

1 Teachers' Effective Strategies for Enhancing In-Class 2 Participation among Passive Learners in Secondary Schools

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7 **Abstract**

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

22

23 **Index terms**— teachers' effective strategies; in-class participation; passive learners.

24 **1 Background to the Study a) Introduction**

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

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

2 B) STATEMENT OF THE PROBLEM

43 to brainstorm with fellow students in a small group with a specific task in focus. Students are usually expected
44 to listen, contribute in-class activities and ask questions. Students' active participation in class is beneficial
45 to teachers and students. It enables the teacher to know the extent to which the students have understood
46 learning objectives, where possible, do a re-teach when the students are cannot comprehend what they were
47 taught. Participating actively in-class activities is equally beneficial to students. When students ask and answer
48 questions in class, they gain clarity of the concepts that they are exposed to. Having a good understanding of
49 what has been taught in class will enhance the academic achievement of the students.

50 Researches have shown that students learn best when they are actively involved in the learning process
51 than when they are passive in class. Deslauriers et al. (2019) opined that students learn more when they are
52 actively engaged in the classroom than they do when they do not participate in lecture environment. Classroom
53 participation is vital because learning is not just between the student and the teacher but part of the whole
54 classroom experience (Cimmino, 2007). Cimmino further stated that when students participate in class, they
55 learn from each other and internalize the knowledge better. There may be a strong positive relationship between
56 students' participation in Abstract-This study investigated the teachers' effective strategies for enhancing in-class
57 participation among passive learners in secondary schools. It was carried out in Owerri Municipal Council, Imo
58 State. The design of the study is a descriptive survey research design. Two research questions and one null
59 hypothesis were used. The sample size was 210 secondary school teachers randomly composed from seven public
60 secondary schools in the area. The instrument used for data collection was the researchers' self-developed 10-
61 item questionnaire named the Teachers' Effective Strategies Questionnaire (TESQ). It was scored on a four-point
62 rating scale. The data obtained for the study were analyzed using mean ratings and standard deviation to answer
63 the research questions. In contrast, t-tested statistics was used to test the null hypothesis at a 0.05 probability
64 level. The result of data analysis revealed the strategies that can be used in enhancing in-class participation
65 among passive learners. The researcher recommended that school administrators should organize seminars and
66 workshops for their teachers on how to effectively use the strategies in order to enhance classroom participation
67 among passive learners and consequently improve their academic achievement.

68 class and their academic achievement. Students who are active learners are likely to perform better
69 academically than their counterparts that are passive learners.

70 Passive learners are the type of learners that merely listen and do not contribute or ask questions in class,
71 even when they do not understand what is being taught in class. According to Edubrite (2021), passive learners
72 always quietly take in new information, but they typically do not engage with it. They do not interact, share
73 their insight or contribute to class activities. Schritter (2021) stated that despite the many benefits of class
74 participation, most students do not regularly contribute to their classes. This attitude of not participating in
75 classroom may affect the students' academic achievement negatively.

76 There are factors that can make students to passive in class. Alam and Shakir (2019) found that punishment,
77 scolding, steering, speaking loudly, beating, Burdon of homework and, strictness were considered the major
78 causes of passive attitude among students. Perez-Murphy (2018) equally stated some reasons why students do
79 not participate in class as follows:

80 1. They are introverts. 2. They do not feel confident in their understanding of the subject. 3. They do not
81 know-how. 4. Physical environment does not encourage participation. 5. They just do not like the class.

82 Students' passive behavior in class may also relate to teaching methods and strategies used by teachers in
83 giving their instructions. For instance, in a lecture method, the students are usually passive. In a class where the
84 students are not active, it is the responsibility of the teacher to create a learning environment that will arouse the
85 students' interest as well as enhance their participation in class activities through various strategies. Teachers
86 can use certain strategies to enhance students' interest and participation in class. According to BusyTeacher.org
87 (2018), some of the ways to encourage students' participation in class include: ensuring a constructive classroom
88 environment, planning exercises that appeal to different types of learners, using incentives for individual students
89 as well as motivating the students. However, the strategies that are effective for enhancing students' participation
90 in class in the area of study are not clear. This was what informed the interest of the researcher in carrying out
91 this study.

