Teachers’ Effective Strategies for Enhancing In-Class Participation among Passive Learners in Secondary Schools

Amaefule, Jude Chukwunyerem

1 Ignatius Ajuru University of Education

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Abstract

This study investigated the teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools. It was carried out in Owerri Municipal Council, Imo State. The design of the study is a descriptive survey research design. Two research questions and one null hypothesis were used. The sample size was 210 secondary school teachers randomly composed from seven public secondary schools in the area. The instrument used for data collection was the researchers’ self-developed 10-item questionnaire named the Teachers’ Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating scale. The data obtained for the study were analyzed using mean ratings and standard deviation to answer the research questions. In contrast, t-tested statistics was used to test the null hypothesis at a 0.05 probability level. The result of data analysis revealed the strategies that can be used in enhancing in-class participation among passive learners. The researcher recommended that school administrators should organize seminars and workshops for their teachers on how to effectively use the strategies in order to enhance classroom participation among passive learners and consequently improve their academic achievement.

Index terms—teachers’ effective strategies; in-class participation; passive learners.

1 Background to the Study a) Introduction

eaching and learning is a process that requires the active involvement of both teachers and students if the objectives must be accomplished. The aim of teaching and learning include facilitating a transfer of knowledge from a teacher to a learner and achieving a change in the behavior of the learner. Learning, according to Abdullah et al. (2012), refers to a process that occurs in a social context and involves interaction between students and teachers. On the other hand, ?fforma (2006) in Ohann (2012) defined teaching as a systematic activity deliberately engaged in by somebody to facilitate learning of the intended worthwhile knowledge, skills, and values by another person and getting the necessary feedback. Feedback is very important in teaching and learning. Feedback is usually expected from students through interaction with the teacher in the classroom. Feedback from students gives the teacher an insight as to the extent to which the learning objectives have been achieved.

Teacher-student interaction in the classroom is a medium through which effective teaching and learning occur. This presupposes that effective teaching and learning require the active participation of students in class. Students’ in-class participation is an essential ingredient in the teaching and learning process, and therefore should not be neglected. In a class where the teacher does all the talking alone is most likely to be boring and effective learning may hardly occur. Most teachers find it frustrating when their students do not participate actively in class. Most often, it does not encourage teachers to give in their best in class when the students are not participating in class. ?en (2006) in Li (2015) defined class participation as when students are given opportunities to participate during teaching and learning by allowing them to ask questions as well and be allowed
2  B) STATEMENT OF THE PROBLEM

Students’ participation in-class activities is essential in teaching and learning. This is because among other benefits, it provides feedback for teachers as well as helps students to have a clear understanding of what they learn in class. Research has shown that irrespective of the importance of class participation, some students are usually passive in class, which tends to affect their academic achievement adversely. Active learners, according to research, do better academically than passive learners. Students’ participation in class has also been observed to link with teaching strategies. In an attempt to enhance students’ participation in class and consequently improve their academic achievement, teachers can employ some strategies. However, there is inadequate information regarding the strategies that for enhancing students’ participation in class in the area of study.

The problem of this study is: “what are teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools in Owerri Municipal Council, Imo State?”
3 c) Purpose of the study

The purpose of this study was to investigate teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools. Specifically, the study determined:

1. Teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools. 2. The difference in the mean scores of male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools.

4 d) Research questions

The following research questions guided the study:

1. What are teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools? 2. What is the difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools?

5 e) Research hypothesis

The following null hypothesis was tested at a 0.05 probability level: Ho 1: there will be no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools.

6 II.

7 Methodology

The design of this study is a descriptive survey research design. The study was carried out in Owerri Municipal Council, Imo State. The study included all public secondary school teachers in the area. A simple random sampling technique was used for this study. Thirty teachers (consisting of 15 males and 15 females) were randomly drawn from seven public secondary schools in the study area. This brought the sample size to 210. The instrument used for data collection was the researchers’ self-developed 10-item questionnaire named Teachers’ Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating scale of: strongly agree (4), agree (3), strongly disagree (2), and disagree (?). The instrument was face-validated by experts. The researcher used the direct delivery method in administering and retrieving the questionnaires. The data collected for the study were analyzed using mean ratings and standard deviation to answer the research questions. A mean score of 2.5 was used as a cut-off mark for the research questions. The null hypothesis was tested at a 0.05 probability level using t-test statistics.

