
Teachers' Motivational Variables for Classroom Management in Senior Secondary Schools in Rivers State

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ABSTRACT

The study focused on the relationship existing between teachers' motivation variables and their effective classroom management in senior secondary schools in Rivers State. The research adopted a descriptive survey research design with a population of 2,055 and a sample size of 822 teachers in the 12 public secondary schools in the study area. Four research questions and four null hypotheses guided the study. The sample size of 822 was determined using the random sampling techniques. Data were collected with the use of a structured questionnaire. The instrument was subjected to face and content validity by the project supervisor and two other experts in the Department Measurement and Evaluation in Rivers state University. A reliability coefficient of 0.81 was obtained. Responses to the questionnaire items were analyzed with mean and the hypotheses were tested using z test at 0.05 level of significance. The results of the analyzed data revealed that that when teachers are adequately motivated, there is a corresponding improvement in their effectiveness in the classroom management. The presence and availability of school facilities and teaching materials can further contribute to teachers' effectiveness in classroom management in the study area. On the other hand the absence of these facilities will demoralize and discourage school teachers in carrying out their duty effectively. Factors such as regular payment of salaries and regular promotion were also identified as major motivational factors for teacher's effectiveness in classroom management. The study therefore recommended that, the Rivers State government and other secondary school holders should regularly motivate their teachers by providing them with good pay package, regular promotion and conducive teaching environment with adequate facilities. The Rivers State post primary schools board should set up appropriate policies to ensure attainment of standard; personnel growth opportunities for teachers to enable them improve their aspirations as this can contribute greatly to effective classroom management in secondary schools in of Rivers State

INTRODUCTION

The management of people is an important part of management process and no organization ever succeeds without due recognition and appreciation of people through whom any task is accomplished. According to Bonsa (2006), any management process that ignores or mishandles the human element could be devastatingly costly. Any well managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look at capital investment, but employees as the fundamental source of improvement.

Analu (2000) is of the view that motivation guides people's actions and behaviours towards achievement of some goals. In work and other context, motivation is often described as being intrinsic or extrinsic in nature. Intrinsic motivation is usually derived from within the person or from the activity itself, positively affects behaviour, performance and wellbeing (Ryan & Deci, 2000). Extrinsic motivation on the other hand results from the attainment of externally administered rewards, including pay material possession, prestige and positive evaluation. This implies that unless teachers are intrinsically and extrinsically motivated, the performance of the teacher will be affected directly or indirectly.

Classroom management involves classroom control and administration. It entails the teacher's conscious effort to change the student's behaviour that results from conditions arranged by the teacher. It has been consistently found that basic common sense planning and groundwork goes a long way towards effective classroom management. As sighted in Vipene (2006), some of the basic simple measures include arranging the classroom for effective instruction, setting class rules and procedures and making expectation of conduct clear to students.

The achievement of school goal cannot be separated from effective classroom management as achieving a proper classroom management is translated to schools goals achievement. Effective classroom management has been described as the bedrock of education. Lewis (1993) expressed this view when he opined that the foundation under which any educational system lies is the efficiency of its teachers to properly manage the students. Eden (2009) was of the view that a high standard of education depends on the quality of classroom management which directly depend on the quality of teachers engaged in by schools to handle classroom work. In a related view, Ezeocha (2005) opined that for these standards to be achieved, they must have to pass through rigorous training and be qualified. In addition the teachers have to be well motivated for them to exhibit their potentials trying to uphold the set standards.

Job Satisfaction and Teachers Classroom Management

Job satisfaction is the level of contentment of individuals with their jobs. Locke (2006) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Spector (2007), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (2008) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

In-service Training and Teachers Classroom Management

The 21st century employment relationship has redefined development and career opportunity. Dibble (2009) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organization alike. Teachers benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the school benefits by having teachers with more skills who are more productive. According to Kreisman (2002), if an institution does not recognize the teacher's need and desire to grow, then that institution stands the risk of losing their teachers. In an institution where teachers receive the proper training needed to assume greater responsibilities, achievement of institutional goals and objectives are usually high.

