

Lecturers' Demographic Factors and Classroom Management in Public Universities in Rivers State

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Abstract

The study investigated lecturers' demographic factors and classroom management in public universities in Rivers State, Nigeria. The study adopted correlational research design. The population of the study comprised all the 313 lecturers in the three faculties of education in three public universities in Rivers State. The sample size of the study was 313 lecturers. The entire population was studied, adopting the census sampling technique. The researcher designed two self-designed questionnaire instruments titled "Lecturers Demographic" (LDQ) and "Class Management Questionnaire" (CMQ) were used for data collection. The instrument was structured after the modified four points Likert scale of measurement. Out of the 312 copies of questionnaires distributed 300 representing 96% were duly completed and returned and the analysis used the returned copies for its analysis. In order to ensure that Face and content validities, the researcher gave copies of the instrument to the supervisor and two lecturers in the area of Educational Measurement and Evaluation. The reliability of the instrument was done using Crombach Alpha and obtained .921>.71 which showed that the instrument was highly reliable. Mean and standard deviation were used to answer the various research questions. The Pearson Product Correlation Coefficient (PPMC) was used to test the null hypotheses at 0.05 alpha level of significance. The study found that the variables of experience, qualification and gender correlated with classroom management in public Universities in Rivers State. The study concluded that qualification, experience and gender of the lecturers relates to classroom management. The study recommended that experience of lecturers should be put into consideration during the allocation of core or departmental courses among others.

Keywords: Influence, Demographic, Factors, Classroom management, University, Rivers State.

Introduction

Classroom is a formal setting where teaching, learning, and examination can likely take place. Classroom is very important in the effective administration of the statutory duties of the teachers. The importance of classroom in the teaching and learning processes cannot be overemphasized. There is no formal school without a classroom block. The elements of this study will be the lecturers' gender, experience, marital status and age in the management of classroom situations.

Classroom management can be seen as the process of being in full control and charge of the day to day classroom activities. A classroom that shows complete or near complete compliance to academic and non-academic activities where there are teachers and students could be said to be properly managed. Classroom management could be seen as the teachers' commitment towards classroom activities, learning activities, social activities, and student behaviour. Moreso, classroom management is the organizational prowess of the teachers in order to keep the classroom

environment in teaching and learning mood. Classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field. Researchers generally described classroom management as the full range of teacher efforts to oversee classroom activities including learning, social interaction and student behaviour (Burden 2005, Good & Brophy, 2006).

Gender is the sex differences that exist between human beings. It is the biological manifestation of the bodily structure of people. Gender is the roles and assignments to people based on their biological differences. Some people believe that gender which is the assignment of responsibilities to human beings based on biological differences is a determinant of peoples' performance in the organization. Robert and Bullough in Oktan and Caganaga (2015) reported that there are some differences between male and female teachers on classroom management.

Marital status of lecturers has to do with the marriage status of the lecturers. Some lecturers are married, single, separated, divorced. Oredein and Oloyede (2007) said that teachers' qualification and classroom management control may have an impact on student achievement especially when it is well organized, nurtured and well controlled.

Statement of the Problem

Lecturers as students' role models and teachers are expected to influence their students with the types of qualities, peculiarities and dispositions possessed and used mostly in the classroom. It has been observed that students are not doing well in their school activities, all the blames are directed to the lecturers. Lecturers are expected to take full control and charge of the classroom environment. The classroom environment is the fulcrum of academic activities where new and acceptable behaviours are formed, knowledge gained, skills acquired, rules and regulations inculcated. When the purpose of classroom management is not achieved, the students may likely be rowdy, indulge in examination malpractice, cultism, stealing, bullying, truancy and other social vices that are unethical to the achievement of the noble goals and objectives of the school.

