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# Innovative Practices In Classroom Management For Effective Instructional Delivery In Public Senior Secondary Schools In Rivers State, Nigeria

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## Abstract

The study investigated innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State, Nigeria. The study adopted the descriptive survey research design. The study had four research questions and four corresponding null hypotheses. The population of the study was all the 5,833 teachers of the 333 public senior secondary schools in Rivers State. The sample of the study was 300 teachers comprising of 180 male teachers and 120 female teachers. Stratified and simple random sampling techniques were employed to select the respondents. The instrument for data collection was a questionnaire constructed by the researcher and titled: Innovative Practices in Classroom Management for Effective Instructional Delivery in Public Senior Secondary Schools Questionnaire (IPCMEIDPSSSQ). The reliability coefficient of the instrument was 0.89, determined using Pearson's Product Moment Correlation statistics. The research questions were answered using mean and standard deviation statistics while the null hypotheses were tested using independent t-test. The study found that the innovative practices in classroom management of public senior secondary school teachers in Rivers State included: student-centred approach, technology integration, active learning and collaborative learning practices. It was further found that

there was no significant difference in the mean ratings of male and female teachers on the innovative classroom management practices for effective instructional delivery in public senior secondary schools in Rivers State. The study recommended among others that teachers should make a total paradigm shift from traditional ways of managing classrooms to innovative and more contemporary ways to boost the effectiveness of the instructional delivery processes of their schools.

**Keywords:** Innovation, Classroom Management, Technology Integration, Student-Centred Instruction, Instructional Goal

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## Introduction

In recent times, the outcomes of the instructional delivery processes of public senior secondary schools in Rivers State have raised serious concerns among stakeholders regarding the effectiveness and quality of what is going on in the classrooms of these schools. Shadows of doubts are being cast on the appropriateness of the classroom management practices adopted by the teachers, especially as the outcomes of the instructional processes do not suggest that teachers have been able to be creative and innovative enough in the management of their classrooms to respond to the changing needs of learners paralleled by regular changes in disposition of typical 21st century societies. This argument is hinged on the fact that classroom management competence of teachers is adjudged one of the foremost determinants of instructional outcomes of any teaching-learning arrangement (Nwankwoala, 2018), even as teachers are the chief managers of the classroom. As such, effective delivery of instruction, which would bring about desirable teaching and learning outcomes, is unarguably subject to teachers' adoption of appropriate classroom management practices. Therefore, given the peculiarity of the 21st century learning place like we currently have these days (wherein instruction has shifted from teacher-centredness to student centredness), the necessity to explore innovative practices in classroom management becomes sacrosanct for effective instructional delivery in public senior secondary schools in Rivers State.

Instructional delivery is the generic term for the methods and strategies used to implement the educational curriculum to students in the classroom. Effective instructional delivery is critical to engaging students, promoting learning, and achieving academic success, which is the goal of education in Nigeria as revealed by the National Policy on Education of Federal Republic of Nigeria (FRN, 2014). Two key general methods of instructional delivery are highlighted in literature: the traditional methods and the modern methods. While the traditional method is characterized by teacher-centredness, textbook-based instruction, and teachers' demonstration of procedures, experiments or skills to illustrate instruction, the modern methods are student-centred and involve student participation, active learning, the use of technology, learner autonomy and instructional democracy. The apparent siamese relationship that exists between classroom management practices of teachers and effective instructional delivery thus reinforces the need for this study.

Classroom management is arguably one of the most frequently discussed subject matters in school administration literatures. It is the process whereby teachers employ strategies, techniques, and systems to create and maintain a productive, respectful, and safe learning environment for the attainment instructional goals (Abdulkareem, 2018; Nwankwoala, 2021). The importance of classroom management to the attainment of the goals and objectives of education in Nigeria thus makes classroom

management a major concern of critical stakeholders of public senior secondary schools in Rivers State, even as it is the soul of effective teaching and learning at this level of education in the state.