Rouse (2008) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies.

Financial Incentives and Teachers Classroom Management

The main financial methods for rewarding workers are salaries and wages, bonuses, profit sharing plans, pension plans, which include redundancy benefits. According to Ajang(2007), financial incentives have the ability to motivate teachers to be more effective with their job. Supporters of financial incentives compare outcomes among high performing teachers whose rating placed them near a threshold that implied an unusually high large financial incentive. In a related view, Thomas & James (2013) suggest that the motivation and job attitude of school teachers is more positively affected by financial incentives and socially deprived satisfaction. In their view, failure to receive expected financial reward can be demotivating. According to Matthew (2010), salaries and wages significantly influence teacher's commitment to work and equally served to build better employment deals and increase in productivity. Workers (teachers) are basically the same in terms of what they want financially; they want more money, more benefits and more satisfaction from the work itself. Financial incentives are a form of encouragement for action. They are the direct and indirect benefits offered to teachers as intrinsic motivators; they shape the teachers action towards achieving the desired educational objectives.

School Facilities and Teachers Classroom Management

Results from recent findings indicate that school facilities contribute greatly to teacher's effectiveness in the achievement of educational goals and objectives. Bayers (2009) suggested that school facilities can have a great impact on both teacher and student outcomes. In his view, school facilities play a major role in teacher's actions, recruitment, retention and commitment. He further opined that, school facilities affects the students in areas such as; growth in achievement, health, behaviour, learning etc. This implies that without adequate facilities and resources, it is difficult to achieve set goals and objectives.

According Iankeny (2003), most schools lack modern facilities in the form of infrastructure, Standard laboratories, Standard library, staff common room /offices and instructional space. More than half do not have sufficiently flexible instructional space for effective teaching to take place.

In his view, school facility is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes teaching and learning easier. Bamber (2008) suggests five facets of school facilities: quality of air, temperature, space, acoustics/noise, and lighting, these are discussed below.

Acoustics and Noise: Noise levels greatly affect teacher and student performance. In fact, excessive noise causes dis-satisfaction and stress in both teachers' *and* students. Research has found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments. Thus, building schools that buffer external noise from classrooms can improve student outcomes.

The Concept of Motivation

The term motivation originates from the Latin word “movere” which means “to move”. This translation, however, is far too narrow to describe a complex process. Robins (2008) defined motivation as the willingness to exert high levels of efforts towards organizational goals, conditioned by the effort to satisfy some individuals. Plunkett (2006) saw motivation as the drive within a person to achieve a personal goal. According to Angelo (2008), motivations are inducing factor that encourage the worker to improve his performance in quantity and in quality terms. Work motivation is the process that initiates and promotes work directed performance. It energizes our thinking, fuels our enthusiasm and colours out positive and negative reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation prevents or nudges us to convert intentions into action and start doing something new or to restart something we've done before. It also controls our decisions to persist at specific work goals in the face of distraction and other priorities. According to Othman (2010) motivation leads us to invest more or less cognitive efforts to enhance both the quality and quantity of our work performance. Thus motivational performance gap exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to work smart on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem. Cole (1999) suggests that well motivated people are those with clearly motivated goals who take actions which they expect will achieve those goals. In his view, motivation is concerned with the strength and direction of that behaviour. They make effective contributions at work because of strongly developed feelings of behavioural commitment. In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. According to Cole (2000) motivation is a term used to describe those processes, both initiate and rational by which people seeks to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour. In this context, motivation is considered to be a transitive verb, which involves the act of giving somebody a reason or incentive to do something. What is interesting about it is that it is commonly assumed to be a good move towards influencing individual behaviours and performance at work.

Concept of Classroom Management

Classroom management involves classroom control and administration. It entails the teacher's conscious effort to change the student's behaviour that results from conditions arranged by the teacher. It has been consistently found that basic common sense planning and groundwork goes a long way towards effective classroom management. As sighted in Vipene (2006), some of the basic simple measures include arranging the classroom for effective instruction setting class rules and procedures and making expectation of conduct clear to students.

