



TEACHERS' ETHICAL AND VALUE-BASED COMPETENCIES AS DETERMINANTS OF EFFECTIVE CLASSROOM MANAGEMENT IN BASIC EDUCATION SCHOOLS IN ANAMBRA STATE



Adesina Omolara Adeola, Ph.D

Department of Educational Management
Faculty of Education, University of Ilorin
E-mail: adesina.oa@unilorin.edu.ng

&

Umeozor, Uzonna Juliana, Ph.D

Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State
Email: julzyiana2@gmail.com;

&

Ezugoh, Theodorah Chinelo, Ph.D

Department of educational foundations
School of education
Federal college of education (technical) asaba, Delta State
E-mail: theodorahezugoh@gmail.com;
theodorahezugoh2025@gmail.com; theodorah.ezugoh@fcetasaba-edu.ng

Abstract

This study examined *teachers' ethical and value-based competencies as determinants of effective classroom management in basic education schools in Anambra State*. Two research questions guided the study. The study adopted a descriptive survey research design. Population for the study comprised all the 12,598 basic education teachers teaching in 1,361 public primary and junior secondary schools within the six education zones in Anambra State. A sample size of 630 teachers were selected using stratified random sampling to ensure representation across different school levels (primary and junior secondary) and six education zones within Anambra State. Data were collected using a structured close-ended 22-item questionnaire, measured on a 4-point rating scale ranging from Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points, and Strongly Disagree (SD) – 1 point, in order to answer the two research questions. Both validity and reliability of the questionnaire was established. Data collected were analyzed using descriptive statistics (mean statistics and standard deviation **statistics**) to answer research questions regarding the extent of teachers' ethical and value-based competencies. Findings of the study revealed among others that *all the teachers' ethical and value-based competencies investigated were determinants of effective classroom management in basic education schools in Anambra State*. Most of the teachers in basic education schools in Anambra State possessed substantial *the ethical and value-based* competencies that contributed positively to effective classroom management. Based on the findings, recommendations were proffered and among them included that education authorities such as the Anambra State Universal Basic Education Board (ASUBEB) and school management should organize continuous professional development programmes focusing on enhancing teachers' ethical and value-based competencies for their effective classroom management in basic education schools in the State. Such training should be organized to equip teachers with practical skills to apply ethical principles and value orientations consistently in classroom management.

Keywords: Teachers, Ethical, Value-Based, Competencies, Determinants, Effective, Classroom, Management

Introduction

Effective classroom management is a critical aspect of the teaching-learning process, as it directly influences the quality of instruction and the learning environment necessary for attainment of instructional goals and objectives. A classroom entails the space within a structure or virtual environment where learning takes place. Young (2014) observed that the classroom environment is one of the most important factors affecting student learning. Students learn better when they view the learning environment as positive and supportive. A positive classroom environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks and ask questions. Such an environment provides relevant contents, clear learning goals and feedbacks, opportunities to build social skills, and strategies to help students succeed (Young, 2014). All these become achievable in a classroom well-coordinated and organized by a teacher through effective classroom management. Classroom management however, describes the pattern or procedures which the teacher utilizes to impact learning. Johnston (2018) defined classroom management as techniques and attitudes through which a teacher controls their classroom environment so that student learning prevails because student misbehaviour is effectively minimized and redirected (management strategies). Just as important, it addresses the prevention of disruptive behaviour preemptively, as well as, effectively responding to it after it happens.