While the traditional methods of managing classrooms and delivering instruction may have been effective prior to the 21st century, it is obvious that they have lost their efficacy and as such cannot be wholly adopted in modern classrooms and be expected to yield desirable results. Unfortunately, common scenarios in public senior secondary school classrooms in Rivers State appear to depict the proverbial scenario of "pouring new wine in old bottles". Teachers still seem to stick to the traditional classroom management approaches, which are at variance with the expected climate of an ideal 21st century learning place, which should be that of instructional democracy – giving students a voice and a choice of how best to learn. As such, teachers' adoption of innovative classroom management practices such as student-centred instruction, social-cognitive learning, blended learning, collaborative learning, active learning, and positive reinforcement, among others that are now widely advanced in literature as best practices in classroom management (Gacheri, 2019; Nwonkwo & Chika, 2020) cannot be undermined. Within the scope of this present study, practices such as student-centred approach, the use of technology, and active learning are explored.

Student-centred approach of classroom management involves empowering students to take ownership of their learning. This approach takes the focus away from the teacher and places it on learners, knowing that the learners are the reason for which the school exists in the first place. Information and Communication Technology integration into the instructional process, too, has become the way forward even as the students found in secondary schools today are all digital natives with strong affinity for digital learning than for rote learning. Computers and digital devices obviously catch their attention and focus more than any other classroom management measure. Hence, managing classrooms and delivering instructions with the use of ICTs such as computers, projectors and display screens, smartboards, social media, and videoconferencing tools like zoom, can potentially transform the effectiveness of the instructional delivery processes. Active learning on the other hand involves students taking ownership of their own learning process, and the teacher acting as a facilitator or coach. It is unlike the lecture teaching method (teacher-centred approach) which has been found to have negative impact on subject teaching and learning (Fufa, 2023; Luka, 2018), and consistently makes students passive rather than active learners (Ezurike et al., 2020). It was against this background that the study explored innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

**Statement of the Problem**

Instructional delivery, which encompasses all teaching and learning processes, and activities that happen in the classroom can hardly be said to have been effective in public senior secondary schools in Rivers State, as evidenced by high level of poor performance of students in both internal and external summative assessments. Stakeholders from some quotas suspect that the cause of this unwholesome development is likely to be connected with the observation that teachers in these schools are still adopting traditional and obsolete methods of classroom management in a 21st century where various technologically driven and learner-centred instructions have become best practices. The need for paradigm shift in classroom management

practices has therefore become one of the most frequent themes in literatures on 21st century instructional delivery, with practices such as student-centred classroom management, technology integration, active learning, collaborative learning and positive reinforcement apparently becoming the most frequently highlighted perceived effective classroom management practices that could yield desired instructional outcomes. Hence, the motivation for meticulous examination of how these practices could bring about quality instructional delivery in public senior secondary schools in Rivers State with focus on student-centred instruction, technology integration, and active learning.

**Aim and Objectives of the Study**

The aim of the study was to explore innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Identify perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State;
2. Determine how student-centred classroom management can be practised for effective instructional delivery in public senior secondary schools in Rivers State;
3. Investigate how technology integration can be employed as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State; and
4. Examine how active learning can be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

**Research Questions**

The study was guided by the following five research questions:

1. What are the perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?
2. How can student-centred classroom management be practised for effective instructional delivery in public senior secondary schools in Rivers State?
3. How can technology integration be employed as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?
4. How can active learning be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?

**Hypotheses**

The following null hypotheses were raised and tested at a significance level of 0.05 to guide the study:

$H_{01}$: There is no significant difference in the mean ratings of male and female teachers on the perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

$H_{02}$: There is no significant difference in the mean ratings of male and female teachers on how student-centred classroom management can be practised for effective instructional delivery in public senior secondary schools in Rivers State

$H_{03}$: There is no significant difference in the mean ratings of male and female teachers on how technology integration can be employed as an innovative

practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

$H_{04}$: There is no significant difference in the mean ratings of male and female teachers on how active learning can be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

## Literature Review

### Effective Instructional Delivery

Instructional delivery is a generic term for the process of teaching and learning in the classroom. This process is said to be effective if it achieves its purpose. This requires that teachers are able to teach effectively and efficiently and students, too, are able to learn appropriately. This is made possible when instructional conditions are favourable. Favourability of instructional conditions according to Nwankwoala (2018) depends on several factors among others, which include: the class size, availability of instructional materials, conducive learning environment, students-friendly instructional methodology, and positive classroom climate. The end product of effective instructional delivery is often desirable students' outcome in the form of their academic performance in assessments.