Teachers' Motivation and Classroom Management

Teacher motivation naturally has to do with teacher's attitude to work. it has to do with teachers desire to participate in the pedagogical processes within the school environment. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feelings of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity in other to obtain some reward such as salary. This implies that the aim of every organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for organizational improvement and productivity (Kelinger, 2003). For a long time, teachers have not been adequately motivated to encourage a better or improved management of their classroom. Mussazi (2002), emphasizing on Nigerian schools today, opined that the goals of education are becoming more numerous and complex that teachers are now demanding for all forms of motivations to enhance their performance in the classroom. This awareness could be attributed to the recent achievement of high level of academic qualification and professionalism. Adequate motivation will encourage them to contribute ideas and share responsibilities for the effective running of the classroom and school. Their motivation goes a long way in promoting positive attitude towards their classroom work. Many scholars have listed some motivational device that school management should adopt to encourage teachers to perfectly manage their classrooms. Lewis (1993), is of the opinion that motivational factors such as Teachers participation in management decision making; improvement in teachers welfare, the giving of classroom management autonomy to teachers, adequate and good pay package, quick decision making, regular promotion, easy availability of teaching facilities such as library, laboratory, classroom, chalks and the conduciveness of the general school environment in which the teacher work contribute immensely to his ability to effectively manage his classroom.

Maslow's Hierarchy of Needs/ Motivation Theory (1943)

Maslow's hierarchy of needs theory was propounded by Abraham Maslow in (1943) the theory is of the view that within every human being, there is a need, and that people are continually motivated towards the achievement of those needs. At the bottom of the hierarchy according to Maslow, each need level must be satisfied before the level above it becomes important. Thus, once the physiological needs have been satisfied, their importance diminishes, and security needs emerge as the primary source of motivation. This continues until the self-actualization need

become the primary motivators. However, whenever a previously satisfied lower set of needs become deficient, the individual returns to the level (Griffin, 2005).

The never ending sequence gives rise to the central feature of this theory, which keeps needs as being generally ordered in terms of their relative prepotency as human motivators. Maslow saw human needs as existing in a hierarchy of five levels; giving rise to five categories of needs such as Physiological Needs, Safety needs, Love and belonging needs, Esteem needs and Self-actualization needs.

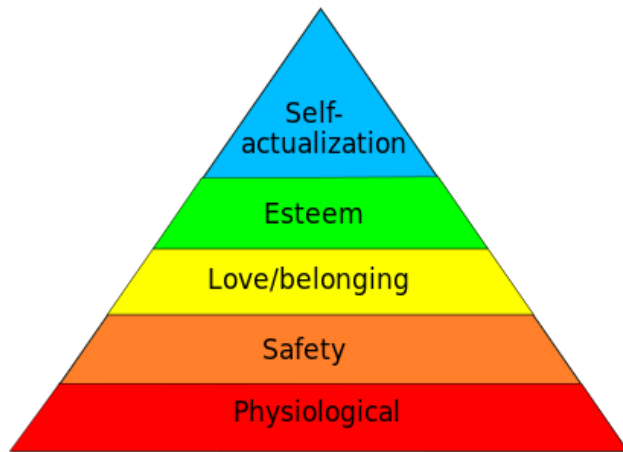


Fig. 1. Maslow's hierarchy of needs

As each of these needs becomes satisfied substantially, the next set of needs set in. Maslow further divided the five sets of needs into; Lower Order needs i.e. needs that are satisfied externally (Physiological and safety needs) and higher order needs i.e. needs that are satisfied internally (social, esteem and self-actualization needs)

According to Maslow, Physiological needs are primary needs of individuals, such as the needs for food, drink and relief from or avoidance of pain. In the school system such needs can be linked to concern for salary to meet these basic needs as this can be linked directly to job put in by the teachers. Security and safety needs are concerned with self –protection against harm and to some extent with provision for the future. Examples are the needs for shelter, warmth and security. The school teachers quest for job security, the need for them to belong to the Nigeria union of teachers to agitate for better working conditions on their behalf show how they try to satisfy needs of this kind. The realization of this needs helps to promote on the job performance among them. Esteem needs include the needs to become independent, to receive the esteem of others, to dominate and to acquire possessions etc. The needs of this kind can easily be met through engagement in social activities. The provision of special teaching aids for teachers can help meet this need, such teaching aids as projectors, official cars, going on excursion with the student, social visitation to the students' parents as well as respect earn from the students can help the teachers to meet this need. Self-Actualization needs involve the use of ones capabilities to develop oneself

and be creative. This is linked directly to opportunity for professional development as a condition for teachers to be efficient in their management of classroom.