The Great School Partnership (2014) says that classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. It can be acknowledged that most times problems for teachers can threaten an effective classroom environment, breeding lack of motivation among students whose love of learning has been drilled right out of them. In recent years, educational discourse in Nigeria and globally has increasingly acknowledged that effective classroom management is not only a matter of pedagogical skill but also of teachers' ethical disposition and value orientation (Olalekan&Okon, 2021). Teachers are expected to exhibit high standards of integrity, fairness, empathy, and responsibility, qualities that are essential in fostering a conducive, inclusive, and safe classroom climate (Adeniran&Ogundele, 2023). The basic education system in Nigeria, particularly in Anambra State, aims to provide foundational learning that is morally upright, socially responsible, and intellectually sound. To achieve this, teachers are required not only to deliver subject content effectively but also to model ethical behaviors and values that reinforce positive student conduct (Ughamadu, 2022). However, persistent concerns such as rising indiscipline, teacher-student conflict, and lack of mutual respect in classrooms highlight a possible decline or inadequacy in the ethical and value-based competencies of teachers (Onyekachi, 2021). **Ethical competencies** in this context refer to a teacher's ability to act with professional integrity, maintain confidentiality, promote fairness, respect diversity, and model appropriate behaviour (UNESCO, 2021). Ethical competencies in teaching encompass a teacher's ability to uphold moral principles such as honesty, fairness, integrity, confidentiality, and respect for students' rights in their professional conduct. These competencies shape how teachers interact with students, handle conflicts, enforce discipline, and make decisions that impact learning environments. According to Olalekan and Okon (2021), teachers who demonstrate strong ethical behaviours create classrooms characterized by trust, respect, and fairness, which are essential for maintaining discipline and promoting student engagement. Similarly, Adeniran and Ogundele (2023) emphasized that ethical competencies include adherence to professional codes of conduct, impartial treatment of learners, and commitment to educational equity. Other examples include: treating all students equally with fairness, justice and equity, maintaining privacy about students' personal information, consistently acting honestly and ethically which builds credibility, modelling appropriate behaviour for students, taking responsibility for one's actions and decisions that reinforces a culture of trust and professionalism, upholding students' rights to dignity and free expression which promotes inclusiveness and positive classroom climate, applying classroom rules uniformly which ensures clarity and fairness, reducing conflicts, being open and clear with students about expectations and decisions



which helps prevent misunderstandings, ensuring that personal interests do not interfere with professional duties which maintains ethical integrity, and showing compassion towards students' challenges fosters emotional safety and cooperation (Johnson & Smith, 2021; Nguyen, Pham & Tran, 2022; Oluremi & Olatunji, 2023).

Teachers who uphold ethical standards are more likely to earn students' trust, minimize disruptive behaviour, and foster a culture of mutual respect and accountability. Adeniran and Ogundele (2023) study in Nigerian secondary schools revealed that ethical lapses, such as favouritism or neglect of duties, contribute to classroom disruptions and poor academic performance. Ajayi and Adebola (2022) highlighted that many teacher education curricula in Nigeria insufficiently address the development of ethical and value competencies, focusing instead on subject knowledge and pedagogical skills. This gap contributes to inconsistent classroom management practices, with teachers resorting to punitive measures rather than ethical guidance. Therefore, enhancing teachers' ethical competencies is critical for establishing positive learning climates. Value-based competencies, on the other hand, relate to the teacher's internalized beliefs and attitudes that promote values such as honesty, empathy, tolerance, discipline, respect, responsibility and justice in classroom practices (Ajayi & Adebola, 2022). These values not only shape students' moral development but also serve as guiding principles for establishing a positive and orderly learning environment. These value-based competencies are foundational in shaping the social and moral atmosphere of classrooms. Other value-based competencies include teachers' understanding and sharing students' feelings to foster a supportive classroom environment, valuing each student's dignity, background, and opinions to promote inclusivity, working cooperatively with students and colleagues to create a positive learning environment, managing one's own behaviour to model appropriate conduct, accepting and appreciating diversity in students' perspectives and behaviours, taking ownership of classroom outcomes and students' well-being, and maintaining calmness and tolerance during challenging classroom situations (Afolabi & Adeyemi, 2020; Garcia & Weiss, 2019). Teachers who embody strong value orientations tend to model positive behaviours and encourage students to develop similar traits, resulting in a well-ordered and supportive learning environment (Chukwuemeka & Ismaila, 2020). In the Nigerian context, Okonkwo (2023) found that teachers with high value-based competencies positively influenced students' behaviour and academic outcomes in secondary schools. Furthermore, Ughamadu (2022) noted that value-based teaching fosters social cohesion and reduces conflicts, which are common challenges in many Nigerian classrooms. Therefore, value-based competencies are vital determinants of effective classroom management. Previous research has shown that teachers who integrate ethical and value-based practices into their professional conduct tend to manage classrooms more effectively, reduce incidences of conflict, and promote student engagement (Chukwuemeka & Ismaila, 2020; Okonkwo, 2023). Further research such as the Bandura's social learning theory (1977) has indicated that ethical and value-based competencies are interrelated constructs that jointly contribute to teachers' effectiveness in managing classrooms. While ethical competencies provide a framework of professional standards, value-based competencies infuse personal commitment and moral purpose into teaching practices (Onyekachi, 2021).