Lumpkin (2020) averred that effective instructional delivery is achieved through five sequential steps taken by the teacher. Step one involves the teacher previewing the design of the course's disciplinary content. In step two, the teacher communicates information clearly and specifically to convince and command the listening and learning attention of students. In step three, the teacher leads interactive classes utilizing a variety of instructional approaches interspersed with engaging learning activities. In step four, the teacher reinforces and strengthens learning through the use of a variety of learning assessments. In step five, students take actions by using knowledge and skills learnt. In combination, these five sequential steps facilitate effective teaching and strengthen learning.

### Innovative Classroom Management Practices

Many perceive classroom management as the preservation of order through teacher control (Abdulkareem, 2018; Nwankwoala, 2021; Nwankwoala, 2018; Wadi, 2018). Classroom management is much more than that it also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010). As such, several contemporary and innovative practice have been proposed in literature, some of which include: student-centred learning approach, integration of technology into the instructional delivery process, empathetic leadership, active learning, collaborative learning, use of positive reinforcement, gamification, among others (Gacheri, 2019; Kizlik, 2019; Mayeski, 2020; Nwonkwo & Chika, 2020; Tahir et al., 2019). The present study focuses on student-centred approach, technology integration, and active learning classroom management practices.

### Student-Centred Classroom Management Practice for Effective Instructional Delivery

Student-centred approach of classroom management is an innovative classroom management practice of empowering students to take ownership of their learning. This approach takes the focus away from the teacher and places it on learners,

knowing that the learners are the reason for which the school exists in the first place. The needs, interest and experiences of students are prioritized. Active learning, where students take ownership of their own learning process, and the teacher acts as a facilitator or coach is the main tenet. It is unlike the lecture teaching method (teacher-centred approach) which has been found to have negative impact on subject teaching and learning (Fufa, 2023; Luka, 2018), and consistently makes students passive rather than active learners, decreases interest and does not promote insightful learning and long-term retention (Ezurike et al., 2020).

The key principles of student-centred classroom management approach include:

1. Student autonomy: This involves encouraging students to take responsibility for their learning.
2. Active learning: This is about engaging students in hands-on, minds-on activities.
3. Personalized learning: The teacher tailors instruction to meet individual students' needs.
4. Inquiry-based learning: This involves encouraging students to explore and investigate questions and topics.
5. Collaborative learning: This involves fostering student-student and student-teacher collaboration.
6. Flexible pacing: This is about allowing students to work at their own paces.
7. Real-world connections: By this approach, learning is related to real-life scenarios and applications.
8. Ongoing feedback: This involves providing continuous feedback to guide student progress.

Student-centred teaching aims to develop: critical thinking and problem-solving skills; creativity and innovation; communication and collaboration skills; self-directed learning and time management skills; and deeper understanding and retention of content (Fufa et al., 2023)

**Technology Integration Classroom Management Practice for Effective Instructional Delivery**

Technology integration as a classroom management practice is about the digitalization of the classroom and the use of the digital resources to foster student engagement and for instructional delivery purposes. Petrovic (2021) asserted that “digital classroom encompasses digital devices and websites ensconced in a learning environment”. The idea is to equip classrooms with computers, laptops, overhead projectors, interactive whiteboards and other digital devices which capture and engage students’ attention and participation in the instructional delivery process, and enhance teachers’ classroom management efficiency and the productivity of the teaching and learning processes that take place in the classroom.

Ntuli and Kyei-Blankson (2013) referred to technology integration as the use of various digital and hardware tools to facilitate the process of teaching and learning in and outside the classroom. Dockstader cited in Anyanwu et al. (2022) believed that technology integration is about using computers effectively and efficiently in the general content areas to allow students to learn how to apply computer skills in meaningful ways. Similarly, Kafyulilo (2015) maintained that technology integration is using software supported by the business world for real-world applications, so students learn to use computers flexibly, purposefully, and creatively. Belland (2019)

believed that technology integration means using technology to make learning more efficient or effective as well as the use of technology to help students solve problems.

The fact that senior secondary school students rightly fall within the age bracket of digital natives makes the integration of technology into classroom processes a veritable approach to classroom management. Hardly is there any instructional aid that catches and engages students' attention and gives them the opportunity to interact, participate and engage with classmates and teachers as much as computers and their accessories do. Teachers, too, are able to carry out lesson planning, teach, assess students, provide feedback and develop their instructional delivery practices through instructional technologies. Hence, the integration of digital technology into instructional delivery processes in the classroom promises to be an effective innovative classroom management practice for quality education delivery in secondary education in Nigeria.

