationship between boys' and girls' mathematics achievement and teachers' beliefs. The samples were primary mathematics teachers (N=521), Year 2 and Year 3 students (N=9980) from 127 schools. A questionnaire on Primary Mathematics Teachers' Goal Structure for Students, Approaches to Instruction, and Personal Teaching Efficacy was used. Students' mathematics achievement was assessed by a National Diagnostic Mathematics Tests. The teachers were generally oriented towards mastery goals and mastery approaches to instruction, and reported high personal teaching efficacy. However, female teachers reported somewhat higher levels of teaching effectiveness and mastery approaches to instruction, while male teachers reported a Lower

level of teaching effectiveness in approaches to instruction. Positive relations between students' mathematics performance and teachers' teaching effectiveness, mastery approaches to instruction, and teaching efficacy were also found. These relationships were somewhat stronger for female teachers than for male teachers. In conclusion, the relationship between teachers' beliefs and students' performance were different for male and female teachers, respectively.

The teacher may have a good curriculum and all the materials needed for teaching, but where he/she cannot manage his/her class well it will result to chaotic and ineffectiveness of teaching-learning activity. For a teacher to manage his/her class well, he/she must be efficient, focused and prepared. Students prefer instructors who are organized in their teaching and in their approach to the subject matter and also in their dealings with students. An organized instructor's actions include having lesson prepared; make sure students be on their seat, no noise in the class, use clear visual aids, being coherent in class and providing feedback consistently throughout the course.

Ralph (2013) revealed that students prefer an instructor that is being prepared in terms of maximizing instructional time and to know course content. Instructors that would tell students what they will be learning and what is expected of them. Instructors that are not focused on topic makes it difficult for students to understand or pay attention.

Norton (2002) considers teaching effectiveness as a direct function of effective classroom management. This is borne out of the effective practitioner who is caring, committed, highly creative, a proficient reflective thinker with a strong internal locus of control. What makes the class is its environment and the environment is constituted of those elements that influence it within and without. In a study of students in 20 secondary schools in Oyo state, Onwuchekwa (2003) found out that a good classroom environment helps the development of cognitive ability of the students. This study supported findings by psychologists (Palmer, 2003) that children raised in conducive environment talk and learn faster. Frame (2005) also found out that the classroom and its environment had a significant effect on teachers' effectiveness and perception

of work competencies. Teachers who lived in a challenging and highly competitive environment tended to set higher goals and life ambitions and so work harder to attain these goals. They worked hard in their studies and improved their class management styles and skills.

Comadena (2001) support these findings in his study of 71 traditional undergraduate students and 105 adult learners to whom he administered questionnaires designed to measure teacher effectiveness and use of power in the classroom. Findings show that in the sample of adult learners, teacher effectiveness ratings were significantly and negatively related to teacher use of coercive power (i.e authoritarian leadership) and positively related to teacher use of expert power.

Etim (2005) conducted a study on effective participation in decision making and teacher-effectiveness in school system, data were collected from 1200 teachers and analyzed using simple percentage. The finding revealed that teachers' level of effectiveness is independent of their participation in school decision-making process and also that there is no significant and inverse relationship between teachers level of participation in decision-making and their level of effectiveness in terms of teachers' ability to motivate students, the student-teacher relationship and knowledge of subject matter. However, another study by Etim (2008) have proved that teachers manage their classes better by building a teacher-student partnership. Thus, an increased role for students will improve instruction and instill order in the classroom. The advantages of this teacher-student partnership in classroom is that, students feel a personal commitment to the learning task; teachers do not need to use coercion to get student to work; create classes that are organized for student-teacher success; improve instruction and instill order in the class.

Medlemo (2005) summarizes 300 studies on teacher effectiveness and found out that management of instructional time or 'time on task' is the most singled out variable cited as one which most frequently affects students' achievement. The statement 'time is money' is quite popular. In the classroom we can modify this statement to read 'time is knowledge'. Therefore, time wasted is knowledge wasted. Jones-Hamilton (2002) stated that an effective teacher avoids all the elements that waste

teaching and learning time. Such elements include (i) poor planning of the lesson by the teacher; (ii) late starting of the lesson; (iii) non-performance of non-instructional duties such as adhering to established laws, policies, rules and regulations.