However, it has been observed that most lecturers lack the perquisite experience to manage students conducts in the classroom. It is suspected that some of the lecturers do not have the background knowledge on how to management students misconduct. Some lecturers have been said to display doubtful qualification in subject areas in the way they handle students' questions in the classroom. The gender of the lecturer equally appears to be a major issue of moral conductor example to the students. Some lecturers have been observed to treat students based on their gender or marital status. If all students are not treated equally, there might be the of unfairness among the rest students. There have been reports of male lecturers having unholy affairs with the female students. This does not show leader or mentor role on the part of the male lecturers. Therefore, the researcher is bothered whether lecturers' demographic factors (gender, experience, marital status, and age) have influence in the classroom management in Public Universities in Rivers State, Nigeria.

Aim and Objectives

The aim of was to investigate influence of lecturers' demographic factors on classroom management in three public universities in Rivers State; with the following specific objectives:

- 1) Establish the relationship between lecturers' gender and classroom management in public universities in Rivers State.

- 2) Investigate the relationship between lecturers' experience and classroom management in public universities in Rivers State.
- 3) Ascertain the relationship between lecturers' qualification and classroom management in public universities in Rivers State.

Research Questions

The following research questions guided the study.

- 1) How does lecturers' gender enhance classroom management in public universities in Rivers State?
- 2) How does lecturers' experience enhance classroom management in public universities in Rivers State?
- 3) How does lecturers' qualification enhance classroom management in Public Universities in Rivers State?

Hypotheses

The following null hypotheses guided the study and tested at 0.05 significance level.

- 1) There is no significant relationship between lecturers' gender and classroom management in public universities in Rivers State.
- 2) There is no significant relationship between lecturers' experience and classroom management in public universities in Rivers State.
- 3) There is no significant relationship between qualification and classroom management in public universities in Rivers State.

Literature Review

Theoretical Review

Goal Centered Theory of Classroom Management

The study anchored its theory on the Goal Centered Theory also known as Democratic Discipline developed by Rudolf Dreikurs (2011) is a classroom management theory that requires teachers to find out students' needs responsible for their misbehaviour and negotiate alternative ways for meeting such needs. There are causes of misbehavior in the classroom. It is the responsibility of the teachers to find out the causes of these misbehaviours. The theory is based on the following principles:

1. That people are social beings with an inborn need and desire to belong to social groups. In the classroom, social groups are peer groups and family groups, and the development of positive relationships in these is central to needs satisfaction.
2. Behaviour is 'orderly and purposeful' and seeks to achieve social recognition and self-determination. It is primarily informed by an individual's social influences.
3. Classroom misbehaviour occurs when students mistakenly believe that misbehaviours (including inappropriate gaining attention, exercising power, exacting revenge, and/or displaying inadequacy in that order) lead them to group belonging. Discouragement, arising from failure to meet the need to belong, is the primary cause of misbehaviour.
4. GCT focuses on student relationships, feelings, thoughts and behaviours.
5. Prevention of misbehaviour is always preferred to intervention.

6. Teacher personality and style (particularly how they react to student behaviours) strongly influence student behaviour. A teacher who is more democratic rather than permissive or autocratic, has a greater capacity to support students to become personally responsible learners.

7. Misbehaviour will only improve when students understand their motives and learn alternative appropriate ways to meet their needs.

The present study is looking at teachers' demographic variables and classroom management practice and from the description of the Goal Centered theory, it is clear that the teacher has a lot to do in tackling students' misbehaviour in the classroom. The students in the schools in Port Harcourt Local Government Area are of different ethnic and cultural backgrounds, as a result of this, they will have varying needs and aspirations as they come to the classroom. To be able to handle these needs and maintain conducive learning atmosphere, the teacher will need to seek understanding of these needs and provide positive alternative ways of meeting these needs as specified in the Goal Centered Theory.

