

SOME DEMOGRAPHIC VARIABLES AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN CROSS RIVER STATE, NIGERIA

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Abstract

The study investigated influence of some teachers' demographic variables and teaching effectiveness of secondary school teachers in Calabar Municipality of Cross River State, Nigeria. To achieve the purpose of the study, two hypotheses were formulated and tested. The Survey research design was adopted for the study. The sample consists of 170 teachers in ten public secondary schools in Calabar Municipality. The instrument used for data collection which was a questionnaire titled Teachers' Demographic Variables and Teaching Effectiveness Questionnaire (TDVTEQ) developed by the researcher and validated by experts in Test/ Measurement had a reliability coefficient with Cronbach Alpha of .77. Independent t-test and one way Analysis of Variance (ANOVA) were the statistical tools used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that teachers' age and teaching experience significantly influence teaching effectiveness. Based on the findings, it was recommended among others that teachers' age be reviewed in favour of the teachers in such a way that it makes provision for age-long experience and other considerations that can enhance their competence.

Keywords: Demographic, teacher, age, experience, effectiveness

Introduction

Teaching is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humor and empathy. And the teachers are responsible for the translation of the aims, goals and plans of education into knowledge and skill. They are the ones to ensure that the children are educated in the direction of those aims and objectives. Teachers are the mainstay of any educational system because they are the ones

who set up the standards, build desirable attitude, behaviour and characters of the students. In support of this assertion Amalu (2016) believes that teacher education is the process of preparing or developing individuals with the necessary knowledge and skills that will enable them effectively direct learning situations. Teaching is effective to the extent that students' performance improves after a period of instruction in a manner consistent with goals of instruction. Effectiveness of a teacher goes beyond just imparting knowledge but is a purposeful activity carried out by someone with a specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of person. Effectiveness of the teacher is the degree to which the teacher facilitates the accomplishment of educational goals by the teacher (Amalu, 2012). Therefore, teachers should be facilitators and transmitters of social values through their commitment in teaching and other duties to which their profession has called. Effectiveness of secondary school teachers may be determined by several factors that influence their job performance. Among these factors are teachers' age, teaching experience and gender, educational qualification. It is the wish of the researcher to investigate the influence of some teachers' demographic variable on teaching effectiveness.

Teaching experience refers to the actual number of years a teacher has put into classroom teaching not necessarily the number of years after graduation. Experienced teachers have a richer background experience to draw from and can contribute insight and ideas to the course of teaching and learning (Waller, Harrison, Hatt and Choudry, 2012). On the other hand, some experts are of the opinion that the over time most teachers develop instructional routines, learn what to expect from students and settle into teaching pattern with confidence. Gender refers to the cultural difference expected of men and women according to sex. Gender is defined in terms of roles of males and females which sometimes may strictly apply to the sex of an individual. Gender roles are patterns of behaviour, attitudes and expectations associated with a particular sex- with being either a male or females. Karen (2018) explained gender in relation to social and cultural roles of each sex rather than genetic. Age of the teachers connotes the number of years a teacher has lived. It is the chronological time frame someone has lived (Njoku, Igbodor and Amalu, 2020).

Researchers have shown in their various studies that there is connection between demographic variables and teaching effectiveness. Hassan and Abdullahi (2013) conducted a study to investigate the impact of teachers' age, gender and teaching experience on the use of ICT EFL teaching. The

participants were 46 in-service teachers working at Najran University Saudi Arabia. The finding revealed that there is a difference between male and female teachers in language teaching as a result of experience. The result also indicated that female teachers make less use of ICT in their instruction than male teachers. In another development, Alufohai and Ibhafidon (2015) investigated the influence of teachers' age, marital status and gender on teaching effectiveness using 52 Senior Secondary 111 English teachers and 1689 students selected from 304 public senior secondary in the three Senatorial district of Edo State. The finding showed significant influence of teachers' age, marital status and gender on teaching effectiveness. A research study by Shah and Udgaonkar(2018) on the influence of gender, experience and age: Students' perspectives. The sample size was 75 second year MBBS students. The finding showed that gender, age and experience has positive influence on teaching effectiveness.

