



The 21st Century Classroom Management Strategies for Promoting Effective Learning among Students in Public Senior Secondary Schools in Bayelsa State

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ABSTRACT

This study examine 21st century classroom management strategies for promoting effective learning among students in public senior secondary schools in Bayelsastate. Three research questions and three null hypotheses was used to guide the study. Correlational research design was adopted for the study. The population of 2044 senior secondary schools in Bayelsastate. A sample size of 200 students. A self-developed questionnaire titled 21st century classroom management strategies for promoting effective learning among students (Cmspel) was used to collect data for the study and 0.86 established as reliability index for the instrument using Cronbrach Alpha. Percentage was used to analyze the demographic, Mean and Standard deviation was used for the research question. Pearson product Moment correlation statistics (ppmc) was used to analyze the research hypotheses. The findings reveals that building excitement for content and lesson plan can enhance effective learning in the classroom can enhance effective learning, how assigning open-ended product in the classroom can enhance effective learning in the classroom. Result reveal from the hypotheses that there is significant relationship between building excitement and lesson plan, it is recommended that 21st century teachers should be skilled in the classroom strategies for promoting effective learning among students in public senior secondary schools in Bayelsa state

Key words: Classroom, Management, Strategies, Students, Effective Learning.

INTRODUCTION

Classroom is a place where teaching and learning activities take place. Management is the organization that leads to orderly environment; Therefore, management includes control and the application of rules and regulations that guides the school. This implies that classroom management is an essential aspect of teaching. Managing classroom successfully is the most important function of a teacher. Classroom management is the establishment of routines that enables learning activities to proceeds smoothly.

Classroom Management refers to a wide variety of skills and strategies that teachers employ or use to keep students and the classroom organized, focused attentive and efficient. Classroom Management Strategies help teachers to organize their classroom in such a way that students learn effectively and fruitfully.

Umoren, (2016) defined classroom management as all the things teachers must do in the classroom to Foster students academic involvement and cooperation in the classroom and create conducive learning environment, Morse, (2012) is of the view that classroom management involves curtailing students disruptive behavior such as ; fighting, noise making, close observation, arrangement of Classroom, learning material and responses to students who suffers from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shyness, dullness, hyperactivity and poor study habits.

The key to good classroom management is the use of strategies that will increase student cooperation and involvement in classroom activities and thus avert problem from occurring. The new role of teachers in the 21st century classrooms also need changes in teachers knowledge, skills, adaptability and classroom behaviours. In the classroom, the teacher is a facilitator to his/her students and they must know how to pace lessons

and provide meaningful work that engages students in their learning process . It is the duty of the 21st century teachers to and provide a safe , supportive and positive learning environment for all students. Teachers must be skilled enough to create multiple learning experiences to create a positive and productive learning environment for all the students in the classroom. Teachers must use routines and procedures that maximise instructional time and they should also know how to effectively handle disruptive so there is no adverse impact on student instructional time 21st century teachers must know how to help students to become independent and also develop creative and critical thinking and problem solving skills , moreover , 21st century teachers must see that students are actively involved in their own learning within a climate that respects their unique developmental needs and Foster positive expectations and mutual respect (Osuji 2012) .

Effective Learning is achieved through teaching methods that allow children to take ownership of their own learning. As often as possible, children should be able to make their own meaning and choose and plan what they do under a range of circumstances. Effective Learning is achieved through teaching methods that allow children to take ownership of their own learning.

As often as possible, children should be able to make their own meanings and choose and plan what they do under a range of circumstances. Effective learners gain a greater complexity of understanding when it comes to the concepts and information they have learned . They are more readily able to connect different pieces of knowledge together. 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 does not , there is disequilibrium, The provision of instructional materials to the teacher will enable him/her to teach and manage the class effectively.

According to Abraham,(2012) Instructional materials help the teacher to increase his/her students' learning experience as students learn with materials , they become conversant with many issues or ideas . Through the use of instructional materials, the teacher gathers more information about his/her topic of discussion, which makes his/her lesson delivery easy and appropriate.