Conceptual Framework

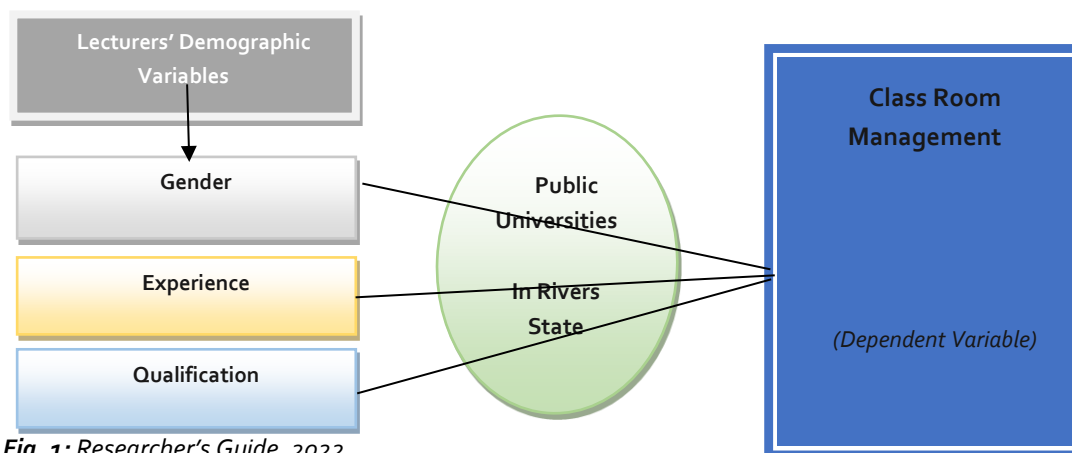


Fig. 1: Researcher's Guide, 2022

Classroom Management

Management is a well-designed systematic and justified process of coordinating the use of human, material and other forms of resources of an organization during the implementation of a well-defined projects or activities in the quest to achieve organizational goals. Gulick and Urwick in Agabi (2002) stated that management functional tasks are planning, organizing, staffing, coordinating, directing, reporting, budgeting and evaluating. Agabi (2002) opined that educational management is a rational process of organizing and coordinating the use of both material and human resources available to education in the pursuance of the educational goals or objectives of a given society. Business Dictionary (2016) saw management as the organization and coordination of the activities of a business in order to achieve defined objectives. Classroom is a formal defined setting mapped out for teaching and learning activities. Wikipedia the Free Encyclopedia (2016) opined that classroom is a learning space, or room in which classes are held. Classroom management is precisely defined as the processes put together to ensure that undesirable behaviours are stifled in the classroom setting for a better and desirable behaviour that is goal oriented and directed. Classroom management is chiefly the responsibility of the lecturers. A teacher that lacks the required classroom management skills may end up whiling away time in the classroom without the students committing to heart the essence of the lecture. Classroom management is a deliberate effort to exterminate disruptive

students' behaviours during the lecture period. Students unruly and disruptive behaviours range from pressing of mobile phone during lectures, talking, sleeping, being tardy, carrying a female or male friend on the lap, asking irrelevant questions, absenteeism and presenteeism.

Burden, Good and Brophy in Unal and Unal (2012) reported that classroom management is the full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behaviour. Moreso, Doyle in Unal and Unal (2012) opined that classroom management revolves around teachers' and students' attitudes and actions that influence students' behaviour in the classroom. Brophy, Cakmak, Emmer, Evertson and Wiorsham in Unal and Unal (2012) found out that one of the keys to success in teaching is the teachers' ability to manage the classroom and to organize instruction. White and Stuart (n.d) outlined the required dispositions for one to achieve classroom management, and are thus:

- Ones reputation for effort, flexibility and availability;
- Firmness and fairness;
- Adequate knowledge of the content;
- Ability to keep the students focused and wanting to learn;
- Responding forcefully and fairly to challenges to your authority

Classroom management depicts the various measures put in place by lecturers to organize classroom such that the required learning objectives can be achieved with minimal effort. Martin (2010) saw classroom management to include learning interactions, learning and the behaviour of students. Classroom management is of no doubt technical strength where lecturers' administrative prowess is spelt out at a glance on students conduct.

Classroom management deals with the way and manner the classroom lecturer comports his/herself during lectures. The classroom is properly managed when the lecturer puts off his phone, comes early, prepares for the lesson, reduces jokes, pays attention to students, arranges the setting position, and delivers instruction very eloquently. A lecturer that does all these is at the verge of achieving absolute classroom control.