Podolsky, Kini and Darling-Hammond (2019) carried out a study to determine if teaching experience increase teacher effectiveness: A review of US research. Thirty studies (30) published since 2003 that analyzed the effect of teaching experience on students' outcome in USA was used. The finding revealed that teaching is positively associated with student achievement gains throughout much of a teachers' career, as teachers gain experience their students are more likely to do better on measures of success beyond test scores. Ismail, Arshad and Abas(2018) research on can age and experience influence teacher effectiveness. Sample consist of 410 teachers. The finding showed that there is significant difference between age, experience and teacher effectiveness. Mahfooz and Mumta(2013) found that years of experience can affect teacher effectiveness in engaging students and teaching strategies as they can become less motivated due to many years in the service and fatigue. Sivasakthi and Muthumanickam (2012) found that younger teachers of age 30years and below, mature or middle age teachers of between 30 years to 40years and older teachers above 40years do not differ significantly in their teacher effectiveness which indicates that age, regardless of young mature or older teachers does not make any difference to teacher effectiveness. Soumy and Nair(2016) study on teacher effectiveness, prospective teachers in relation to gender and locale using 375 B.Ed students from Kottayam district Kerala showed that there is significant difference in teacher of prospect.

The reviewed literature above revealed that teachers play crucial role in ensuring excellence in standard of academics in any nation by their being committed in the discharge of their professional duties. It is hoped that this study will shed more light on the influence of some teachers' demographic

variables on their teaching effectiveness within the context of education in Nigeria and Calabar Municipality in particular.

Statement of the problem

The secondary school teacher is expected to be professional whose job requires high intelligence, concentration, dedication and commitment. His job involves teaching his student, evaluating them, maintaining discipline among the students and counselling them. The teacher is equally expected to motivate the students and take part in all school extracurricular activities. Unfortunately, it seems there some teachers who are nonchalant, less interested and less committed to their duties in the past decades. Government has done some renovations in the school, provided some facilities, promptly paid salaries and allowances, trained and re-training some teachers. Parents and education stakeholders are not happy about the situation. Despite the efforts of government, parents and other stakeholders to enhance teachers' welfare and teaching effectiveness, the ineffectiveness of teachers in public secondary schools still persists. The issue is, to what extent do teachers' teaching experience, gender as demographic variables influence teaching effectiveness secondary school teachers in Calabar Municipality Cross River State.

Purpose of the study

The main purpose of the study was to find out the influence of some demographic variables on teaching effectiveness of secondary school teachers in Cross River State.

Specifically, the study investigated the influence of:

- (1). Teaching experience of teachers on teaching effectiveness.
- (2). Teachers' gender on teaching effectiveness.

Hypotheses

The following null hypotheses were formulated to direct the study.

- (1) Teachers' teaching experience has no significant influence on their teaching effectiveness.
- (2) Gender has no significant influence on their teaching effectiveness.

Methodology

The design for this study was ex-post facto research design. The population of the study consist of all teachers in public secondary schools in Calabar Municipality. The sample consist one hundred and seventy (170) teachers. The structured instrument titled “Teachers Demographic Variables and Teaching Effectiveness Questionnaire (TDVTEQ) was used for data collection. The instrument validated by experts in Test/ Measurement and Educational Psychology, University of Calabar had two sections A and B. Section A elicited information on demographic data such age, gender educational qualification and teaching experience., while section B comprised 20 items measuring teaching effectiveness on a four point modified Likert type scale with scoring ranging from Always, Sometimes, Rarely, Never. Cronbach Alpha method was used to determine the reliability of the instrument and the index obtained was .77. One hundred and seventy copies of the questionnaires were administered to the respondents by the researcher personally with the permission of the principals of the various schools. All the copies were retrieved. Data generated was analyzed using one was Analysis of Variance (ANOVA) and Independent t-test.

Result

Hypothesis one

Teachers’ years of experience does not significantly influence their teaching effectiveness. The independent variable in this hypothesis is teachers’ years of teaching experience and is categorized into(less than 10years/more than 10 years). While the dependent variable is teaching effectiveness. Independent t-test statistics was used to test this hypothesis at .05 level of significance and the result is presented in Table 1.

Table 1 Independent t-test of teachers’ years of experience and teaching effectiveness

Teaching experience	N	df	Mean	SD	t-value	Sig
More than 10yrs	97	168	18.22	3.11		.001
Less than 10yrs	73	2	14.63	3.76	3.457*	

*Significant at 0.05; df =118; critical t-value 1.96

The result as presented in Table 1 revealed that teaching effectiveness of teachers with more than 10years of experience significantly differ from teaching effectiveness of teachers with less than 10years of experience. This is because the calculated t-value of $t(168)=3.457$ was greater than the critical t-value of 1.98 at $p<.05$. This result implies that the hypothesis which states that there is no significant influence of teachers' years of experience on their teaching effectiveness was rejected, while the alternate was upheld. On average, teachers with more than 10years of experience possess higher mean value of (M-18.22, SD=3.11) which is an indication of better teaching effectiveness than teachers with less than 10years experience (M-14.63; SD= 3.76).

