

Innovative Classroom Management Strategies And Students Academic Performance In Public Senior Secondary School In Ikwerre Education Zone Of River State

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ABSTRACT

This study investigated the influence of innovative classroom management strategies on students' academic performance in public senior secondary schools in Ikwerre education zone of river state, Nigeria. The study adopted a descriptive research design. The population of the study comprised 758 teachers and 2213 students. A sample size of 100 teachers and 200 students were selected for the study through multistage stage sampling technique, the main instrument for the study was questionnaire, the data collected from the study were analyzed using mean, standard deviation and independent t- test statistics.. The result obtained from the data analysis shows that innovative classroom management strategies is effective in enhancing both teachers' and students' performance in secondary school in Ikwerre Education Zone of River State.

Introduction

Most formal organizations like secondary schools are aimed at effective and efficient management of human and material resources available for the attainment of organizational goals. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and

meaningful learning instructional delivery. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students of a particular classroom can be attributed to the teachers' ability to manage and control the classroom during instruction. Oyira (2016) reported that the variables that measures the classroom learning environment as perceived by students actually predicts their attitude towards schooling and academic performance. All educational plans of a school involving teaching and learning takes place in the classroom.

Classroom is a physical structure meant and designed to house group of individuals (learners) ready for teaching/ learning process. The teacher manages the activities in the classroom for effectiveness. Classroom management according to Afolabi (2019) is a process concerned with identifying, understanding, stimulating, controlling and unifying human and material resources in the classroom for maximum success in teaching learning situation". From the above definition, one can infer that classroom management is judiciously harnessing of human, material resources as well as the curriculum within the classroom setting for the successful accomplishment of the school objectives. classroom management here goes beyond class-discipline, order and control.

It is concerned with the physical setting of the classroom to accommodate instructional materials, chalkboard arrangement, time management, class control, learners' interest sustaining skills, communication in the classroom and time-tabling. It is only a well-trained, dedicated, dutiful and motivated teacher that can deliver the above-mentioned areas of skills. Some of the skills applied in the management of classroom include chalkboard arrangement, classroom arrangement, time management class control, learners interest, communication and timetabling. The implication of creativity and innovation in the above skills is that schools and teachers should be in various states of reform to adapt their instructional practices to be more effective. To this end the role of the teachers should shift from being subject matter experts who transmit information to acting as facilitators of student learning in the knowledge society. (Youg, 2013).

According to Kyriacou (2015) the classroom is the meeting point for both teachers and students where curricular activities are implemented. Educational objectives cannot be fully achieved without the use of conducive classroom environment. The classroom is characterized by a network of interpersonal relationships directed at the attainment of educational goals. Oyira, (2016) refers interpersonal relationship as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and

mutual activities. Good classroom environment must be well ventilated, fully supplied with chairs and desks, have adequate spatial arrangement, have sizeable chalkboard, good floors, beautiful walls and lightings (Kolawole, 2014).

A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction. Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well being of students for whom the teaching and learning activities are centered. Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process. According to Grieser (2017), successful classroom management enhances students questioning and exploration only if the learning environment is conducive. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning.

There is a need for innovative classroom teaching strategies during teaching and learning process. Innovative classroom teaching strategies help to improve students academic performance in school. Effective use of innovative teaching strategies help to gain and hold attention of the students, focus attention on highlight of key points, save time by limiting the use of wordy explanations and create impact on students academic performance in school. Innovative teaching strategies are teaching strategies used for illustrating the content of instruction thereby making learning more concrete and less abstract. Some innovative teaching strategies used in this study include computer based instruction and use of video tape.

Computer-based instruction is a teaching approach that integrates computer software programs with other teaching materials in the classroom (OJo, 2016). Other terms used for computer-based instruction are: computer-based training, computer-assisted instruction and computer-assisted learning. Computer-based instruction is any curricula in which students interact with a computer as a key element of the learning process (Brown, 2017). Although the term is used to describe a number of different teaching methodologies and curricula, an instructor is almost always present to organize and monitor student activities and also enable students to complete exercises and view materials on a computer screen rather than receiving the information from written material or an instructor's presentation (OJo, 2016). This dramatic change from traditional teaching has far-reaching implications for the future of education.