The integration of both competencies (ethical and value-based competencies) creates a holistic approach that supports not only discipline enforcement but also the nurturing of students' moral development. For instance, Olalekan and Okon (2021) argued that classrooms managed by ethically conscious and value-oriented teachers show higher levels of student respect, cooperation, and motivation. This synergy reduces disciplinary problems and fosters an inclusive environment conducive to learning. Yet, the degree to which these competencies are present and applied by teachers in Anambra State basic education schools remains underexplored. Also, given the unique cultural and educational context of Anambra State, understanding how teachers' ethical and value-based competencies affect classroom management is crucial. While some studies have touched on related themes in southeastern Nigeria (Okonkwo, 2023; Ughamadu, 2022), there remains a lack of focused empirical data on how these competencies manifest and impact classroom dynamics in Anambra's basic education schools. This study sought to fill this gap by providing context-specific insights that can

inform teacher professional development, policy formulation, and school leadership strategies aimed at promoting ethical and value-driven classroom management. Understanding how these competencies influence classroom management will provide empirical insights for educational administrators, teacher training institutions, and policymakers to develop targeted interventions that enhance teacher professionalism and student outcomes. Against this backdrop, the current study sought to evaluate the ethical and value-based competencies of teachers as determinants of effective classroom management in basic education schools in Anambra State.

Statement of the Problem

Effective classroom management remains a persistent challenge in many basic education schools including those in Anambra State, adversely affecting the teaching-learning process and overall academic achievement. Despite efforts to improve educational quality, issues such as student indiscipline, classroom disruptions, lack of respect for authority, and teacher-student conflicts continue to undermine instructional effectiveness. While pedagogical skills have been extensively studied as factors influencing classroom management, less attention has been given to the role of teachers' ethical and value-based competencies which are critical attributes that guide teachers' professional conduct, decision-making, and interactions with students. Preliminary observations and reports indicate that many teachers may lack adequate ethical awareness or the internalization of core values necessary for fostering a disciplined, respectful, and positive classroom environment. Furthermore, existing teacher training programmes in Anambra State region often focus more on curriculum delivery than on nurturing teachers' ethical standards and value orientation. Consequently, there is limited empirical evidence regarding how teachers' ethical and value-based competencies contribute to effective classroom management in the unique socio-cultural context of Anambra State. This gap hampers the design of targeted interventions to enhance teacher professionalism and improve classroom outcomes. Although several studies have explored various determinants of classroom management globally, a few have specifically, examined the interplay between teachers' ethical competencies and value-based behaviours as distinct but complementary factors influencing classroom discipline and management in Nigerian basic education settings. In particular, there is a scarcity of research focusing on Anambra State, where cultural, socio-economic, and educational dynamics may uniquely affect teachers' ethical and value orientations. Thus, the present study aimed to fill this gap by providing empirical insights into the nature and extent of teachers' ethical and value-based competencies as determinants of effective classroom management in basic education schools in Anambra State. By addressing this underexplored area, the study contributed to a deeper understanding of how strengthening these competencies can serve as a catalyst for improved classroom environments and educational quality.

Purpose of the Study

The purposes of this study was to investigate *teachers' ethical and value-based competencies as determinants of effective classroom management in basic education schools in Anambra State*. Specific objectives of the study aimed at:

1. Examining the teachers' ethical competencies contributing to effective classroom management in basic education schools in Anambra State.
2. Determine the teachers' value-based competencies contributing to effective classroom management in basic education schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the teachers' ethical competencies contributing to effective classroom management in basic education schools in Anambra State?
2. What are the teachers' value-based competencies contributing to effective classroom management in basic education schools in Anambra State?