Lecturers' Gender and Classroom Management Practices

Gender is the sex differences that exist between human beings. It is the biological manifestation of the bodily structure of people. Gender is the roles and assignments to people based on their biological differences. Some people believe that gender which is the assignment of responsibilities to human beings based on biological differences is a determinant of peoples' performance in the organization. Robert and Bullough in Oktan and Caganaga (2015) reported that there are some differences between male and female teachers on classroom management. On the other hand, Rahimi and Asodollahi in Oktan and Gaganaga (2015) have it that gender does not have any relation to classroom management. To this end, some believe that the male counterparts are hard working when it comes to public functions and responsibility while the female folks are weak and therefore may have little to give according to extent of their strength hence perform very minutely in terms of comparison. This is why Rahimi and Asadollahi in Oktan and Kivanç (2015) clarified that gender does not have any relation to classroom management. On the other hand, Nejati, Hassani and Sahrapour in Oktan and Kivanç (2015) counter the assertion of Rahimi and Asadollahi and went ahead to report that male teachers are better at instructional strategies while female teachers are better at student engagement. Chacon (2005) believed that in addition to beliefs and personal knowledge other

factors such as impact exerted by culture and society on the teachers' expectations, roles and social relations are involved in formation of teachers' self-efficacy.

Andersen (2011), Cheung (2006) and Karimvand (2011) reported that female teachers have higher self-efficacy (student engagement, instruction strategies and classroom management) than male teachers. Also noted that males and females do not differ as far as classroom management is considered however, they differed in terms of student engagement and instructional strategies they employ. Male teachers were better at engagement while female teachers were better at instructional strategies.

Gavora (2011) found that female teachers have higher personal teaching efficacy than male teachers. Grarvis (2009), Gencer and Cakiroglu (2007) and Ghanizadeh (2011), Orim (2005) in their studies demonstrated that there is no relationship between gender and self-efficacy i.e. males and females do not differ in terms of self-efficacy. On the other hand, it can be claimed that women are usually more attentive than men, they pay attention to details more than men do and women are more careful in doing their job. Women are usually more organized than men and try to do their job as carefully as they can.

These are true in the case of teaching as well, women are more attentive, accurate and organized than men, they usually attempt to have the best instruction. They are usually sensitive to teach as effectively as they can and not to skip anything because they pay attention to details.

On the other hand, men usually do not wish to be the only speaker even they prefer not to talk too much, maybe it is due to this characteristic that male teacher prefer to engage learners more in teaching and allow them to have role in classroom and in their learning.

Psychologists have discovered some considerable evidence for the existence of sex differences in social behaviour that many of the differences between men and women can be viewed in terms of "self preservation strategies". While male choice described as "status assertive mode" takes the form of asserting high expectancies, presenting a strong self-image and minimizing any show of deficiency in his ability to perform a given role, the female chooses to be "afflictive" in self- presentation and attempts to neutralize status, decrease distance and thereby established a personal and social relationship with others on the basis of equality.

Mvoeller (2005) noted that there is a growing interest in the issue of sex role stereotyping especially in its effects on academic achievement and vocational choice. He generally indicated that the male sex role is more lightly valued than the female sex role, by both male and female. Itsqdlar and Afe (2005) in their view said that males and females differ in a number of sensory and perceptual capacities. Women have a keener sense of smell than men, female are more sensitive than males to touch and pain.