**Active Learning Classroom Management Practice for Effective Instructional Delivery**

Active learning is a participatory instructional approach that combines both theory and practice, ensuring that the students are actively involved in the knowledge management process in the classroom. According to Mohammed and Al-hassan (2023, p.1), it is a pedagogical method that concentrates not only on what learners are learning, but also on how they learn. Studies have shown that the transmission of understanding is not achievable by simply telling students what they need to know (Araujo & Slomski, 2015). As a matter of fact, classroom management objectives, such as control, coordination, effective learning and others, are best achieved when students are made to actively get involved in the activities happening in the class. Thus, in an active learning environment, instead of passively receiving information from the teacher, students are empowered to build in-depth understanding and knowledge in response to chances provided to them (Araujo & Slomski, 2015; Cambridge Assessment cited in Mohammed & Al-hassan, 2023). Active learning requires that students must talk, collaborate, write, reflect, present, problem-solve, and transfer new information (Mohammed & Al-hassan, 2023).

Active learning concept originates from the theory of constructivism, which emphasizes that students build their own knowledge and understanding via social interaction and by connecting new notions and experiences to finding knowledge (Bransford et al. cited in Mohammed & Al-hassan, 2023). There are tons of advantages from implementing active learning strategies inside the classroom. Active learning techniques assist drive learner motivation that moderate's attention and memory consolidation (Cavenagh cited in Mohammed & Al-hassan, 2023 ). Active learning techniques positively contribute towards students' emotional health in many ways such as increased interest, creativity, motivation to prepare, as well as appreciation for learning (Owens et al. cited in Mohammed & Al-hassan, 2023). In addition, involving boosting skills, enhanced critical thinking competences, higher knowledge and information retention; improved interpersonal skills, implementation of knowledge to new contexts. Active learning promotes a level of intimate understanding that empowers and encourages students. Also, active learning experiences lead to raise levels of students' growth and achievement (Carr et al., 2016).

**Methodology**

The study adopted the descriptive survey research design. The population of this study was the 5,833 teachers of the 333 public senior secondary schools in Rivers State. This comprised of 2,844 male and 2,989 female teachers. A sample size of 300 (comprising 180 male teachers and 120 female teachers) was used for the data analysis. This sample was selected using stratified and simple random sampling techniques. The instrument for data collection was a structured questionnaire constructed by the researcher and titled: "Innovative Practices in Classroom Management for Effective Instructional Delivery in Public Senior Secondary Schools Questionnaire (IPCMEIDPSSSQ). The instrument was validated by two lecturers of the department of Educational Management in Ignatius Ajuru University of Education, Port Harcourt. The reliability index of the instrument was determined using Pearson's Product Moment Correlation statistics on test-retest data obtained from a pilot study of 20 teachers from the study population who were not part of the main study. The analysis gave a reliability coefficient of 0.89. The response pattern of the instrument was the modified 4 points form of Likert scale rated as: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). The research questions were answered using descriptive statistics of mean and standard deviation whereas the null hypotheses were inferentially tested using independent samples t-test at a significance level of .05. The results are as presented in Table 1 to Table 10 together with their interpretations and discussions.

**Results and Findings**

**Research Question 1:** What are the perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?

**Table 1: Mean ratings of male and female teachers on perceived innovative practices in classroom management for effective instructional delivery**

| Items | Item variables | Male Teachers | | Female Teachers | | Mean set | | Dec |
|---|---|---|---|---|---|---|---|---|
| | | $\bar{X}_1$ | $SD_1$ | $\bar{X}_2$ | $SD_2$ | $\frac{\bar{X}1+}{2}$ | SD | |
| 1 | Student-centred approach | 3.53 | .571 | 3.56 | .539 | 3.56 | .541 | Agree |
| 2 | Technology integration | 3.40 | .563 | 3.54 | .552 | 3.53 | .554 | Agree |
| 3 | Active learning | 3.43 | .504 | 3.56 | .539 | 3.55 | .537 | Agree |
| 4 | Collaborative | 3.57 | .568 | 3.52 | .554 | 3.53 | .554 | Agree |
| 5 | Positive reinforcement | 3.43 | .504 | 3.56 | .539 | 3.55 | .537 | Agree |
| | **Grand Mean** | **3.47** | **.542** | **3.54** | **.548** | **3.54** | **.545** | **Agree** |