Methods

This study adopted a descriptive survey research design. The survey design was appropriate because it enabled the collection of data from a large sample of teachers in their natural settings to examine their ethical and value-based competencies and how these relate to effective classroom management (Creswell & Creswell, 2018). This design allowed for the quantification of teachers' perceptions and practices, facilitating generalization within the basic education schools of Anambra State. Population for the study comprised all the basic education teachers employed in public primary and junior secondary schools within the six education zones in Anambra State. According to the Anambra State Ministry of Education (2024), the estimated teacher population is approximately 12,598 teachers across 1,361 public primary and junior secondary schools, providing a broad and diverse population for the study. The breakdown of this population consisted of 1,098 public primary schools and 263 junior secondary schools with their teacher population estimated as 9,569 primary school teachers and 3,029 junior secondary school teachers, making up the total teacher population as: 12,598 teachers from 1,361 basic education schools within the six education zones in Anambra State. A sample size of 630 teachers from 272 basic education schools were selected using stratified random sampling to ensure representation across different school levels (primary and junior secondary) and education zones within Anambra State. Both the teachers and basic education schools' population were randomly selected according to their strata at 5 percent (0.05%) and 20 percent (0.2%) respectively. Stratification was necessary to capture potential variations in ethical and value-based competencies among teachers from different backgrounds and school contexts (Fraenkel, Wallen & Hyun, 2019). Data were collected using a structured close-ended questionnaire developed by the researcher based on the study objectives and literature review.

The questionnaire was divided into three sections in order to determine the teachers' demographic information (e.g., school, location), teachers' ethical competencies (items measuring adherence to professional ethics, fairness, integrity, respect for students), and teachers' Value-Based Competencies (items assessing respect, empathy, discipline, responsibility), in connection with effective classroom management (considering items on discipline strategies, student engagement, classroom environment). A 22-item structured close-ended questionnaire, constructed by the researchers were used for data collection. Items on the questionnaire were measured on a 4-point rating scale ranging from Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point, in order to answer the two research questions. To ensure content validity, the questionnaire was reviewed by three experts in Educational Management and Policy Department, from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. Their feedback was used to refine and clarify items before its final print out. For reliability, a pilot study was conducted with 40 teachers of 4 public basic education schools from neighbouring Enugu State (which were not part of the study), and score from the administered instrument was using Cronbach's Alpha method which yielded coefficient reliability values of 0.81 and 0.85 for the two clusters respectively and were calculated to yield an overall coefficient reliability value of 0.83, indicating high internal consistency (Gliem & Gliem, 2003). Permission was obtained from the school authorities, that is, the head teachers before data collection. Copies of the questionnaire were administered personally by the researcher and three trained research assistants who were already familiar with the environment, in order to ensure high response rates and clarify any question the respondents had. Distribution of all the copies of the questionnaire took a period of five working days in which all the questionnaire was collated and sent for appropriate data analysis. The retrieval rate of the questionnaire was at a 100% rate of return. Hence, the researchers had to distribute 680 copies of the questionnaire in order to get the total number of 630 copies needed in the study. Data collected were analyzed using descriptive statistics (mean statistics and standard deviation statistics) to answer research questions regarding teachers' ethical and value-based competencies. However, any item with a mean score of 2.50 and above was considered as agree; while any item below 2.50 was considered as disagree. The analysis was conducted using SPSS version 25.

Results

Research Question 1: What are the teachers' ethical competencies contributing to effective classroom management in basic education schools in Anambra State?

Table 1: Mean Scores and SD of Teachers' concerning their Ethical Competencies Contributing to Effective Classroom Management in Basic Education Schools in Anambra State

N = 630 Basic Education School Teachers (Primary schools & JSS)