A primary advantage of computer-based instruction is the training it provides for computer-based than everything else (Coper,2016). In a highly technological world, the relevance of computer-based instruction in education may not be only in how it helps students process traditional lesson topics like social studies, but in how it trains students to use computers in their work and personal lives. As students go through the lesson plan on a computer, they learn how to operate menus and run applications-valuable skills in any technological workplace (Coper,2016). It is especially helpful for students who do not use a computer at home. On the other hand, Video tape is a teaching resource that is used to conveyed knowledge and facts to the students during teaching and learning process. Video tape as a teaching resource in education comes as the invention of educational technology. They are termed as instructional video. They are created for use in classrooms settings to enhance students' academic performance and retention during teaching and learning process. According to Nzewi, (2018), video-taped instruction has the qualities of providing a semi-permanent, complete and audio's visual record of event to improve students' academic performance and retention in schools. Effective use of video tape helps to supports students' learning, helps in developing knowledge, wherein, enhance students' retention, reiterate, present, enable students to understand biology concepts and hence improve students' academic performance.

Statement of Problem

The importance of good classroom management in the realization of the objectives of education cannot be over emphasized. Teaching and learning is very embracing involving a wide range of activities such as writing on chalkboard, discussing with students, demonstrating a procedure, supervising student's class work, reading and marking assignments. Good classroom environment with good desks and seats well spaced out, well ventilated, good lighting, good ceiling and roof and smooth floor enhances effective teaching and learning. When the classroom environment provides students what they need, equilibrium occurs but when the classroom environment does not, there is disequilibrium. The researcher has observed that there has been poor academic performance of students in most public secondary schools in Ikwerre education zone of Rivers State. The researcher wonder what could be the reasons behind poor academic performance in public secondary school among students in Ikwerre education zone of Rivers State. In most of these schools, a teacher-student's ratio of 1:80 is evidenced. The National policy on Education recommended a teacher-student's ratio of 1:40 for normal or regular school. Besides, it has been revealed innovative teaching method has not been incorporated into teaching and learning process leading to poor academic performance of students. Based on this background, the present

study is to identify the influence innovative classroom management strategies students' academic performance in public secondary schools in Ikwerre education zone of Rivers State.

Purpose of the study

This study has the following purposes

1. To determine the influence of computer-based instruction on students' academic performance in Ikwerre education zone of Rivers State ?
2. To determine the influence of video tape on students' academic performance in Ikwerre education zone of Rivers State ?

Research Questions

The study provides answers to two research questions:

1. What is the influence of computer-based instruction on students' academic performance in Ikwerre education zone of Rivers State ?
2. What is the influence of video tape on students' academic performance in Ikwerre education zone of Rivers State ?

Hypotheses

Two hypotheses were formulated and tested in this study as follows

1. There is no significant influence of computer-based instruction on students' academic performance in Ikwerre education zone of Rivers State ?
2. There is no significant influence of video tape on students' academic performance in Ikwerre education zone of Rivers State

Methodology

The study adopted a descriptive survey research design. The target population of the study consisted of 16 public secondary schools in Ikwerre education zone of Rivers State. The population which typified and reasonably represented the target population comprised 758 teachers and 2213 students of public secondary schools in Ikwerre education zone of Rivers State under investigation. The sample of size the study consisted of 100 teachers and 200 students were selected for the study through multistage sampling techniques from 16 public secondary schools in the senatorial district making a total of 300 respondents. The instrument for data collection was a 22 item questionnaire, constructed along a modified 4-point likert type rating scale of Strongly Agree (SA) = 4-points, Agree (A),= 3-points, Strongly Disagree (SD),=2-points and Disagree (D),=1-point. The face and content validity of the instrument was determined by two experts of the Department of Educational administration and policy studies of Delta State university, Abraka who carefully scrutinized the items and their corrections were effected before the final draft was prepared.. The reliability of the instrument was carried out, using split half technique involving a pilot study on 20 teachers, 10 vice principals and principals outside the study area. The data collected was analyzed using Cronbach Alpha formula to compute the correlation coefficient of 0.81, thus

establishing the internal consistency of the instrument. The instrument was administered by the researcher and two assistants. The 300 copies of questionnaire administered were returned back useable for data analysis.

Mean and standard deviation were used to answer the research questions. The decision rule was based on the midpoint for the scale, which was 2.50. As a result, only mean scores of 2.50 and above was accepted while mean scores below 2.50 were not accepted while and independent t-test statistic were used to test null hypothesis at 0.05 level of significance

Results

1. What is the influence of computer-based instruction on students’ academic performance in Ikwerre education zone of Rivers State ?

Table 1: Mean and standard deviation of the influence of computer-based instruction students’ academic performance in Ikwerre Education zone of Rivers State

Strategy	N	Mean	SD	Gain scores
Computer based	100	17.50	0.78	4.40
Academic Performance	200	13.80	1.70	

Table 2: shows the mean and standard deviation of responses of the respondents on the influence of computer based instruction is 17.50 and academic performance is 13.80 with the gain score of 4.40 while the standard deviation is 0.78 and 1.70 respectively. This implies computer- based instruction has significant influence students academic performance

Research question 2: What are the effects of teacher’s use of innovative classroom management effectiveness on students learning?