Herzberg Theory of Motivation (1955)

This theory was propounded by Frederick Herzberg (1959) also known as the two factory theory has been widely accepted and applied by managers concerned with the motivation of their employees. Herzberg revealed two types of motivational factor - Satisfiers and dissatisfiers. The theory suggests that there is a set of extrinsic job conditions that, when not present results in dissatisfaction among employees. These conditions when present will not necessarily motivate an employee, but are necessary for his wellbeing. These conditions are the dissatisfiers or the hygiene factors because they are needed to maintain at least a level of no dissatisfaction. According to Herzberg's theory of motivation, factors such as job security, salary, working conditions, company policy etc., all contribute to change in behaviour. This means that when teachers feel secure, are well remunerated, exposed to conducive work environment, and included in the design of educational policies that affects them, they are bound to be more effective as against the lack of these conditions.

Statement of the Problem

Obviously, teacher motivation is relevant to effective classroom management while lack of motivation is bound to affect the attainment of educational goals and objectives. Presently, teachers of secondary schools in Rivers State have become ineffective in classroom management due to lack of adequate motivation. This is evident in the poor delayed salary payment, poor working environment, lack of adequate and career improvement, non-availability of appropriate instructional materials. The absence of these motivation factors has rendered teachers ineffective in classroom management. Instead of teaching in their classrooms, some teachers would rather while away their classroom periods chatting and discussing their financial problems and arising political matters while their students are abandoned to their noisy and unsupervised classroom with its many juvenile challenges. There has been deteriorating standard of professional conduct in form of serious misbehaviour, poor preparation of teaching materials especially lesson notes, lack of continuous assessment of the pupil and general poor performance. It's against this backdrop that the researcher decided to embark on the study to ascertain the relationship between teacher's motivation variables and their ability to effectively manage their classroom in senior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study was to investigate the relationship existing between teachers' motivation variables and classroom management in senior secondary schools in Rivers State. Specifically, the study attempted to achieve the following:

1. Determine how in-service training as an aspect of teachers' motivation enhances classroom management in senior secondary schools in Rivers State.
2. Find out how regular promotions as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.

3. Determine how regular payments of salary as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.

Research Question

The following research questions guided the study.

1. How does in-service training as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?
2. How does regular promotion as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?
3. How does regular payment of salary as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the opinion of male and female teachers on how in-service training as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.
2. There is no significant difference between the opinion of male and female teachers on how promotion significant as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.
3. There is no significant difference between the opinion of male and female teachers on how regular payment of salary as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.

Significance of the study

The findings of this study will serve diverse purposes as follows:

Firstly, Policy-makers and administrators in both public and private sector will be guided by the outcome of this study in policy decision making. Secondly, it will add to the existing literature in this field of research that will be useful to educational researchers and writers Thirdly, the ministry of education and the Rivers State Government would by the findings of this study organize seminars, workshops, in-service training, on regular basis for teachers so as to update their knowledge and make them to be conversant with innovative activities for effective teaching.

Scope of the Study

The scope of this study covered both the geographical and content scopes. The geographical scope of this study covered all the senior secondary schools in the three (3) senatorial districts of Rivers State. In this study four (4) senior secondary schools in each of the senatorial district in Rivers State were investigated. With regards to the content scope in this study, in-service training, regular promotion, regular payment of salary and job satisfaction as aspects of teachers' motivation which

are independent variables and teacher' classroom management which is the dependent variable were investigated.