Criterion mean = 2.50

**$H_{01}$:** There is no significant difference in the mean ratings of male and female teachers on the perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

**Table 2: T-test summary showing existence of significant difference in the mean ratings of male teachers and female teachers on the perceived innovative practices in classroom management for effective instructional delivery**

| Respondent's Portfolio | N | Mean $\bar{X}$ | Std. Deviation (SD) | t-cal | DF | Sig. | Implication |
|---|---|---|---|---|---|---|---|
| Male Teachers | 180 | 3.4733 | .41848 | | | | |
| | | | | -.922 | 298 | .357 | $H_{01}$ Upheld |
| Female Teachers | 120 | 3.5478 | .42391 | | | | |
| **Total** | **300** | | | | | | |

Significance level of .05

The data in Table 1 reveals that the grand mean set of the five examined items was 3.54±.545, which is greater than the criterion mean of 2.50. This means that majority of the respondents agreed that the items are perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State. Table 2 further revealed that there was no significant difference in mean ratings of male and female teachers in that regard [t(298) = -.922, p = .357>.05].

**Research Question 2:** How can student-centred classroom management be practised for effective instructional delivery in public senior secondary schools in Rivers State?

**Table 3:** Mean ratings of male and female teachers on how student-centred classroom management can be practised for effective instructional delivery

| Items | Item variables | Male Teachers | | Female Teachers | | Mean set | | Dec |
|---|---|---|---|---|---|---|---|---|
| | | $\bar{X}_1$ | $SD_1$ | $\bar{X}_2$ | $SD_2$ | $\frac{\bar{X}1 + \bar{X}2}{2}$ | SD | |
| 6 | Teachers promote student autonomy by encouraging students to take responsibility for their learning. | 3.54 | .553 | 3.55 | .554 | 3.55 | .552 | Agree |
| 7 | Teachers tailor instruction to meet individual student's learning needs. | 3.44 | .551 | 3.48 | .556 | 3.46 | .553 | Agree |
| 8 | Teachers allow students to learn at their own pace. | 3.48 | .515 | 3.51 | .530 | 3.49 | .522 | Agree |
| 9 | Teachers relate instruction to real life scenarios and applications. | 3.54 | .553 | 3.55 | .554 | 3.55 | .552 | Agree |
| 10 | Teachers encourage students to explore and investigate questions and topics. | 3.48 | .515 | 3.51 | .530 | 3.49 | .522 | Agree |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Grand Mean | 3.50 | .537 | 3.52 | .545 | 3.51 | .540 | Agree |

**$H_{02}$:** There is no significant difference in the mean ratings of male and female teachers on how student-centred instruction as an innovative practise in classroom management is practised for effective instructional delivery in public senior secondary schools in Rivers State.

**Table 4: T-test summary showing the significant difference in the mean ratings of male and female teachers on how student-centred instruction as an innovative practice in classroom management is practised for effective instructional delivery**

| Respondent's Portfolio | N | Mean $\overline{X}$ | Std. Deviation | t-cal | DF | Sig. | Decision |
|---|---|---|---|---|---|---|---|
| Male Teachers | 180 | 3.50 | .421 | -.385 | 298 | .701 | $H_2$ Upheld |
| Female Teachers | 120 | 3.52 | .424 | | | | |
| Total | 300 | | | | | | |

Significance level of .05

Data presented in Table 3 shows that the grand mean set of the 5 examined items was 3.51±.540, which is greater than the criterion mean of 2.50. As such, majority of the respondents agreed that the items were ways student-centred classroom management can be practised for effective instructional delivery. Table 4 data further revealed that there was no significant difference in the mean ratings of male and female teachers in that regard [t(298) =-.385, p=.701>.05]. The p value being greater than the significance value of .05 implies that $H_{02}$ was upheld.

**Research Question 3:** How can technology integration be employed as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?