The 21st century teacher must be able to build excitement for content and lesson plan , that is encouraging and motivating students to display their work in the classroom, speak up in the classroom a way to create knowledge among other students , the 21st century teacher must be purposeful by providing different props and incorporate humor into the classroom and share laugh with students, also providing a learning opportunity to complement story is a winning formula from a teaching perspective.

STATEMENT OF THE PROBLEM

Un-conducive learning environment in the public schools has posed serious problems over many decades ago . This trend has been on the increase and daily basis . It's prevalence has attracted the concern of the teachers, parents, and many researchers . Effective classroom management has been discussed extensively at educational seminars and workshops , with efforts aimed at bringing lasting solution to the problem of students disruptive behavior.

The neglect of physical conditions and lack of adequate facilities can also trigger of disruptive classroom behaviours. All these are the problems of teacher will contend with while managing the classroom. However, in the midst of these inadequacies and challenges . Some teachers still teach and prepare the students for examinations (internal and external) . One could therefore, ask what management strategies do these teachers adopt in their classroom and yet effectively carry out their teaching function? Efforts to answer this question makes a study of this nature necessary. Therefore, this study examine the 21st century classroom management strategies for promoting effective learning among students in public senior secondary schools in Bayelsa state.

Purpose of the study

The purpose of this study is to examine 21st century classroom management strategies for promoting effective learning among students in public senior secondary schools in Bayelsa state.

Objective of the study includes:

- (1) To find out how building excitement for content and lesson plan by classroom management strategies can promote effective learning among students in public senior secondary schools in Bayelsa state.
- (2) Determine how different props in classroom can enhance effective learning among students in public senior secondary schools in Bayelsa state.
- (3) Ascertain how assigning open-ended project in classroom management can promote effective learning among students in public senior secondary schools in Bayelsa state.

Research questions

The following research questions were used to guide the study

- (1) How does building excitement for content and lesson plan and management strategies relates to students effective learning among students in public senior secondary schools in Bayelsa state.

(2) How does different props in the classroom by teachers as a classroom management strategies relates to students effective learning among students in public senior secondary schools in Bayelsa state.

(3) How does assigning open-ended project by teachers in the classroom management strategies relates to students effective learning among students in public senior secondary schools in Bayelsa state.

Hypotheses

(1)There is significant relationship between building excitement for content and lesson plan and management strategies among students in public senior secondary schools in Bayelsa state.

(2) There is significant relationship between different props by teachers and students learning among students in public senior secondary schools in Bayelsa state.

(3) There is significant relationship between assigning open- ended product by teachers and among students learning in public senior secondary schools in Bayelsa state.

Significance of the Study

This study will be significant as it will yield data that will help a number of individuals and educational stakeholders such as the Ministry of Education, researchers and PTA members to ascertain the extent to which 21st century classroom management strategies for promoting effective learning among students in public senior secondary schools in Bayelsa state.

The findings provided in this study will help teachers in accessing the effects of their classroom management strategies for promoting effective learning among students in public senior secondary schools.. Likewise, Ministry of Education and the curriculum planners will use the results of this study to guide them in imbining classroom management skills in teachers so as to improve students' academic performance. The study is equally significant to PTA members in that they will understand how disruptive behavior can hamper students' academic performance. It will create awareness among teachers and parent on the need to always establish a conducive learning environment for promoting students effective learning among students in public senior secondary schools.

Methodology

The study employed the discriptive survey design among Senior Secondary School One (SS1) students in public senior secondary schools in Bayelsa State. The descriptive survey design allowed for selection of sample that would represent a large population such as in this study.The sample of this study consisted of 200 Senior Secondary School One (SS1) students from five public secondary schools. In each sampled school, 40 students were selected to take part as respondents.

Instrumentation

The researcher – made questionnaire entitled “21st century classroom management strategies for promoting effective learning among students in public senior secondary in Bayelsa state.

Students' Academic Performance Questionnaire" (Cmsfml) was used to elicit responses from the subjects. Experts in Test and Evaluation in the Department of Educational Foundation, Faculty of Education, University of Rivers State, critically scrutinized the contents of the questionnaire. The validators effected necessary corrections on the draft copy before accepting it suitable for further procedures. The instrument has two sections. Section A collects respondents' demographic data,whilesection B has 25 items which measures the relationship between effective classroom management and students' academic performance in secondary schools. The instrument had a 4–point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Table 1: Mean summary on how building excitement for content and lesson plan as as a classroom management Strategies relate to Students learning.