Experience and Classroom Management Practice

Experience they say is the best teacher. Lecturer with so many years of teaching may likely do well than the beginning lecturers who are still new in the system. The experience that one got on a job will to some extent be of great help to him/her in discharging the delegated and allocated responsibilities. Bosch in Ünal and Ünal (2012) explained that classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field. Researchers generally described classroom management as the full range of teacher efforts to oversee classroom activities including learning, social interaction and student behaviour (Burden 2005, Good and Brophy 2006). Dayle (2006) adds that

classroom management revolves around teacher's and students' attitude and actions that influence students behaviours in the classroom. Research finding continuously have shown that one of the keys to success in teaching is the teacher's ability to management the classroom and to organize instruction (Cakmak 2008). Bushaw and Gallup (2008) noted that the most difficult aspect of teaching for many teachers is experience and indeed cause many people to leave teaching altogether. School administrators indicate poor classroom management as a major reason for low evaluations as well as primary reasons why teachers are not lured (Savage and Savage 2009).

Oral and Oal (2012) in a recent national survey of 6,000 teachers with less than three years of experience, over 40% of the respondents indicated that they were either one prepared in the area of classroom management or not prepared at all (Cleveland, 2008) although teachers prepared in traditional programme complete course work in education and student teaching. Smith (2004) found that teachers and preservice teachers identify discipline and classroom management as two areas beginning teachers fear most about their first year of teaching. Smith (2004) noted that 15% of all beginning teachers leave teaching by the end of their 1st year, moreover approximately 33% of all teachers leave the profession in the first three years of teaching and 50% within the first five years. Many of these teachers, list problems with classroom management as a significant factor influencing their decision to leave their profession (Jones, 2006). On the other hand, experienced teachers are believed to have combined years of services and a repertoire of classroom skills and strategies. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters they are able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom unpredictability compared to beginning teachers, experienced teachers tend to be less hesitant and more flexible and adaptable Cushing & Kernins (2000).

Etheridge (2010) also noted that the first year of teachers' career is considered to be the toughest year of their profession particularly in terms of classroom management and disciplines strategies. According to Rivkin et al (2005) they have examined the influence of teachers' characteristics such as gender, educational qualification and teaching experience on classroom management practices when it concern the age and classroom management, they found that length of experience people acquired while doing a particular job has been used to access their effectiveness or not in performing a role. Thompson (2006) in support of this view said that one of the causes of class disorder is the inexperience on the teacher which the children so keenly sense, and may decide to explore. According to her, new teachers often manifest their inexperience by over kindly concern for the individual which neglects the group as a whole thus, the saying that "experience is the best teachers" upholds the fact that learning can do better through their daily experience. O'Bannm (2005) said that training teachers for classroom management is necessary besides other requirements such as creating a common vision, creating team works among teachers to support each other in technology integrations and articulating long term expectations about technology integrations. Ilgar (2007) noted that teachers with educational background had better classroom management skills. Teachers with those skills may use it to better manage classroom, reduce discipline problems and improve students' motivations and attentions. Teachers who are not experienced in this area are anxious and hesitant about the knowledge and the skills. However, as they get experienced, they adopt the skill to support their instructions in classroom.

Lecturers' Qualification and Classroom Management Practices

Oredein and Oloyede (2007) said that teachers' qualification and classroom management control may have an impact on student achievement especially when it is well organized, nurtured and well controlled. Madumere (2002) observed that developing countries are sometimes faced with problem of untrained teachers. In his view, shortage of trained teachers becomes an impediment to proper development of schools, he also said that classification can also be according to level and type of educational institutions and length of service will indicate the experience the teacher gained through teaching profession.

Faghule (2004) maintained that one of the problems of education at the secondary school level is how to use optimally the qualified teachers with high qualification and long teaching experience are mixed with untrained teachers and those who are inexperienced in order to affect the classroom management practices.

Schuneke, (2008) stated that the period 10-20 years experience coincides with a greater commitment to the teachers' instructional role and the tendency to follow the expectation in this regard, he also discovered that beyond this point, teachers tend to move away from their expected role. Length of experience people acquired while doing a particular job has been used to assess their effectiveness or not in performing a role.

Thompson (2003) in support of this view said that one of the causes of classroom disorder is the inexperience of the teacher which the students so keenly sense and may decide to explore. According to her, new teachers often manifest their inexperience by over-kindly concern for the individual which neglects the group as a whole.