Table 2: Mean and standard deviation of the influence of Video tape students’ academic performance in Ikwerre Education zone of Rivers State

Strategy	N	Mean	SD	Gain scores
Video Tape	100	17.70	1.78	5.10
Academic Performance	200	12.60	2.72	

Table 2: shows the mean and standard deviation of responses of the respondents on the influence of computer based instruction is 17.70 and academic performance is 12.60

with the gain score of 5.10 while the standard deviation is 1.78 and 2.72 respectively. This implies computer-based instruction has significant influence students academic performance.

Research Hypothesis 1: There is no significant influence of computer-based instruction on students’ academic performance in Ikwerre education zone of Rivers State

Table 3: t-test of the influence of computer-based instruction students’ academic performance in Ikwerre Education zone of Rivers State

Strategy	N	Mean	SD	Df	t-cal	t-crit	Decision
Computer-based	100	17.50	0.78	298	0.62	1.96	Reject Ho
Academic performance	200	13.80	1.70				

*N=300 *Significant at 0.05 alpha level*

The result presented in Table shows that the calculated t-value of 0.62 is less than the critical t-value of 1.96 at 118 degrees of freedom and 0.05 alpha level. Therefore, the null hypothesis is rejected, hence, there is significant influence of computer-based instruction on students’ academic performance in Ikwerre education zone of Rivers State is significant difference

Null Hypothesis 2. There is no significant influence of video tape on students’ academic performance in Ikwerre education zone of Rivers State

Table 3: t-test of the influence of video tape students’ academic performance in Ikwerre Education zone of Rivers State

Strategy	N	Mean	SD	Df	t-cal	t-crit	Decision
Team tournament							
Video tape	100	17.51	2.37	118	0.62	1.96	Reject Ho
Academic performance	200	17.68	2.74				

*N=300 *Significant at 0.05 alpha level*

The result presented in Table shows that the calculated t-value of 0.62 is less than the critical t-value of 1.96 at 118 degrees of freedom and 0.05 alpha level. Therefore, the null hypothesis is rejected,

hence, there is significant influence of video tape on students' academic performance in Ikwerre education zone of Rivers State

Discussion of Findings

The findings of this study on research question one in table 1 and 2 revealed that innovative classroom management strategies have significant influence on students' academic performance in public secondary schools in Ikwerre Local Government Area of Rivers State. The finding of this study on use of innovative instructional strategies as effective classroom management technique is supported by Asiyai (2015) who found that innovative instructional strategies such as concept computer based and video tape help arouse learners' interest, thus enhancing their performance in academic activities. Effective use of innovative classroom management strategies active participation of students in teaching and learning process which results in more effective learning as students become attentive in class .

As regards the hypotheses, for hypothesis one, the result obtained showed that there is significant influence of computer-based instruction on students' academic performance. This implies that effective use of innovative teaching strategies help to gain and hold attention of the students, focus attention on highlight of key points, save time by limiting the use of wordy explanations and create impact on students academic performance in school. For hypothesis two, the result showed that there is significant influence of video tape on students' academic performance. This implies that innovative teaching strategy such as videotaped instruction has the qualities of providing a semi-permanent, complete and audio's visual record of event to improve students' academic performance and retention in schools. Effective use of video tape helps to support students' learning, helps in developing knowledge, wherein, enhance students' retention, reiterate, present, enable students to understand biology concepts and hence improve students' academic performance.

Conclusion

From the results of this study, the effective classroom management techniques included effective communication, constant engagement of students in activities, regular use of questions by teachers, use of behaviour contract, teachers acting as models of good behaviour and monitoring amongst others. The conclusion drawn is that teachers' classroom management effectiveness is a significant predictor of students learning and academic performance.

Recommendations

Innovative classroom management effectiveness is one of the important criteria for assessing teaching effectiveness of teachers. Besides, classroom management effectiveness enhances students learning. This study has highlighted the effective classroom management techniques. Therefore, school administrators should ensure that they regularly organize seminars aimed at intermittent training of teachers on these classroom management techniques as a result of their importance in teaching and learning process. School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique. Teachers should be models of good behaviour in the way they dress, the way they talk and things they do particularly in the classroom. Teachers should also ensure that they create positive learning environment. When the classroom physical learning environment is conducive, students will development a positive attitude towards schooling and always be attentive in class during instruction.

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