Pawless (2006) opine that the teacher has a critical role to play in establishing rules and procedure that govern all students participation and routines in the classroom. Teachers should demonstrate effective classroom management always and constantly monitor the behavior of their students and redirect in appropriate behavior. These monitoring and redirecting inappropriate behavior is not easy and it consume time especially if they occur frequently.

A model class should never be dull but one which the students look forward to attending with excitement. The methods, techniques and devices employed by the teacher reflect on his competences. Inadequate presentation strategies can be a serious limiting factor for both the teacher and the students. An effective teacher must not only master but more importantly be able to apply the basic principles of human behavior, growth and development.

Ntino (2008) opined that if the school curriculum could be regarded as a 'Rocket' about to be launched, it is appropriate to regard teaching methods as the 'launching pad' upon which the rocket may be fired. However, good and excellently the rocket may have been built, if the launching pad is faulty, the enterprise will be disastrous. Thus teaching method is one of the major dimensions of teaching effectiveness. Ntino (2008) stated that some methods were more appropriate in teaching certain topics than others. Some students perform better with some methods than with others. In mathematics, demonstration and explanation method is better than lecture method.

Ayuk (2005) opined that every teacher should be conscious of the value of the school and factors of the school environment. He must strive to make it conducive for learning. The choice of an appropriate method of teaching is one of the factors of a conducive learning environment. It aims at creating and sustaining interest, and providing variety by which the student sees the learning and the need to explore further knowledge as very attractive. Ayuk further asserted that "the informal lecture can be more effective of introducing a unit,

teaching a new lesson, presenting a problem and providing information which is difficult for students to find. He sees the lecture method as a convenient means used by most lecturers in tertiary institutions to awaken critical skills in the students. That it is less expensive in terms of time and manpower needs. The author stated that the lecture method, especially in the sciences is much clearer and less wasteful of time when dealing with complex materials. With the invention and use of close circuit television, lecture can be delivered to a very large audience in different locations at the same time. However, this method (lecture) is not very good in teaching mathematics because mathematics involves step by step procedure, students on the other hand may not understand the procedures involved in calculation if lecture method is being used.

Amaechi (2006) study concluded that if teachers concern is to get students learn problem solving and evaluate their teaching effectiveness positively, the guided activity method is oriented approach is the one to be used but if it is concerned with how students will do well in a test after they had been taught, the traditional lecture method is required. It is not surprising therefore to understand why most teachers in Nigeria claim that teaching has become examination-centered. But from observation, learning made in traditional lecture method tend to be shallow and easily forgotten after a while hence the emphasis on guided activity-oriented teaching method which ensures deep seated learning and more positive ratings by students should be encourage. Dubin and Tavegia (2009) studied whether student ratings of teaching effectiveness depended on the teaching methods used by teachers', they concluded that the data demonstrated clearly and unequivocally that there is no difference among truly distinctive methods of college instructions when evaluated by students performance on final examination.

Ntino (2008) assessed knowledge and use of various teaching methods in two tertiary institutions in Cross River State, using 268 lecturers in six faculties. He found out that about 72% of the lecturers in the study sample had no formal teacher's education. Over 80 of these have never attended a seminar or read books on pedagogy. There was fair knowledge of the various teaching methods but lecturers preferred

to stick to the lecture method. On the whole, teachers preferred lecture methods and use them more frequently than other methods.

Students in the other hand, reacted more favourably to discussion, demonstration and activity methods than the traditional lecture method. Although teachers agreed that the use of a variety of methods would actually improve their performance, they stuck to the traditional lecture method. The reasons perhaps may be the lack of adequate knowledge and understanding of how to use these other methods and the advantages derived from them. What may help them to implement this could be a short course in teacher education or a seminar on the use of teaching methods.

Despite the efforts by various authorities above, there is still a gap that is left unfilled that bothered this study. This includes how teachers' gender, effective classroom management and teaching methods influence teaching effectiveness of mathematics teachers in Ikom Education Zone of Cross River State, Nigeria hence, the necessity of this study.