**Table 5: Mean ratings of male and female teachers on how technology integration can be adopted as an innovative practice in classroom management for effective instructional delivery**

| Items | Item variables | Male Teachers | | Female Teachers | | Mean Set | | Dec |
|---|---|---|---|---|---|---|---|---|
| | | $\overline{X}_1$ | $SD_1$ | $\overline{X}_2$ | $SD_2$ | $\overline{XX}$ | SD | |
| 11 | Computers and laptops are provided in the classroom for students learning and engagement. | 3.53 | .541 | 3.55 | .541 | 3.54 | .541 | Agree |
| 12 | Classrooms are equipped with overhead projectors to engage students' attention during instruction. | 2.50 | .529 | 2.49 | .529 | 2.50 | .528 | Agree |
| 13 | Access to internet facilities is provided in classroom to help teachers and students access online information, | 2.79 | .444 | 2.79 | .445 | 2.71 | .444 | Agree |
| 14 | Interactive whiteboards are provided in the classroom to increase visibility of what the teacher is teaching. | 2.50 | .554 | 2.51 | .556 | 2.50 | .554 | Agree |
| 15 | The classroom is digitalized to give students a 21st century access to | 3.05 | .638 | 3.03 | .611 | 3.04 | .624 | Agree |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | instruction. | | | | | | | |
| | **Grand Mean** | **2.87** | **.543** | **2.87** | **.536** | **2.86** | **.537** | **Agree** |

**$H_{03}$**: There is no significant difference in the mean ratings of male and female teachers on how technology integration as an innovative practice in classroom management is adopted for effective instructional delivery in public senior secondary schools in Rivers State?

**Table 6: T-test summary showing the existence of significant difference in the mean ratings of male and female teachers on how technology integration as an innovative practice in classroom management is adopted for effective instructional delivery**

| Gender | N | Mean $\overline{X}$ | Std. Deviation (SD) | t-cal | DF | Sig. | Implication |
|---|---|---|---|---|---|---|---|
| Male Teachers | 180 | 2.872 | .256 | | | | |
| | | | | .010 | 298 | .992 | $H_{03}$ Upheld |
| Female Teachers | 120 | 2.871 | .240 | | | | |
| Total | 300 | | | | | | |

Significance level of .05

The data in Table 5 reveals that the grand mean rating of the examined items was 2.86±.537. Since this value is greater than the criterion mean of 2.50, it means majority of the respondents agreed that the items were ways technology integration can be employed as an innovative practice in classroom management for effective instructional delivery. Table 6 further revealed there was no significant difference in mean ratings of male and female teachers in that regard [t(298) =.010, p=.992>.05]. Since p is greater than the significance level value, $H_{03}$ was upheld.

**Research Question 4:** How can active learning be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State?

**Table 7: Mean ratings of male and female teachers on how active learning can be adopted as an innovative practice in classroom management for effective instructional delivery**

| Items | Item variables | **Male Teachers** | | **Female Teachers** | | **Mean set** | | Dec |
|---|---|---|---|---|---|---|---|---|
| | | $\overline{X}_1$ | $SD_1$ | $\overline{X}_2$ | $SD_2$ | $\overline{X}\overline{X}$ | SD | |
| 16 | Teacher ensures that all students actively participate in the instructional delivery process. | 3.54 | .553 | 3.55 | .554 | 3.55 | .552 | Agree |
| 17 | Teacher makes the instruction to be practical-oriented. | 3.44 | .551 | 3.48 | .556 | 3.46 | .553 | Agree |
| 18 | Students are made to create and communicate solutions to problems. | 3.48 | .515 | 3.51 | .530 | 3.49 | .522 | Agree |
| 19 | Students are made to | 3.54 | .553 | 3.55 | .554 | 3.55 | .552 | Agree |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | collaborate to produce knowledge. | | | | | | | |
| 20 | Students are made to learn through experience and this internalizes the knowledge gained. | 3.48 | .515 | 3.51 | .530 | 3.49 | .522 | Agree |
| | **Grand Mean** | **3.50** | **.537** | **3.52** | **.545** | **3.51** | **.540** | **Agree** |

Criterion mean = 2.50

**$H_{04}$:** There is no significant difference in the mean ratings of male and female teachers on how active learning can be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State.