S/N	Items	SA	A	D	SD	N	$\sum fx$	Mean	Std	Decision
1	Teacher making a point to share why he or her is teaching what he or she is teaching enhances student effective learning in class	167	112	83	34	396	1204	3.26	0.56	Accepted
2	Teacher being clear on the purpose of each lesson enhance student effective learning	142	121	91	42	396	1155	2.92	0.63	Accepted
3	Students identifying the purpose of the lesson helps and drawing	89	148	102	57	396	1061	2.68	0.72	Accepted

	connections from it enhances student effective learning									
4	Convince student that what they are learning is important for them and why they are learning it enhances students effective learning	98	141	96	61	396	1068	2.70	0.69	Accepted
5	Teachers listening to their student's needs, how they can accommodate them and respond to each of their needs in order to be a more efficient enhances student effective learning	103	171	88	34	396	1135	2.87	0.66	Accepted
6	Teachers encouraging students to contribute, to ask questions and to seek answers in class enhances students effective learning	134	118	90	54	396	1124	2.84	0.68	Accepted
7	Teachers getting students involved in their learning enhances students effective learning	97	192	76	31	396	1147	2.90	0.62	Accepted

Data presented in Table shows that the grand mean score of the 10 items used in the research question is 2.89 which is greater than cut-off mean of 2.50, hence it is agreed that building excitement for content and lesson plan as teachers innovative as a classroom management technique enhances student learning.

Research Question Seven: How does making use of different props as teachers innovative as a classroom management technique relates to students learning in public senior secondary schools in Bayelsa State?

Table 2: Mean summary on how making use of different props as a classroom management strategies relate to student learning.

S/N	Items	SA	A	D	SD	N	$\sum fx$	Mean	Std	Decision
61	Teacher making use of virtual instructional classroom enhances students effective learning	105	146	96	49	396	1099	2.78	0.64	Accepted
62	Teachers providing hand-on materials to students in class while teaching enhances student effective learning	134	143	87	32	396	1171	2.96	0.61	Accepted
63	Teacher making use of smart board in class enhances students effective learning	156	95	91	54	396	1145	2.89	0.64	Accepted
64	The use teaching aids in class enhances students effective learning process	108	144	96	48	396	1104	2.79	0.67	Accepted
65	Teachers making use of world globes in class enhances students effective learning	87	160	99	50	396	1076	2.72	0.68	Accepted
66	Teachers making use of flip chart in class enhances students effective learning	122	147	86	41	396	1142	2.88	0.66	Accepted
67	Teachers organizing excursion for students in class enhances student effective learning	165	79	93	59	396	1142	2.88	0.66	Accepted

Data presented in Table shows that the grand mean score of the 10 items used in the research question is 2.87 which is greater than cut-off mean of 2.50, hence it is agreed that making use of different props as teachers innovative as a classroom management technique enhances students' learning.

Research Question Three: How does assigning open-ended project as a classroom management strategies relates to students learning in public Senior secondary schools in Bayelsa State?

Table 3: Mean summary on how assigning open-ended project as a classroom management strategies relate to learning among students.

S/N	Items	SA	A	D	SD	N	$\sum fx$	Mean	Std	Decision
21	Teachers encouraging student-to-student interaction patterns in class enhances students effective learning process.	124	160	89	23	396	1177	2.97	0.53	Accepted
22	Teachers giving students project to work in team of 3-4 students enhances effective learning process.	120	121	99	56	396	1097	2.77	0.75	Accepted
23	Giving students project for them to apply their knowledge to the real world enhances students effective learning process	105	175	87	39	396	1158	2.92	0.56	Accepted
24	Giving students problem-based project enhances students effective learning process in class	164	166	45	21	396	1265	3.19	0.54	Accepted
25	Creating extra activities for students to work when they have completed their main task in class enhances students effective learning process	143	148	67	38	396	1188	3.00	0.58	Accepted
26	Teacher conducting quiz for students at the end of the class enhances students effective learning process	132	230	34	-	396	1286	3.25	0.48	Accepted

Data presented in Table shows that the grand mean score of the 10 items used in the research question is 3.05 which is greater than cut-off mean of 2.50, hence it is agreed that does assigning open-ended project as a classroom management strategies enhances students' learning.