S/N	Please share your opinion concerning ethical competencies contributing to effective classroom management when applied by teachers in your school.	SA	A	D	SD	X	SD	Decision
	They include:							
1.	Treating all students with fairness likewise equally regardless of gender, social background, intellectual ability to promote trust and respect, reducing conflicts and behavioural issues in the classroom	21 3	28 9	9 4		3.0 8	0.8 3	Agree
2.	Avoiding favouritism to ensure that every learner or student has equal access to learning opportunities which creates a supportive learning environment	18 7	29 1	8 6		2.9 5	0.9 2	Agree
3.	Maintaining confidentiality about students' personal information to increase students' trust and willingness to seek help, which can preempt disruptive behaviours in the classroom	22 4	27 5	7 9		3.0 7	0.9 0	Agree
4.	Adhering to school policies likewise professional codes of conduct and standards in teaching role in order to foster a stable and predictable learning environment	24 3	26 8	5 0		3.0 9	0.9 5	Agree
5.	Building integrity by being honest, consistent, and transparent in grading, scoring, discipline and interactions with students in order to build students' confidence in the teacher's authority, likewise, gain their trust for a positive learning environment	23 1	27 7	7 4		3.1 0	0.8 8	Agree
6.	Making decisions in the classroom based on ethical principles to sets a strong ethical example for students, shaping their character and decision-making	24 5	28 1	4 9		3.1 4	0.8 9	Agree
7.	Respecting students' rights and dignity at all times by listening to students' views without ridicule; including, avoiding the use of demeaning language or public shaming, in order to encourage positive behaviour and create a safe emotional space conducive to learning	20 8	26 3	8 8		2.9 7	0.9 6	Agree
8.	Taking responsibility and accountability by being punctual, prepared, and consistent with classroom routines in order to reinforce order, discipline, and a culture of responsibility among students	18 9	30 0	9 6		3.0 0	0.8 6	Agree
9.	Showing empathy by understanding and responding compassionately to students' personal and academic struggles; likewise, being patient with slow learners or those facing emotional challenges which minimizes classroom tensions and promotes cooperative behaviour among learners	23 3	29 0	6 8		3.1 4	0.8 4	Agree
10.	Engaging in continuous professional development to model expected conduct for students and command respect in the classroom	21 4	27 6	6 0		2.9 9	0.9 7	Agree
11.	Being fair, transparent including constructive in handling student disputes calmly and impartially using effective conflict resolution strategies to reduce classroom disruptions and promote a peaceful learning environment	15 9	32 5	8 4		2.9 2	0.8 8	Agree
12.	Commitment to learner-centered values by encouraging autonomy, creativity, respect for others' opinions; likewise, promoting inclusive practices and cultural sensitivity which enhances student engagement and cooperation, making the classroom easier to manage	20 4	29 6	7 6		3.0 3	0.8 9	Agree

Overall Mean Score & SD = 3.0 0.9 Agree
4 0

Analysis of data in Table 1 revealed that all the items from 1 -12 were rated above the acceptable mean score of 2.50 by the teachers to show that they agreed with all the statements. None of the items were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with any of the statements. The grand mean of 3.04 and standard deviation (SD) of 0.90 indicates closeness in the responses of the respondents showcasing that the teachers' ethical competencies contributed to effective classroom management in basic education schools in Anambra State.

Research Question 2: What are the teachers' value-based competencies contributing to effective classroom management in basic education schools in Anambra State?

Table 2: Mean Scores and SD of Teachers' concerning their Value-Based Competencies Contributing to Effective Classroom Management in Basic Education Schools in Anambra State
N = 630 Basic Education School Teachers (Primary schools & JSS)

S/N	Please share your opinion concerning value-based competencies contributing to effective classroom management when applied by teachers in your school. They include:	SA	A	D	SD	X	SD	Decision
13.	Demonstrating empathy, care and compassion towards students' individual needs by supporting students facing challenges rather than punishing them harshly which creates a nurturing classroom environment where students are more likely to behave positively	19 7	32 5	6 1	47	3.0 7	0.8 4	Agree
14.	Being truthful in communication with students likewise transparent in assessments to build students' trust, which is key to classroom stability and discipline	23 2	27 7	5 0	71	3.0 6	0.9 5	Agree
15.	Taking responsibility likewise ownership of one's actions, being prepared for lessons, and meeting deadlines to promote a culture of accountability, encourage students to take responsibility for their actions and reduce disruptive behaviour in the classroom	21 7	31 6	4 5	52	3.1 1	0.8 6	Agree
16.	Promoting tolerance, open-mindedness and understanding among students by welcoming diverse opinions, cultures and perspectives to minimize conflicts likewise, promote peaceful coexistence in multicultural classrooms	23 8	30 1	5 1	40	3.1 7	0.8 3	Agree
17.	Applying classroom rules fairly and their consequences consistently without bias in order to uphold integrity in all interactions with students; likewise, prevention of resentment and student disengagement, enhancing cooperation	21 1	30 9	6 8	42	3.0 9	0.8 4	Agree
18.	Valuing each student as a unique individual with rights and potentials in order to build mutual respect, reduce hostility, and encourage cooperative behaviour in the classroom	28 9	28 3	2 7	31	3.3 2	0.7 7	Agree
19.	Modelling respect, disciplined behaviour likewise, self-control that sets the tone for the classroom in order to maintain order and reduce instances of teacher-student conflict in the classroom	23 8	31 3	4 4	35	3.2 0	0.7 9	Agree
20.	Promoting collaboration and teamwork among students in group work, problem-solving, and classroom decisions to encourage positive peer interactions and shared responsibility for a smooth classroom environment	25 9	30 0	2 2	49	3.2 2	0.8 4	Agree
21.	Inspiring students to persist in their learning and behaviour improvement in order to build a resilient classroom culture, even in the face of challenges	19 9	29 2	6 0	79	2.9 7	0.9 5	Agree
22.	Commitment to good service which inspire students to act with integrity and contribute to a positive classroom culture	20 2	33 9	5 5	34	3.1 3	0.7 8	Agree
Overall Mean Score & SD =						3.1 3	0.8 5	Agree