Methodology

The study adopted correlational research design. The population of the study comprised all the 313 lecturers in the three faculties of education in three public universities in Rivers State (Source bursary department of universities). The breakdown of the population consisted of 55 lecturers from the Faculty of Education, Ignatius Ajuru University of Education, 120 from Rivers State University and 138 from University of Port Harcourt. The sample size of the study was 313 lecturers. The entire population was studied, adopting the census sampling technique. Two sets of questionnaire instrument title, "Lecturers Demographics Questionnaire (LDQ) and Class Management Questionnaire" (CMQ) were used for data collection. The instruments were structured after the modified four points Likert scale of measurement. The instrument has two sections of A and B. Section A contained demographic information of the respondents. Section B contained 12 items. Out of the 312 copies of questionnaires distributed 300 representing 96% were duly completed and returned and the analysis used the returned copies for its analysis.

In order to ensure that Face and content validities, the researcher gave copies of the instrument to the supervisor and two lecturers in the area of Educational Measurement and Evaluation. Their comments, contributions, suggestions, recommendations were included in the final draft of the instrument.

The reliability of the instrument was done using Cronbach Alpha and obtained:

Reliability Statistics

Cronbach's Alpha	N of Items
.921	12

The descriptive statistics of mean and standard deviation were used to answer the various research questions. The Pearson Product Correlation Coefficient (PPMCC) was used to test the null hypotheses at 0.05 alpha level of significance.

Results

Research Question 1: How does lecturers' gender enhance classroom management in public universities in Rivers State?

Table 1: How lecturers' gender enhance classroom management in public universities in Rivers State

Descriptive Statistics				
S/N Items	N=300	Mean	Std. Deviation	Remark
1. Gender of students does affect my relationship with them in the classroom		2.3000	1.58061	Disagreed
2. There is preference for female students in sanctions in classroom		2.8800	1.69564	Agreed
3. There is preference for male students		1.6600	1.01382	Disagreed
4. Students are attended to based on their gender		2.7800	1.48963	Agreed
Grand Mean		2.40	1.44	Disagreed

Table 1 above showed in item 1 mean score of 2.3 and STD 1.59 which implied that respondents disagreed that gender of students does affect my relationship with them in the classroom. In item 2 mean score of 2.88 and STD 1.69 showed that respondents agreed that there is preference for female students during sanctions in classroom. In item 3 respondents disagreed that there is there is preference for male students with mean score of 1.66 and STD 1.01. In item 4 mean score of 2.78 and STD 1.49 showed that respondents agreed that students are attended to based on their gender. Thus, aggregate mean score of 2.40 < 2.5 showed that respondents agreed on how lecturers' gender enhance classroom management in public universities in Rivers State.

Research Question 2: How does lecturers' experience enhance classroom management in public universities in Rivers State?

Table 2: How lecturers' experience enhance classroom management in public universities in Rivers State

Descriptive Statistics				
S/N Items	N=300	Mean	Std. Deviation	Remark
5. Learning objectives is established for every lecture in the classroom		2.7800	.44975	Agreed
6. Students assessment is done with feedback after classroom		1.5400	.49923	Disagreed
7. Instructional activities are effectively carried out in the classroom.		2.7600	1.45239	Agreed
8. Lectures are covered within allocated time without next lecturer standing out and waiting		2.1200	1.14454	Agreed
Grand Mean		2.3	.886	Disagreed

Table 2 above showed in item 5 mean score of 2.78 and STD .449 which showed that respondents agreed that learning objectives is established for every lecture in the classroom. In item 6 mean score of 1.54 and STD .499 which implied that respondents disagreed that students' assessment is done with feedback after classroom. In item 7 mean score of 2.76 and STD 1.45 showed that respondents agreed that instructional activities are effectively carried out in the classroom. In item 8 mean score of 2.12 and STD 1.14 showed that respondents disagreed that lectures are covered within allocated time without next lecturer standing out and waiting. Thus, aggregate mean score of $2.3 < 2.5$ showed that respondents disagreed on how lecturers' experience enhance classroom management in public universities in Rivers State.