92 2 b) Statement of the problem

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

101 The problem of this study is: "what are teachers' effective strategies for enhancing in-class participation among
102 passive learners in secondary schools in Owerri Municipal Council, Imo State?"

103 **3 c) Purpose of the study**

104 The purpose of this study was to investigate teachers' effective strategies for enhancing in-class participation
105 among passive learners in secondary schools. Specifically, the study determined:
106 1. Teachers' effective strategies for enhancing in-class participation among passive learners in secondary
107 schools. 2. The difference in the mean scores of male and female teachers on effective strategies for enhancing
108 in-class participation among passive learners in secondary schools.

109 **4 d) Research questions**

110 The following research questions guided the study:

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

114 **5 e) Research hypothesis**

115 The following null hypothesis was tested at a 0.05 probability level: H_0 : there will be no significant difference
116 in the mean scores of the male and female teachers on effective strategies for enhancing in-class participation
117 among passive learners in secondary schools.

118 **6 II.**

119 **7 Methodology**

120 The design of this study is a descriptive survey research design. The study was carried out in Owerri Municipal
121 Council, Imo State. The study included all public secondary school teachers in the area. A simple random
122 sampling technique was used for this study. Thirty teachers (consisting of 15 males and 15 females) Volume XXII
123 Issue I Version I 64 () were randomly drawn from seven public secondary schools in the study area. This brought
124 the sample size to 210. The instrument used for data collection was the researchers' self-developed 10-item
125 questionnaire named Teachers' Effective Strategies Questionnaire (TESQ). It was scored on a four-point rating
126 scale of: strongly agree (4), agree (3), strongly disagree (2), and disagree (1). The instrument was face-validated
127 by experts. The researcher used the direct delivery method in administering and retrieving the questionnaires.
128 The data collected for the study were analyzed using mean ratings and standard deviation to answer the research
129 questions. A mean score of 2.5 was used as a cut-off mark for the research questions. The null hypothesis was
130 tested at a 0.05 probability level using t-test statistics.

131 **8 III.**

132 **9 Presentation of Data**

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

138 **10 Research question two:**

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

146 Hypothesis one: there will be no significant difference in the mean scores of the male and female teachers on
147 effective strategies for enhancing in-class participation among passive learners in secondary schools. The result of
148 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.
149 This means that there is no significant difference in the mean scores of the male and female teachers on effective
150 strategies for enhancing in-class participation among passive learners in secondary schools. The null hypothesis
151 of no significant difference is therefore accepted.

152 IV.

153 **11 Discussion of Findings**

154 Items 1 to 10 in table 1, according to the respondents, are effective strategies that can be used in enhancing in-class
155 participation among passive learners. The item's mean scores were above the mean cut-off point. In table 2, the

13 RECOMMENDATION

156 mean score of the male teachers (3.45) on effective strategies that can be used in enhancing in-class participation
157 among passive learners was higher than that of the female teachers (3.24). The scores when subjected to t-test
158 analysis in table 3, revealed no significant difference in the mean scores of the male and female teachers. These
159 findings are in line with the strategies outlined by BusyTeacher.org. According to BusyTeacher.org (2018), some
160 of the ways to encourage students' participation in class include: ensuring a constructive classroom environment
161 and planning exercises that appeal to different types of learners.

162 V.

163 12 Conclusion

164 The analysis of data led to the following conclusion:

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

172 VI.

173 13 Recommendation

174 The findings of this study, revealed effective strategies that can be used in enhancing in-class participation
175 among passive learners. Teachers should take advantage of the findings of this study, by utilizing the strategies
176 for effective teaching and learning. School administrators should equally organize seminars and workshops for
177 their teachers on how to effectively use the methods to enhance classroom participation among passive learners
and consequently improve their academic achievement. ¹

1

in secondary schools

Figure 1: Table 1 :

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Teachers' Effective Strategies	Teachers	Male	N	105	Mean	Std.	Dev.	3.45	0.31
	Female			105	3.24	0.31			

Figure 2: Table 2 :

3

Teachers	N	Mean	Std Dev.	Df.	Sig. value	Remarks
Male	105	3.45	0.31	208	0.143	Not significant
Female	105	3.24	0.31			

Figure 3: Table 3 :

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

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