Discussion of Findings

The study focuses on examining classroom management strategies for promoting effective learning among students in public senior secondary school in Bayelsa state.

Building excitement for content and lesson plan as classroom management strategies and students effective learning

Finding reveals that teacher been clear on the purpose of each lesson, students identifying the purpose of the lesson, teacher making student to understand what he or her is teaching what he or she is teaching, teacher convince student that what they are learning is important for them and why they are learning, teacher encouraging students to contribute, to ask questions and to seek answers in class, teacher inviting guest speaker to encourage student in class enhance student effective learning. The findings reveals that there is relationship between building excitement for content and lesson plan by teachers as a classroom management technique and student effective learning in public senior secondary school. Result from hypotheses reveals that the relationship is significant. This finding agrees with Laura (2019), the classroom environment should be positive, encouraging and motivating to students and teacher been clear with the purpose of their lesson enhances student learning.

Making use of different props as classroom management strategies and students effective learning

acher making use of logs in class, teacher muse of world globes in class, teacher making use of smart board, teachers providingaking use of flip chart in class, teacher making hand-on materials for students in class while teaching enhances student effective learning. The finding reveals there is relationship between the use props in class and student understanding. And analysis from hypotheses reveals that there is significant relationship between teacher making use of different props in class and student effective learning. This finding agrees with teach and Go (2022) that props are one of those things that are unique and critical to teaching, particularly if your student is a young learner. It not only makes class more engaging and enjoyable; it actually makes it more fun for you the teacher.

Making use of different props as teachers innovative as classroom management strategies and students effective learning

Finally, analysis from data reveals how making use of different props in class enhance effective learning. The finding reveals that teacher making use of logs in class, teacher making use of flip chart in class, teacher making use of world globes in class, teacher making use of smart board, teachers providing hand-on materials for students in class while teaching enhances student effective learning. The finding reveals there is relationship between the use props in class and student understanding. And analysis from hypotheses reveals that there is significant relationship between teacher making use of different props in class and student effective learning. This finding agrees with teach and Go (2022) that props are one of those things that are unique and critical to teaching, particularly if your student is a young learner. It not only makes class more engaging and enjoyable; it actually makes it more fun for you the teacher.

Assigning open-ended project as classroom management strategies among students effective learning

Result from data analysis reveals the extend assigning open-ended project to students enhances students effective learning. The finding reveals that teachers encouraging student-to-interaction patterns in the class, teachers giving students project to work in team of 3-4 students, teachers giving students project for them to apply their knowledge to the real world, teachers giving student vocational project in class, teachers allowing students to display their skills in class, teachers using project to measure student performance enhances effective learning process in class. The result reveals that teachers assigning open-ended project in class and students effective learning is related. Result from hypotheses reveals that there is significant relationship between open-ended project as classroom management techniques and students effective learning. This finding agrees with Iyer, (2013) assigning projects to students that allow students to share new knowledge with others which increase their ability.

RECOMMENDATION

Based on the findings of the study, the following recommendations have been made;

1. Teacher should make the classroom environment to be positive, encouraging and motivate to students to yield meaningful learn process.
2. Teachers should tag reward price to questions and assignments given to students enhances learning in class.
3. Teachers should involve their students in class while teaching in the classroom by asking them questions and seeking answers from them to enhances learning.
4. Teachers should encourage student-to-student interaction patterns in class enhances students learning process.

Conclusion

This study investigates on 21st classroom management strategies for promoting effective learning among students in public senior secondary Schools in Bayelsa State.

It also reveals that building excitement from content and lesson plan, open-endedproject, and making use of different props relates to student effective learning in class. It also reveals that there is significant relationship between building excitement from content and lesson plan ,assigning open-ended project, and making use of different props and students effective learning.

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