Research Question 3: How does lecturers' qualification enhance classroom management in Public Universities in Rivers State?

Table 3: How lecturers' qualification enhance classroom management in Public Universities in Rivers State

S/N/ Items	Descriptive Statistics			Remark
	N=300	Mean	Std. Deviation	
9. Lecturers have vast content knowledge on subject taught in classroom	2.2700	1.54932		Agreed
10. Lecturers adopt quality instruction in classroom	2.8600	1.04116		Agreed
11. Teaching in classroom is combined with professional behavior in classroom	2.1000	1.59326		Disagreed
12. Lecturers have the requisite academic qualification for effective and comprehensive classroom mgt	1.6800	1.14103		Disagreed
Grand Mean	2.24	1.33		Disagreed

Table 3 above showed in 9 mean score of 2.27 and STD 1.54 which implied that respondents agreed that lecturers have vast content knowledge on subject taught in classroom. In item 10 mean score of 2.8 and STD 1.04 showed that respondents agreed that lecturers adopt quality instruction in classroom. In item 11 mean score of 2.10 and STD 1.59 which showed that respondents disagreed that teaching in classroom is combined with professional behavior in classroom. In item 12 mean score of 1.68 and STD 1.14 which showed that respondents disagreed that 1.68 and STD 1.14. Thus, aggregate mean score of 2.24 and STD 1.33 showed that respondents disagreed that on how lecturers' qualification enhance classroom management in Public Universities in Rivers State

Hypothesis One

H₀₁: There is no significant relationship between lecturers' gender and classroom management in public universities in Rivers State.

Table 4: PPMC test of the relationship between lecturers' gender and classroom management in public universities in Rivers State

Variables		Classroom Management			
Lecturers Gender	Pearson Correlation	1	.083**	-.151**	.544**
	Sig. (2-tailed)		.002	.000	.000
	N	300	300	300	300
	Pearson Correlation	.083**	1	.600**	.475**

Sig. (2-tailed)	.002		.000	.000
N	300	300	300	300
Pearson Correlation	-.151**	.600**	1	.039
Sig. (2-tailed)	.000	.000		.150
N	300	300	300	300
Pearson Correlation	.544**	.475**	.039	1
Sig. (2-tailed)	.000	.000	.000	
N	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above showed N-value of 300, correlation coefficient (Spearman rho) value of .039, p-value of .002<.05 which showed that there is significant relationship between lecturers' gender and classroom management in public universities in Rivers State. The null hypothesis is therefore rejected.

H02: There is no significant relationship between lecturers' experience and classroom management in public universities in Rivers State

Table 5: PPMC test of the relationship between lecturers' experience and classroom management in public universities in Rivers State

Variables		Classroom Management			
		Item5	Item6	Item7	Item8
Lecturers Experience	Correlation Coefficient	1.000	.048	.613**	.805**
	Sig. (2-tailed)	.	.001	.000	.000
	N	300	300	300	300
	Correlation Coefficient	.048	1.000	.576**	.113**
	Sig. (2-tailed)	.001	.	.000	.000
	N	300	300	300	300
	Correlation Coefficient	.613**	.576**	1.000	.540**
	Sig. (2-tailed)	.000	.000	.	.000
	N	300	300	300	300
	Correlation Coefficient	.805**	.113**	.540**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 above showed N-value of 300, coefficient value of .805, p-value of .001<.05 which showed that there is a significant relationship between lecturers' experience and classroom management in public universities in Rivers State. The null hypothesis is therefore rejected.