Analysis of data in Table 2 revealed that all the items from 13-22 were rated above the acceptable mean score of 2.50 by the teachers to show that they agreed with all the statements. None of the items were rated below the acceptable mean score of 2.50 by the respondents to show that they disagreed with any of the statements. The grand mean of 3.13 and standard deviation (SD) of 0.85 indicates closeness in the responses of the respondents showcasing the teachers' value-based competencies contributed to effective classroom management in basic education schools in Anambra State.

Discussion of Findings

Findings of the study revealed that all the *teachers' ethical and value-based competencies investigated were determinants of effective classroom management in basic education schools in Anambra State*. The present study findings implied that most teachers in basic education schools in Anambra State possessed substantial *the ethical and value-based competencies* that contributed positively to classroom management. *Hence, when teachers display both competencies, this contributed to effective classroom management in basic education schools in Anambra State*. These findings corroborate the theoretical stance of Bandura's Social Learning Theory, which posits that teachers model ethical and value-based behaviours that students emulate, leading to improved classroom conduct (Bandura, 1977). This finding also flows with the findings of some previous researches which disclosed that teachers who integrate ethical and value-based practices into their professional conduct tend to manage classrooms more effectively, reduce incidences of conflict, and promote student engagement (Chukwuemeka & Ismaila, 2020; Okonkwo, 2023). The finding collaborates with Olalekan and Okon (2021) study which confirmed that classrooms managed by ethically conscious and value-oriented teachers show higher levels of student respect, cooperation, and motivation. This synergy reduces disciplinary problems and fosters an inclusive environment conducive to learning.

It was however, discovered through the finding of this study that the teachers' ethical competencies contributed to effective classroom management in basic education schools in Anambra State. *This further implies* that when teachers apply or showcase ethical competencies such as treating all students with fairness and equally regardless of gender, social background, intellectual ability, this action promoted trust and respect, reducing conflicts and behavioural issues in the classroom. Also, when teachers employ ethical competencies of avoiding favouritism to ensure that every learner or student has equal access to learning opportunities, it created a supportive learning environment. Ethical competencies which include maintaining confidentiality about students' personal information assisted teachers to increase students' trust and willingness to seek help, which can preempt (prevent) disruptive behaviours in the classroom. Teachers adherence to school policies including professional codes of conduct and standards in teaching role assisted them to foster a stable and predictable learning environment. Building integrity by being honest, consistent, and transparent in grading, scoring, discipline and interacting with students enabled teachers to build students' confidence in the teacher's authority, and to gain their trust for a positive learning environment. Also, making decisions in the classroom based on ethical principles to sets a strong ethical example for students by teachers, enabled them to shape students character and decision-making abilities. Teachers that respect students' rights and dignity at all times by listening to students' views without ridicule; including, avoiding the use of demeaning language or public shaming, encourages positive behaviour and create a safe emotional space conducive to learning. Teachers who take responsibility and accountability by being punctual, prepared, and consistent with classroom routines, reinforces order, discipline, and a culture of responsibility among students. Showing empathy by understanding and responding compassionately to students' personal and academic struggles; likewise, being patient with slow learners or those facing emotional challenges, minimizes classroom tensions and promotes cooperative behaviour among learners. Furthermore, engaging in continuous professional development enable teachers to model expected conduct for students and command respect in the classroom. Ethically, being fair, transparent including constructive in handling student disputes calmly and impartially using effective conflict resolution strategies, help teachers to reduce classroom disruptions and promote a peaceful learning

environment. Teachers commitment to learner-centered values by encouraging autonomy, creativity, respect for others' opinions; likewise, promoting inclusive practices and cultural sensitivity, helps them to enhance student engagement and cooperation, making the classroom easier to manage. From all the foregoing discoveries, it clearly shows that teachers ethical competencies are important determinants for effective classroom management in basic education schools in Anambra State.