METHODOLOGY

The research design adopted for this study is ex-post facto design. The design, is suitable for this study because the researcher has no control over the independent variables since they have already occurred in the population. The study area is the Ikom Education Zone of Cross River State. Ikom Education Zone lies between Latitude 6°05' North of the Equator and Longitude 8°37' East of the Greenwich Meridian. Ikom Education Zone is bounded on the north by Obudu, Obanliku and Ogoja Local Government Areas, on the south by Akamkpa and Biase Local Government Areas; on the West by Ebonyi and Abia States and on the East by Cameroon Republic (Ministry of Land and Survey, Calabar, 2021). The population for the study consists of all the 182 Mathematics teachers from 109 public secondary schools in Ikom Education Zone. A breakdown of the figure shows that 107 are male, while 73 are female. The sampling technique used in this study is the stratified random sampling. The stratification was based on the criteria of gender and local government area in Calabar Education Zone. Within each Local Government Area, 80% of mathematics teachers

were proportionately selected. The teachers sample proportion of 80% was used to select a sample size of 145 mathematics teachers selected from the Mathematics teachers population of 182.

The instrument used for the study is titled "Teaching Effectiveness of Mathematics Teachers Questionnaire" (TEMTQ). The validity of the instrument was established by experts in Measurement and Evaluation Unit. To ascertain the reliability of the research instrument, a trial test was conducted using 50 mathematics teachers drawn from the population outside the actual sample. Split-half method of reliability was used to determine the reliability estimate of the instrument. The scores derived from the two sets were correlated using Pearson's Product Moment Correlation and corrected with Spearman Brown prophecy formula. The reliability coefficient ranges from .78 to .85 which considered high.

The copies of the questionnaire were administered in each of the sampled schools with the help of two research assistants.

Hypotheses of the study

1. Teachers' gender do not significantly influence teaching effectiveness of Mathematics

teachers in terms of effective classroom management and teaching methods.

2. The levels of teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods in Calabar Education Zone of Cross River State are not significant high.

Presentation of results

Hypothesis one

Teachers' gender do not significantly influence teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods.

The independent variable in this hypothesis is teachers' gender which is categorized into two (male and female), while the dependent variable is teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods. To test this hypothesis, each of the two categories of teachers' gender was compared with the two dimensions of teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods using Independent t-test analysis. The result is presented in Table 1

TABLE 1: Independent t-test analysis of the influence of teachers' gender on teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods (N=145)

Teaching effectiveness	Teachers' gender	N	\bar{X}	SD	t-value
Classroom management	Male	85	33.97	2.75	6.65*
	Female	60	30.76	3.01	
Teaching methods	Male	85	36.28	2.44	13.99*
	Female	60	29.76	2.97	

*Significant at .05 level, df = 143

The result of the analysis in Table 1 reveals that the t-value for classroom management (6.65) and teaching methods (13.99) are respectively higher than the P -value of .000 at .05 level of significance with 143 degrees of freedom. With this result, the null hypothesis that teachers' gender do not significantly influence teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods was rejected. This implies that teachers' gender significantly influence teaching effectiveness of Mathematics teachers in terms of

effective classroom management and teaching methods.

Hypothesis two

The levels of teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods in Calabar Education Zone of Cross River State are not significantly high.

There is only one variable in this hypothesis, which is levels of teaching effectiveness of Mathematics teachers; but there are two types of teaching effectiveness at focus

in this study. These are effective classroom management and teaching methods. The researcher reasoned that for a teacher's teaching effectiveness to be considered significant high, his/her effectiveness level should be significantly higher than an average level represented by a

$$\text{Thus, the Reference mean score} = \frac{(4+3+2+1)}{4} \times 10$$

$$= 25.00$$

Testing hypothesis 5 involved comparing the sample mean on each of the teaching effectiveness with the reference mean score of 25.00. The statistical technique deploy to do this

reference mean score. This reference mean score was obtained by multiplying the average of the scores assigned to the four response categories for each of the items on the questionnaire by the number of items used to measure each type of the teaching effectiveness (which was 10).

comparison was the t-test of one sample mean (also known as population t-test). The results of the analyses are presented in Table 2.