METHODOLOGY

The study adopted the descriptive survey research design. The population of the study comprised of five thousand five hundred and forty (5540) teachers drawn from 274 secondary school in 23 local government areas in Rivers State. The multi stage sampling approach was adopted for the study. The cluster sampling technique was used in selecting teachers from 12 secondary schools, 4 each, from the three senatorial district in Rivers State. The sample size of 540 respondents was determined using the random sampling technique. The stratified sampling technique was used in selecting 270 male teachers and 270 female teachers out of 2520 and 3020 male and female teachers respectively. The instrument that was used for data collection was a structured questionnaire titled "TMVCM" Scale. It was divided into two sections; section **A**, focused on the personal data of the Respondents, while section **B** consisted of items that were based on the five Research questions that guided the study. Each section contained items that relate to the research question that were formulated to guide the study. The questionnaire contained four response options to elicit the views of the respondents.

The rating scale was weighed as follows

SA	=	strongly agree	(4 points)
A	=	Agree	(3 points)
D	=	Disagree	(2 points)
SD	=	Strongly Disagree	(1 point)

The instrument was subjected to face and content validity by the project supervisor and two other experts in the department of measurement and evaluation in Rivers State University. Their comments and constructive criticism was incorporated in the final research instrument in order to improve the questionnaire for data collection. The reliability of the instrument was determined using the test retest method. A total of 20 copies of the questionnaire was administered twice to a pilot group outside the population within an interval of two (2) weeks and scored. The scores obtained from the two tests were correlated using Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. A reliability coefficient of 0.81 was obtained. This shows that the instrument was reliable to be used for data collection for the study.

The researcher administered the questionnaire to the respondents with the help of three (3) trained research assistants in the 12 public secondary schools selected for the study. The copies of the questionnaire were distributed and retrieved from the respondents by the researcher and the research assistants after completion of the research instrument. All 540 questionnaires administered were retrieved. For easy comparison of variable, the data gathered with questionnaires was analyzed with mean and standard deviation. The response to each of the items in the questionnaire was based on four (4) response options and corresponding numbers or points. The number of responses was added together to obtain the total weight agreement which was

divided by the number of respondents to get the mean scores. The decision to accept or reject any item in the questionnaire was based on a criterion mean of 2.5 and above. While any item in the research instrument with less than 2.5 mean score was rejected. Since the population was greater than 30, the z-test statistics was used to test the null hypotheses at 0.05 level of significance. Ahypothesis is accepted if the calculated z-value is less than the z-critical value, but rejected if the calculated z-value is greater than the critical z-value at 0.05 level of significance.

Results and Discussion

Data Presentation and Analysis

Research Question 1: How does in-service training as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?

Table 1: Mean Response of Male and Female Teachers on How In-Service Training Enhance Classroom Management.

S/N	Statement	Male			Female		
		Mean	SD	Remark	Mean	SD	Remark
		N=270			N=270		
1	In-service training promote teachers self-development	3.94	.31	SA	3.74	.45	SA
2	In-service training promote acquisition of new teaching methods	3.93	.34	SA	2.98	.47	SA
3	In-service training promote upgrade in educational qualifications	3.95	.31	SA	3.00	.39	SA
4	In-service training promote effectiveness in classroom management	3.89	.29	SA	3.54	.36	SA
5	In-service training promote enhanced pay	3.95	.35	SA	3.56	.43	SA
	Grand Mean	3.93		SA	3.56		SA

Data on table 1 indicates that all the items were accepted. The grand mean of 3.93 and 3.56 for male and female teachers indicates that, teachers self-development, acquisition of new teaching methods, upgrade in educational qualification, effectiveness in classroom management and

enhanced pay are all benefits of teacher's in-service training for teachers' effectiveness in classroom management in Rivers State.

Research Question 2: How does regular promotion as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?

Table 2: Mean Response of Male and Female Teachers on how regular promotion Enhance Classroom Management.