8 III.

9 Presentation of Data

Research question one: what are teachers’ effective strategies for enhancing in-class participation among passive learners in secondary schools? The analysis in table 1 revealed that items 1 to 10 are effective strategies that can be utilized in enhancing classroom participation among passive learners. The mean scores for the items were above the 2.50 cut-off mark. Also, the grand mean (3.55) is above the mean benchmark. This presupposes that the strategies are effective for ensuring in-class participation for passive learners.

10 Research question two:

what is the difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools? The data analysis in table 2 shows the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools. The male teachers had a mean score of 3.45 and a standard deviation of 0.31, while the female teachers had a mean score of 3.24 and a standard deviation of 0.31. The male teachers had a higher mean score. The mean scores, however, were subjected to t-test analysis below to find out if there was a significant difference in the mean scores of both the male and female teachers.

Hypothesis one: there will be no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools. The result of the t-test analysis in table 3 revealed a p-value of 0.143. This value is greater than the probability level of 0.05. This means that there is no significant difference in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation among passive learners in secondary schools. The null hypothesis of no significant difference is therefore accepted.

IV.

11 Discussion of Findings

Items 1 to 10 in table 1, according to the respondents, are effective strategies that can be used in enhancing in-class participation among passive learners. The item’s mean scores were above the mean cut-off point. In table 2, the
mean score of the male teachers (3.45) on effective strategies that can be used in enhancing in-class participation among passive learners was higher than that of the female teachers (3.24). The scores when subjected to t-test analysis in table 3 revealed no significant difference in the mean scores of the male and female teachers. These findings are in line with the strategies outlined by BusyTeacher.org. According to BusyTeacher.org (2018), some of the ways to encourage students’ participation in class include: ensuring a constructive classroom environment and planning exercises that appeal to different types of learners.

V. Conclusion

The analysis of data led to the following conclusion:
1. Strategies that can be used in enhancing in-class participation among passive learners include: peer-teaching method, giving tasks to students to do during lessons, teaching with the story-telling, teaching in a conducive environment, use of setinduction, use of audio-visual technology, engaging learners in brainstorming in teaching and learning process, pairing learners according to their cognitive ability, relating the lesson to things around the students and directing questions to nonparticipating students. 2. There is no significant difference in the responses of the male and female teachers on the effective strategies that can be used in enhancing in-class participation among passive learners.

VI. Recommendation

The findings of this study, revealed effective strategies that can be used in enhancing in-class participation among passive learners. Teachers should take advantage of the findings of this study, by utilizing the strategies for effective teaching and learning. School administrators should equally organize seminars and workshops for their teachers on how to effectively use the methods to enhance classroom participation among passive learners and consequently improve their academic achievement.

1. Teachers’ Effective Strategies for Enhancing In-Class Participation among Passive Learners in Secondary Schools

*Figure 1: Table 1:*

<table>
<thead>
<tr>
<th>Teachers’ Effective Strategies</th>
<th>Teachers</th>
<th>Male</th>
<th>105</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>3.45</th>
<th>0.31</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>105</td>
<td></td>
<td>3.24</td>
<td>0.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 2: Table 2:*

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev.</th>
<th>Df</th>
<th>Sig. value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>105</td>
<td>3.45</td>
<td>0.31</td>
<td>208</td>
<td>0.143</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female</td>
<td>105</td>
<td>3.24</td>
<td>0.31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3: Table 3:*

1
5 Reasons People Aren’t Participating in Class

C. Perez-Murphy


Active Vs Passive Learning

Edubrite


Causes of the passive attitude in children at early grade level

H R Alam, M Shakir

10.9116/ijsser.2019.1.1.03www.ijsser.com


Challenges and prospects of using information and communication technology in teaching of electrical and electronics in technical colleges in Anambra

I B Ohanu


Class participation essential to student learning

C Cimmino


Effectiveness of student-selfdocumented classroom participation score in motivating students’ class discussion and enhancing learning

T Li

International Journal of Arts and Sciences 2015. 8 (6) p.

How to Participate in Class and Why it’s Important

T Schritter


Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom

L Deslauriers, L S Mccarty, K Miller, K Callaghan, G Kestin


Pairing learners according to their cognitive ability will help them to participate in class activity

Pairing learners according to their cognitive ability will help them to participate in class activity

Peer-teaching method will enable students to participate in class activity 210 task to students to do during lessons will make them to be active in class 210 will participate more in class when lessons are taught through story telling method 210 learning environment will enhance students’ participation in class. use of set-induction will help students to participate in class activity. 210 use of audio-visual technology in teaching will make students active in class 210 learners in brainstorming in teaching and learning process

Busyteacher and Org


The dynamics of student participation in classroom: observation on level and forms of participation

M F Abdullah, N R Bakar, M H Mahbob