This finding aligns with the findings of Johnson and Smith (2021), who emphasized that ethical behavior such as fairness, confidentiality, and respect for student rights fosters trust and discipline, which are critical for classroom control. Similarly, the high adherence to professional codes of conduct observed in this present study reflects the importance of ethics in maintaining a positive learning environment as discovered in Nguyen Pham and Tran (2022) study. However, the ongoing professional development focused on ethics and values is necessary to sustain and enhance these competencies. This supports findings of Oluremi and Olatunji (2023) study, which indicated that teacher training programmes must integrate ethics and value education to better prepare teachers for the challenges of classroom management. The present study finding also concurs and does not deviate from the findings of Olalekan and Okon (2021) study which indicated that teachers who demonstrate strong ethical behaviours create classrooms characterized by trust, respect, and fairness, which are essential for maintaining discipline and promoting student engagement. Adeniran and Ogundele (2023) study also confirmed that ethical competencies include adherence to professional codes of conduct, impartial treatment of learners, and commitment to educational equity.

It was discovered through the finding of this study that the teachers' value-based competencies contributed to effective classroom management in basic education schools in Anambra State. *This further implies* that when teachers apply or showcase value-based competencies such as demonstrating empathy, care and compassion towards students' individual needs by supporting students facing challenges rather than punishing them harshly, this creates a nurturing classroom environment where students are more likely to behave positively. Being truthful in communication with students likewise transparent in assessments to build students' trust, is one of the keys to classroom stability and discipline. Teachers taking responsibility likewise ownership of one's actions, being prepared for lessons, and meeting deadlines to promote a culture of accountability, however, encourages students to take responsibility for their actions and reduce disruptive behaviour in the classroom. Promoting tolerance, open-mindedness and understanding among students by welcoming diverse opinions, cultures and perspectives from the teacher's part, helps the teacher to minimize conflicts and promote peaceful coexistence in multicultural classrooms. Applying classroom rules fairly and their consequences consistently without bias, assists teachers to uphold integrity in all interactions with students; likewise, prevention of resentment and student disengagement, enhancing cooperation. Also, teachers' value-based competencies in valuing each student as a unique individual with rights and potentials, helps to build mutual respect, reduce hostility, and encourage cooperative behaviour in the classroom. Modelling respect, disciplined behaviour likewise, self-control that sets the tone for the classroom, help teachers to maintain order and reduce instances of teacher-student conflict in the classroom. More so, when teachers promote collaboration and teamwork among students in group work, problem-solving and classroom decisions, this enable them to encourage positive peer interactions and shared responsibility for a smooth classroom environment. Inspiring students to persist in their learning and behaviour improvement, enable teachers to build a resilient classroom culture, even in the face of challenges. Teachers commitment to good service also inspire students to act with integrity and contribute to a positive classroom culture. From all the above discoveries, it clearly shows that teachers value-based competencies are important determinants for effective classroom management in basic education schools in Anambra State. The value-based competencies identified, including empathy, respect, discipline, and integrity, are also consistent with existing literature.

This present finding corroborates and agrees with Afolabi and Adeyemi (2020) study which found out that teachers who exhibit strong value orientation tend to create classrooms characterized by mutual respect and responsibility, which enhanced student engagement and reduces behavioural problems. The demonstration of empathy and promotion of tolerance by teachers supports students'

social-emotional development, which is essential for effective classroom management (Garcia & Weiss, 2019). The finding is also in line with the finding of Okonkwo (2023) study which found out that teachers with high value-based competencies positively influenced students' behaviour and academic outcomes in secondary schools. Furthermore, Ughamadu (2022) study confirmed that value-based teaching fosters social cohesion and reduces conflicts, which are common challenges in many Nigerian classrooms. In all, both ethical and value-based competencies are vital and positive determinants of effective classroom management.