Hypothesis Two

Teachers' gender does not significantly influence teaching effectiveness among secondary school teachers in Calabar Municipality. The independent variable in this hypothesis is teachers' gender is categorized into two groups (male and female). While dependent variable is teaching effectiveness. Independent t-test statistics was used to test this hypothesis at 0.05 level of significant and the result is presented in

Table 4

Table 2: Independent t-test of teachers' gender and teaching effectiveness

Teachers'	N	df	Mean	SD	t-value	Sig
Gender						
Male	90	168	15.19	3.41		.001
					3.290*	
Female	80	2	13.50	3.16		

*Significant at 0.05; df=628; critical t-value 1.96.

Table 4 revealed that male teachers' teaching effectiveness significantly differs from female teachers teaching effectiveness. This is because the calculated t-value of 3.290 was greater than the critical t-value of 1.98 at $p<.05$. This result implies that the null hypothesis which states that teachers' gender does not significantly influence their teaching effectiveness is rejected, while the alternate hypothesis is upheld. On average, male teachers have a higher mean

value ($M=15, 19, SD=3.41$) which is an indication of higher teaching effectiveness than female teachers.

Discussion of findings

The finding of the study revealed that teachers with teaching experience more than 10 years are more effective than teachers with teaching experience of less than 10 years. Teaching experience appeared to have great influence on the effectiveness in teaching. The reason for their effectiveness in implementing in the classroom setting may be that the number of years of teaching experience indicates the length of service as an important factor to determine the effectiveness of teachers in teaching and learning process. The findings of this present study is in line with the finding of Mahfooz and Mumta(2013) who found that years of experience can affect teacher effectiveness in managing students and teaching strategies. Teachers who had more years of teaching experience are more knowledgeable, had different attitudes, good interactions class control and in making decision, more cautious in taking disciplinary decisions, higher self efficacies and abilities to manage their students' challenging behaviours and in control of their classes. In other words as the number of teachers' years of experience progresses, teachers' effectiveness, students' achievement increase and vice versa.

The result of the finding also showed that male teachers are more effective than their female counterparts. Gender differences in teacher effectiveness have been identified as a possible variable accounting for individual differences in teacher practice. With the rapidly changing sex-ratio of school teacher studies on the influence of gender on teachers' effectiveness have become important. Male teachers tend to be dominating, exacting and exercised greater control, emphasized more to the group work and structured activities, asked more display questions that made the exchanges between teacher and students at the cost of involvement by students with an authoritarian and task oriented teaching style. This is in congruence with finding of Kalita(2013) that male teachers are more effective. He also stated that even when the abilities and performances of males and females were similar males are seen as more able than female and so females have less access to opportunities and leave them with less capacity to advance than men. Also, the finding contradicts the finding of Nasser and Naderi(2012) who mentioned in their study that the female teachers generally possess the personality trait necessary to become an effective teacher to a higher degree than males did. They went further to state that the females are more supportive, expressive, nurturing, informal and open towards students, spend significantly greater proportion of time encouraging and allowing students participation, involve students in peer

collaboration, believed in flexible teaching method, ask more referential questions, gave more compliments and use less directive form, shared authority and maintained control in the classroom in a way that keeps their relationships with students in intact.

Conclusion

The findings of this study have revealed a significant influence of demographic variables and teaching effectiveness. Teachers as the makers of the future citizen set up the standards, build desirable attitudes, behaviour and characters of the students. So, efforts should be made by education stakeholders and the society at large in encouraging the secondary school teachers to be committed to their duties since their actions and inactions may make or mar students' performance in school and their progress in life in the future.

Recommendations

Based on the findings, the following recommendations were made:

1. Age of retirement should be reviewed in favour of teachers. Such review should make provisions for age long experience and other consideration that can influence their competence.
2. Adequate teachers should be employed, without gender bias to bridge the gap in order to ensure gender balance as well as create room for completion among teachers.
3. Students' academic achievement, teaching experience is required to enhance teachers' effectiveness. Students can only measure up if teachers are adequately trained to meet the demands of students

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