S/N	Statement	Male			Female		
		N=270			N=270		
		Mean	SD	Remark	Mean	SD	Remark
6	Regular promotion enables teachers attain higher salary level	3.70	.27	SA	3.55	.43	SA
7	Regular promotion boost teachers morale in performing their duties	3.39	.40	SA	2.45	.32	A
8	Regular promotion enhances teachers professional growth	3.59	.25	SA	3.12	.34	SA
9	Regular promotion motivates teachers to take up more responsibilities	3.29	.31	SA	3.54	.36	SA
10	Regular promotion motivates teachers to do their work better	3.65	.30	SA	3.77	.29	SA
Grand Mean		3.52		SA	3.29		SA

Table 2 shows that all items were accepted. . The grand mean of 3.52 and 3.29 for male and female teachers shows that enhanced teacher's salary level, improved teachers morale in carrying out their duties and improvement in teacher's professional growth are ways that regular promotion can enhance teacher's effectiveness in classroom management. The table also shows that regular promotion can motivate teachers to do their work well and even take up more responsibility in the work environment.

Research Question 3: How does regular payment of salary as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State?

Table 3 Mean Response of Male and Female Teachers on How Regular Payment of Salaries Enhance Classroom Management.

S/N	Statement	Male			Female		
		Mean	SD	Remark	Mean	SD	Remark
		N=270			N=270		
11	Salaries have nothing to do with teachers effectiveness in classroom management	1.08	.12	SD	1.59	.15	SD
12	Teachers abandon their classroom duties due to lack of payment of salary	3.88	.29	SA	2.80	.44	A
13	Teachers pay less attention to students due to poor salaries	3.50	.31	SA	3.65	.40	SA
14	Regular payment of salaries motivate teachers to do their work better	3.89	.29	SA	3.76	.43	SA
15	Regular payment of salaries motivate teachers to be punctual	3.95	.35	SA	3.74	.442	SA
Grand Mean		3.83		SA	3.56		SA

Table 3 shows that items 12, 13, 14 and 15 were accepted. While item 11 was rejected. The grand mean of 3.83 and 3.56 for male and female teachers shows that payment of regular salaries can affect teacher's regularity, punctuality and amount of attention to their classroom duties. The table above indicates that item 11 was rejected indicating a strong relationship between teacher's salaries and their effectiveness in classroom management in Rivers State.

Testing of Hypotheses

1. There is no significant difference between the opinion of male and female teachers on how in service training as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State.

Table 4: Z-test Analysis on Difference between the mean response of male and female teachers on how in-service training enhance classroom management in senior secondary schools in Rivers State.

Respondents	N	\bar{X}	S.D	α	DF	z-Cal.	z-Crit.	Decision
Male Teachers	270	2.71	0.57	0.05	538	1.19	1.96	Accepted

Female Teachers 270 2.64 0.97

Data on table 4 above shows that z calculated is 1.19, while the critical table value is 1.96

at 0.05 level of significance. Since the calculated value is lesser than the critical table value, the null hypotheses of no significant difference between the opinion of male and female teachers on how in-service training as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State was accepted. This implies that there is no significant difference in the perception of male and female teachers on how in-service training enhance classroom management in senior secondary schools in Rivers State

2. There is no significant difference between the opinion of male and female teachers on how regular promotion as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State

Table 5: Z-test Analysis on Difference between the Mean Response of Male and Female Teachers on How Regular Promotion Enhance Classroom Management in Senior Secondary Schools in Rivers State.

	N	\bar{X}	S.D	α	DF	z-Cal.	z-Crit.	Decision
Respondents								
Male Teachers	270	2.84	0.97	0.05	538	0.22	1.96	Accepted
Female Teachers	270	2.72	0.95					

Data on table 5 above shows that z calculated is 0.22, while the critical table value is 1.96 at 0.05 level of significance. Since the calculated value is lesser than the critical table value, the null hypotheses of no significant difference between the opinion of male and female teachers on how regular promotion enhance classroom management in senior secondary schools in Rivers State was accepted. This implies that there is no significant difference in the perception of male and female teachers on how regular promotion enhance classroom management in senior secondary schools in Rivers State

3. There is no significant difference between the opinion of male and female teachers on how regular payment of salary as an aspect of teachers' motivation enhance classroom management in senior secondary schools in Rivers State

Table 6: Z-test Analysis on Relationship between the Mean Response of Male and Female Teachers on How Regular Payment of Salary Enhance Classroom Management in Senior Secondary Schools in Rivers State.