Conclusion

This study has shown that teachers' ethical and value-based competencies play a crucial role in determining effective classroom management in basic education schools in Anambra State. They were part of the determinants of effective classroom management. The findings revealed that most of the teachers generally exhibited strong ethical behaviour, such as fairness, confidentiality, and adherence to professional codes, alongside value-driven traits like empathy, respect, and integrity for effective classroom management. These competencies significantly contribute to creating a disciplined, supportive and positive learning environment. Therefore, fostering and strengthening these competencies among teachers is very crucial and essential for enhancing classroom management and overall educational outcomes. Hence, the recommendations proffered below.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Education authorities such as the Anambra State Universal Basic Education Board (ASUBEB) and school management should organize continuous professional development programmes focusing on enhancing teachers' ethical and value-based competencies for their effective classroom management in basic education schools in the State. Such training should be organized to equip teachers with practical skills to apply ethical principles and value orientations consistently in classroom management.
2. Teacher education institutions in Anambra State and beyond should integrate ethics and value-based education more thoroughly into their curriculum to prepare prospective teachers with a strong foundation and improve their competencies in these areas before they enter the classroom. However, teachers should be engaged and supervised through effective classroom supervision by the school authorities to ensure that they apply all these ethical and value-based competencies in the classroom.

References

- Adeniran, T. O. & Ogundele, A. A. (2023). *Professional ethics and teacher effectiveness in public secondary schools in Nigeria*. *African Journal of Educational Research and Development*, 17(2), 45–58.
- Afolabi, A. O. & Adeyemi, T. O. (2020). Value-based teaching and its impact on classroom management in Nigerian secondary schools. *Journal of Educational Research*, 113(4), 299–312. <https://doi.org/10.1080/00220671.2020.1765032>.
- Ajayi, K. & Adebola, M. (2022). *Value-oriented teaching as a catalyst for moral development in Nigerian schools*. *International Journal of Education and Learning*, 12(1), 23–34.
- Anambra State Ministry of Education (2024). *Annual education sector report*. Government Press.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Chukwuemeka, E. C. & Ismaila, T. A. (2020). *The role of teacher ethics in promoting discipline among Nigerian secondary school students*. *Nigerian Journal of Educational Psychology*, 15(1), 33–46.
- Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.



- Garcia, E. & Weiss, E. (2019). Social-emotional learning and student outcomes: Current research and implications. *Education Week Research Center*.
<https://www.edweek.org/pdfs/reports/SELResearch.pdf>.
- Gliem, J. A. & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*, 82–88.
- Great School Partnership (2014). *Classroom management*. <https://www.edglossary.org/classroom-management/>.
- Johnson, M. & Smith, L. (2021). The role of teacher ethics in classroom management effectiveness. *International Journal of Education and Practice*, 9(2), 156–168.
<https://doi.org/10.18488/journal.61.2021.92.156.168>.
- Johnston, T. (2018). *What is classroom management*.
<https://www2.palomar.edu/pages/tjohnston2/what-is-classroom-management/>.
- Nguyen, H., Pham, T. & Tran, D. (2022). Professional ethics and teacher performance: A study of secondary schools in Vietnam. *Asian Journal of Education and Training*, 8(3), 172–180.
<https://doi.org/10.20448/journal.522.2022.83.172.180>.
- Okonkwo, B. O. (2023). Teachers' values and students' behavioral outcomes in Anambra State secondary schools. *Nigerian Journal of Educational Leadership*, 11 (4), 67–79.
- Olalekan, J. T. & Okon, E. A. (2021). *Ethical leadership and classroom management practices among teachers in South-East Nigeria*. *Journal of Teacher Education and Practice*, 9(3), 56–70.
- Oluremi, B. & Olatunji, M. (2023). Enhancing ethical competencies through teacher professional development programmes in Nigeria. *Journal of Teacher Education and Practice*, 7(1), 45–59.
<https://doi.org/10.33423/jtep.v7i1.315>.
- Onyekachi, R. C. (2021). *Challenges of classroom discipline and the ethical role of teachers in basic education*. *Journal of Education and Human Development*, 10 (1), 101–113.
- Ughamadu, K. A. (2022). *Teachers' character and the quality of basic education in Nigeria: A value-based approach*. *Journal of Education for Sustainable Development*, 5 (2), 89–98.
- UNESCO (2021). *Ethics and values in education: A global perspective on teaching professionalism*. Paris: United Nations Educational, Scientific and Cultural Organization.
- Young, J. (2014). *Encouragement in the classroom. The importance of a positive classroom*.
<http://www.ascd.org/publications/books/sf114049/chapters/The-Importance-of-a-Positive-.aspx>.