TABLE 2: Population t-test analysis of whether effective classroom management and teaching methods as predictors of teaching effectiveness of Mathematics teachers are significantly high (N=201)

Teaching effectiveness	N	Sample Mean	Sample SD	Reference Mean	t-value	Sig level
effective classroom management	145	31.2000	4.28422	25.00	17.22*	.000
Teaching methods	145	36.8667	3.58120	25.00	39.57*	.000

* p < .05; df = 144

The results of analysis presented in Table 2 have shown the mean and standard deviation of the levels of teaching effectiveness of Mathematics teachers on each of the two types of teaching effectiveness of Mathematics teachers in this study. The comparison of each of these sample means with the reference mean score of 25.00 yielded t-values of 17.22 and 39.57. The calculated absolute t-values for classroom management 24.80 and teaching methods (54.53) are each higher than the p-value of .000 at .05 level of significant with 144 degrees of freedom. With these results, the null hypothesis is rejected in the three instances of teaching methods, teacher-student relationship and evaluation of students' learning activities. This implies that the levels of teaching effectiveness of Mathematics teachers in terms of classroom management and teaching methods in Ikom Education Zone of Cross River State are significantly high and positive.

DISCUSSION OF FINDINGS

The result of the first hypothesis revealed that teachers' gender significantly influence teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods in Ikom Education Zone of Cross River State. The finding are in line with the view of Throndsen and Turmo (2012) who observed that, female teachers reported somewhat higher levels of teaching effectiveness and mastery approaches to instruction, while male teachers reported a Lower level of teaching effectiveness in approaches to instruction. Positive relations between students' mathematics performance and teachers' teaching effectiveness, mastery approaches to instruction, and teaching efficacy were also found. These relationships were somewhat stronger for female teachers than for male teachers. In conclusion, the relationship between teachers' beliefs and students' performance were different for male and female teachers, respectively.

The result of the second hypothesis revealed that the levels of teaching effectiveness of Mathematics teachers in terms of teaching methods, teacher-student relationship and evaluation of students' learning activities in Ikom Education Zone of Cross River State are significant high. The finding are in line with the view of Ayuk (2005) who opined that every teacher should be conscious of the value of the school and factors of the school environment. He must strive to make it conducive for learning. The choice of an appropriate method of teaching is one of the factors of a conducive learning environment. It aims at creating and sustaining interest, and providing variety by which the student sees the learning and the need to explore further knowledge as very attractive. Ayuk further asserted that "the informal lecture can be more effective of introducing a unit, teaching a new lesson, presenting a problem and providing information which is difficult for students to find. He sees the lecture method as a convenient means used by most lecturers in tertiary institutions to awaken critical skills in the students. That it is less expensive in terms of time and manpower needs. The author stated that the lecture method, especially in the sciences is much clearer and less wasteful of time when dealing with complex materials. With the invention and use of close circuit television, lecture can be delivered to a very large audience in different locations at the same time. However, this method (lecture) is not very good in teaching mathematics because mathematics involves step by step procedure, students on the other hand may not understand the procedures involves in calculation if lecture method is being used.

Bassey, Owan, Amansoa, and Otu, (2020) also opined that developing a good student-teacher relationship is a great asset for effective teaching. It has been observed that when teachers build the bridge in communication and interaction with students, they get their cooperation, interest and willingness to learn what the teacher is teaching. What these studies show is that there is need for student-teacher interaction both within and outside the classroom. Students perceive teachers' attitude toward them as important as class content, and they perceive teachers who interact in this way as effective. Therefore, interest that the teacher displays in the student will determine to a great extent the interest the student exhibits in the subject.

Mansray (2007) also found that effective teachers use assessment of students' activities to motivate students. He said that the use of homework, assignment, weekly quizzes, classroom questioning, project reports and examination if administered appropriately and objectively make students to be anxious to receive more what was taught hence improving their academic ability. Mansray concluded that the difference between effective and ineffective teachers depends on the appropriateness of perception and application of those roles in classroom situation.

CONCLUSION/RECOMMENDATIONS

Based on the findings of the study it concluded that the levels of teaching effectiveness of Mathematics teachers in terms of teaching methods, teacher-student relationship and evaluation of students' learning activities in Calabar Education Zone of Cross River State are significantly high. It was also concluded that that teachers' gender significantly influence teaching effectiveness of Mathematics teachers in terms of effective classroom management and teaching methods in Ikom Education Zone of Cross River State. Based on the conclusions of the study it was recommended among others that teachers' should develop good student-teacher relationship to asset for effective teaching.

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