	N	\bar{X}	S.D	α	DF	z-Cal.	z-Crit.	Decision
Respondents								
Male Teachers	270	3.03	0.85	0.05	538	0.65	1.96	Accepted
Female Teachers	270	3.00	0.84					

Data on table 6 above shows that z calculated is 0.65, while the critical table value is 1.96 at 0.05 level of significance. Since the calculated value is lesser than the critical table value, the null hypotheses of no significant difference between the opinion of male and female teachers on how regular payment of salary enhance classroom management in senior secondary schools in Rivers State was accepted. This implies that there is no significant difference in the perception of male and female teachers on how regular payment of salary enhance classroom management in senior secondary schools in Rivers State

Discussion of Findings

Research question one sought to Determine how in-service training as an aspect of teachers' motivation relates to their effective classroom management in senior secondary schools in Rivers State. The result of data collected from research question one revealed that teachers self-development, acquisition of new teaching methods, upgrade in educational qualification, effectiveness in classroom management and enhanced pay are all benefits of in-service training for teachers effectiveness in classroom management in Rivers State. This implies that regular training is a major motivating factor for teacher's effectiveness in classroom management. This finding is in line with Kreisman (2002) who asserts that when teachers receive proper training, they are able to assume greater responsibilities for the achievement of institutional goals and objectives. In a related view, Burke (1995) argued that teachers who are regularly exposed to training develop a sense of debt with less intent to quit.

Research question two sought to find out how regular promotion as an aspect of teachers' motivation relates to their effective classroom management in senior secondary schools in Rivers State. The result of data collected from research question two showed that enhanced teacher's salary level, improved teachers morale in carrying out their duties and improvement in teacher's professional growth are ways that regular promotion can enhance teacher's effectiveness in classroom management. The findings also indicated that regular promotion can motivate teachers to do their work well and even take up more responsibility in the work environment.

The findings of the study in research question three showed that regular payment of salaries can affect teacher's regularity, punctuality and amount of attention to their classroom duties. The result of data collected indicates a strong relationship between regular payment of teachers' salaries and their effectiveness in classroom management in secondary schools in Rivers State. This finding is

in agreement with Ajang (2007), who argued that financial incentives have the ability to motivate teachers to be more effective with their job. Thomas & James (2013) suggested that the motivation and job attitude of school teachers is more positively affected by financial incentives. In their view, failure to receive expected financial reward can be demotivating.

Conclusion

Based on the findings of the study it is obvious that when teachers are adequately motivated, there is a corresponding improvement in their effectiveness in the classroom. The presence and availability of school facilities and teaching materials can further contribute to teachers' effectiveness in classroom management in Rivers State. On the other hand the absence of these facilities, will demoralize and discourage secondary school teachers in carrying out their duty effectively. To help teachers improve in their professional career, they must be introduced to regular professional in-service trainings. Such trainings afford them the opportunity to acquire modern skill and teaching methods for effectiveness in the classroom. Furthermore, teachers who are exposed to adequate professional trainings, have access to relevant instructional materials are bound to be more satisfied with their jobs than those who are not. This therefore establishes the fact that there is a significant relationship between, school facilities, In-service training and job satisfaction.

Recommendations

Bases on the findings of this study and the conclusions drawn, the following recommendations were made:

1. The Rivers State government and other secondary school holders should regularly motivate their teachers by providing them with good pay package, regular promotion and conducive teaching environment.
2. The Rivers state ministry of education should ensure that teachers from both public and private secondary schools are regularly exposed through workshops and seminars to professional trainings aimed at exposing teachers to modern teaching method and techniques
3. The Rivers State post primary schools board should set up appropriate policies to ensure attainment of standard, personnel growth opportunities for teachers to enable them improve their aspirations as this can contribute greatly to effective classroom management in secondary schools Rivers State.

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