**Table 8: T-test summary showing the existence of significant difference in the mean ratings of male and female teachers on how active learning can be adopted as an innovative practice in classroom management for effective instructional delivery**

| Respondent's Portfolio | N | Mean $\bar{X}$ | Std. Deviation | t-cal | DF | Sig. | Decision |
|---|---|---|---|---|---|---|---|
| Male Teachers | 180 | 3.50 | .421 | -.385 | 298 | .701 | $H_{04}$ Upheld |
| Female Teachers | 120 | 3.52 | .424 | | | | |
| **Total** | **300** | | | | | | |

Significance level of .05

The data in Table 7 revealed that the grand mean set of the five examine items was 3.51±.540. Since this value is greater than the criterion mean, it implies that majority of the respondents agreed to the items as ways active learning can be adopted as an innovative practice in classroom management for effective instructional delivery in public senior secondary schools in Rivers State. Table 8 further revealed there was no significant difference in the mean ratings of male and female teachers in that respect, with the null hypotheses being upheld [t(298)=-.385, p=.701>.05].

**Discussion of FindingshPerceived Innovative Practices in Classroom Management for Effective Instructional Delivery**

The findings on the first research objective as revealed in Table 1 and Table 2 showed that the perceived innovative practices in classroom management for effective instructional delivery in public senior secondary schools in Rivers State. The findings are consistent with literature on the subject matter. Several authors and researchers on contemporary classroom management practices had posited that classroom management is much more than the preservation of order through discipline and teacher control, but also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Mayeski, 2020; Nwonkwo & Chika, 2020; Tahir et al., 2019).

**Student-Centred Innovative Classroom Management Practice for Effective Instructional Delivery**

The study in this regard found student-centred classroom management innovation could be practised through: promoting student autonomy by encouraging students to take responsibility of their learning; tailoring learning to meet individual student's learning need; allowing students to learn at their own pace; relating instruction to real life scenarios and applications and encouraging students to investigate questions and topics. These findings are in agreement with Fufa et al. (2023) who posited that student-centred classroom approach aims to help students to develop: critical thinking and problem-solving skills; creativity and innovation; communication and collaboration skills; self-directed learning and time management skills; and deeper understanding and retention of content.

**Adoption of Technology Integration as an Innovative Practice in Classroom Management for Effective Instructional Delivery**

The study in this regard found that the practice of technology integration for classroom management could be carried out through: provision of computers and laptops for students' learning in the classroom, provision of overhead projectors for teaching, provision of internet facilities in the classroom, provision of interactive whiteboards for teaching and learning, and full digitalization of the classroom. These findings are in line with the position of McDonald & Battaglia (2015) who averred that the extent of digitalization of instructional delivery processes in schools is now one of the key indices of the quality of education delivered in that school system, and technology-assisted instruction has become the new normal for quality teaching and quality learning.

**Adoption of Active Learning Practices in Classroom Management for Effective Instructional Delivery**

The study in this regard found that active learning could be innovatively used by teachers to effectively manage classrooms. The findings agree with Mohammed and Al-hassan (2023) who averred that active learning as an instructional strategy in the classroom involves teachers making students to talk, collaborate, write, reflect, present, problem-solve, and communicate new information. In the same vein, the findings are in accord with the position of Bransford et al. cited in Mohammed & Al-hassan (2023) that active learning places emphasis on students building their own knowledge and understanding via social interaction and by connecting new notions and experiences to finding knowledge.

## Conclusion

Effective management of the classroom is central to the attainment of set goals of teaching and learning in public senior secondary schools in Rivers State. Teachers as classroom managers are expected to be creative and innovative in coming up with contemporary best practices in classroom management in response to the ever-dynamic nature of the needs of learners for quality assurance in students' learning outcomes. This necessitates a total paradigm shift from the traditional approach to classroom management to 21$^{st}$ century practices that guarantee continuous improvement of the instructional delivery process.

## Recommendations

Based in the findings of the study, the following recommendations were made:

1. Principals of public senior secondary schools in Rivers State should encourage teachers to be proactively innovative in responding to students' learning needs in the classroom.
2. Teachers should normalize centering the instructional delivery process on students rather than on themselves to be able to continually achieve the goal of improving students' learning outcomes.
3. The government should equip public senior secondary schools with ICT devices such as computers and other digital resources to foster students' engagement and instructional organization.
4. The government and school communities should always partner to equip public senior secondary schools with relevant instructional resources to aid active, practical-based learning within and outside the classroom.

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