H03: There is no significant relationship between qualification and classroom management in public universities in Rivers State

Table 6: PPM test of the relationship between qualification and classroom management in public universities in Rivers State

Variables		Classroom Management			
		Item9	Item10	Item11	Item12
Lecturers qualification	Correlation	1.000	-.056*	.127**	.652**
	Coefficient				
	Sig. (2-tailed)	.	.040	.000	.000
	N	300	300	300	300
	Correlation	.056*	1.000	.780**	.026
	Coefficient				
	Sig. (2-tailed)	.000	.	.000	.000
	N	300	300	300	300
	Correlation	.127**	.780**	1.000	.233**
	Coefficient				
	Sig. (2-tailed)	.000	.000	.	.000
	N	300	300	300	300
	Correlation	.652**	.026	.233**	1.000
	Coefficient				
	Sig. (2-tailed)	.000	.003	.000	.
	N	300	300	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 12 above showed n-value of 300, coefficient value of .652, p-value of .003<.05 which showed that there is a significant relationship between qualification and classroom management in public universities in Rivers State. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder itemized:

1. There is a significant relationship between lecturers' gender and classroom management in public universities in Rivers State.
2. Research question 1 answer showed that lecturers' gender does not enhance classroom management in public universities in Rivers State.
3. There is a significant relationship between lecturers' experience and classroom management in public universities in Rivers State.
4. Research question 2 answer showed that lecturers' experience does not enhance classroom management in public universities in Rivers State.
5. There is a significant relationship between qualification and classroom management in public universities in Rivers State.
6. Research question 3 showed that lecturers' qualification does not enhance classroom management in Public Universities in Rivers State.

Discussion of Findings

The findings of the study are discussed hereunder discussed.

Lecturers' Gender and Classroom Management

The study of the findings revealed that there is a significant difference between the mean scores of male and female lecturers on classroom management in public universities in Rivers State. The findings of this study were in line with Oktan, D. and Çağanağa, Ç (2015) who investigated the impact of teachers' gender differences on classroom management. They found out that there is a significant difference on the classroom management according to the genders of the teachers. Moreso, Odanga, Rabaru, and Aloka, (2015), investigated the influence of gender on teachers' classroom management self-efficacy in secondary schools of Kisumu County, Kenya. They found out that gender had an influence on self-efficacy of teachers in co-educational and Boys' school's management.

Lecturers Experience and Classroom Management

The study revealed that there is a significant difference between the mean scores of experienced and less experienced lecturers on classroom management in public universities in Rivers State. Thompson (2003) in support of this view said that one of the causes of classroom disorder is the inexperience of the teacher which the students so keenly sense and may decide to explore. Schuneke, (2008) stated that the period 10-20 years' experience coincides with a greater commitment to the teachers' instructional role and the tendency to follow the expectative in this regard, he also discovered that beyond this point, teachers tend to move away from their expected role. The findings of this study is supported by Oredein and Oloyede (2007) when they found out that teachers' qualification and classroom management control may have an impact on student achievement especially when it is well organized, nurtured and well controlled. Bushaw and Gallup (2008) noted that the most difficult aspect of teaching for many teachers is experience and indeed cause many people to leave teaching.

Lecturers' Qualification and Classroom Management

The study revealed that there is a significant difference between the mean scores of lecturers with higher qualifications and lecturers with lower qualifications on classroom management in public universities in Rivers State. The findings of this study is in line with the finding of Bushaw and Gallup (2008) when they found out that lecturers qualification is most considerate in effective administration of classroom management. They went further to state that younger lecturers possess the ability to discharge their classroom activities more efficiently when adequately qualified in the knowledge content of the subject being taught.

Conclusion

The study has revealed that qualification, experience and gender of the lecturers significantly relates to classroom management. The study revealed this in the sense that qualification of the lecturer equips the lecturer in the knowledge content of the subject being taught. The experience of any lecturer is brought to bear in the classroom. The experience of any lecturer will lead to better or worse class room management. The gender of the lecturers has influence on self-efficacy of teachers in co-educational system.

Recommendations

Based on the conclusion of the study, it was recommended that:

1. Experience of lecturers should be put into consideration during the allocation of core or departmental courses.
2. In the allocation of courses, head of departments should take cognizance of qualifications of the lecturers in the areas of specialization.
3. Gender should not be a consideration for the allocation of courses by heads of departments.

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