

Effective Strategies for Promoting Zoom Classroom Discipline for Online Teaching of Entrepreneurship Education in Rivers State University

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Abstract

The study was designed basically to determine the effective strategies for promoting zoom classroom discipline for online teaching of Entrepreneurship Education in Rivers State University. Three research questions were raised to adequately guide the study. Three null hypotheses were also formulated and tested at 0.05 levels of significance. Descriptive survey research design was adopted for the study and the study was conducted in Universities in Rivers State. The actual population of the study is 61 post-graduate Business Education students which consist of 43 and 18 MSc and Ph.D post-graduate Business Education students from the 2019/2020 academic session in Rivers State University. The validation of the research instrument was duly carried out and the reliability of the instrument was established using Spearman Rank Order Reliability test and the computation produced a reliability coefficient of 0.82. Data for this were garnered via the use of a self-designed questionnaire instrument which was developed from existing literature. The questionnaire was named: “Zoom Classroom Discipline and Effective Teaching of Entrepreneurship Questionnaire”. For the research question, data were analyzed using mean and standard deviation, while the null hypotheses were also analyzed using z-test statistics. The findings of the study shows that, the extent to which the removal of disruptive students can be used for the promotion of zoom classroom discipline during online teaching of entrepreneurship education in universities in Rivers State is high. Based on the findings, it was recommended that; the host should not hesitate to remove any disruptive student who continuously distracts the class with his/her activities after several warnings. This is to ensure that other participants (students) do not fail to participate in the teaching and learning processes going on.

Key words: Strategy, Zoom, Classroom Discipline, Online Teaching. Entrepreneurship Education

INTRODUCTION

Classroom discipline is a fundamental component of effective classroom management. Classroom discipline is usually promoted by effective teachers in order to ensure that teaching effectiveness is maintained and promoted via the use of distinctive styles and strategies. Effective teaching and learning only thrives in a learning environment where decorous conducts are maintained. Effective teachers promote the use of basic classroom discipline strategies so as to unravel potent strategies that can be applicable in the classrooms. Although, finding the best discipline method can consume some time, experience has shown that a teacher who uses consistent discipline strategies will exhibit

more effective classroom discipline than an inconsistent teacher. Without discipline in every virtual classroom, effective teaching for better learning outcome will be encumbered.

Generally, it is observed that teachers usually develop their own strategies and styles of discipline for their classrooms to enable them secure innovative ways to connect with their students to ensure a productive learning environment. However, most discipline strategies can be categorized into three main styles; preventative discipline strategy which seeks to provide proactive interventions to potential disruptive behaviour by clearly explaining to students what behaviours are and are not appropriate. The supportive discipline strategy happens when a teacher offers verbal warning or a suggestion for correcting behaviour while a student is disobeying an established classroom rule.

The corrective discipline strategy is a set of consequences delivered to students following an infraction (Teachers Tips for Teaching, 2019; Pritchard, 2020; King, n.d.).

Classroom discipline encompasses complex interactions among teacher, students, school and societal variable (Pane, et al, 2014; Pisano, 2020). Classroom indiscipline is a breach of management actions undertaken by the teacher to enable students' learning abilities. Classroom discipline refers to a set of teacher actions that constitutes organizational and management processes aimed at establishing classroom order (Lopes & Oliveira, 2017). Discipline in zoom classroom is promoted and enhanced through the teachers' firm resolve to deploy the enabling strategies that makes for cordiality and civility in the classroom. Zoom classroom discipline encompasses all those planning and preparatory activities carried out by the teacher before, during and even immediately after the class so as to ensure order, harmony, cordiality, peace and mutual respect with the intention of realizing instructional objectives within the limited time and space. Pisano (2020) affirmed that in the zoom classroom situation, the teacher is expected to use discipline to ensure that adequate class routines are kept; rules for maintaining classroom discipline are implemented; strategies for promoting discipline are applied and that the students are in a clement learning milieu.

Effective teaching in zoom classroom can often time be facilitated through the promotion of classroom discipline. Effective teaching is seen by Ayua (2017) as the act of avoiding activities or actions that can in-turn, prevent or impede the effective transmitting of knowledge to students. Some of these activities which the teacher must avoid in the classroom in order to foster teaching effectiveness are; teachers' personality, stage management abilities (backing of stage), indiscriminate scolding, favouritism one student at the detriment of other students, discriminating against the rich and poor or intelligent and poor students, use of abusive words on the students, unnecessary repetition and pauses, transfer of aggression, promising and falling, inability to demonstrate clear understanding of the lesson contents, inadequate of appropriate teaching methods, among others.

Strategy has a meaning which is said to have metamorphosed from its military origin to the business world during the period when military career was considered to be a prerequisite qualification for a managing entrepreneurship. Like the military profession, strategy was seen by 18th century entrepreneurs as a high level occupation suitable for only entrepreneurs with great leadership potential who can also be regarded as "*primus interperes*" – best amongst equal or first among fellow competitors. In the views of complexity theorists, strategy could be defined as the unfolding of the internal and external aspects of the organization that result in actions in a socio-economic context. Strategies explicate the possible steps undertaken by an effective teacher to ensure the adequate delivery of lesson contents via the meticulous use of instructional resources cum school plants. The use of strategy for promoting zoom classroom participation and discipline for effective teaching in the educational enterprise may encompass some corporate activities such as strategic planning and strategic thinking

Zoom is an online learning platform that seeks to smoothen and accelerate the progress of distant teacher-student communication globally. Teaching and learning effectively with zoom is

greatly facilitated by certain features which help the class to stay focused. Zoom also has a screen-share option, which enables instructors to share their desktop with the entire class. These features however, enable students to stay on track, even though they are not physically connected in the room with the lecturer (Hagler, 2019). Zoom is a synchronous online learning platform that makes for the delivery of instructional resources via electronic classrooms or learning precinct, video conferences, live or text chats, application sharing, instant messaging, web conferencing, interactive whiteboard, instant polling and application sharing. Zoom is a cloud-based video conferencing service that could be used to virtually meet with others either by video or audio-only or both. Zoom has an inbuilt mechanism that lets the user record and view the meeting sessions afterwards (Ohaka & Bupo, 2020; Tillman & Willings, 2020; Martin & Parker, 2014).

Zoom could also be seen as a video conferencing meeting rendezvous for teachers and students which can be hosted by any individual and joined by invited participants using a webcam or smart phone from separate distant destinations. As a modern day meeting and discussion platform, zoom has the following distinguishable elements; one-on-one meeting which makes for an unlimited one-on-one meetings even with the free plans, group video conferencing which hosts up to 500 participants (the free plan however allows you to host video conferences of up to 40 minutes and up to 100 participants) and screen sharing which allows the host or any other participant to share screen among themselves so they could mutually view what is on the screen. Tillman and Willings (2020) supporting the above assertions noted that Zoom is a 21st century online learning medium that permits teachers and students to interact among themselves for the purpose of teaching and learning from their different locations without any physical contact with one another. Zoom can be described as essential application software used to promote distant teaching and learning of either a small, medium or large class size (Tillman & Willings, 2020).

Entrepreneurship could be perceived as an economic notion, a strategic mechanism and a driving force of long lasting economic growth that is generally associated with certain behaviours such as; needs for achievement, calculated risk-taking, opportunism, among others. Entrepreneurship is the art and act of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods (Chukwurah & Akpo, 2019; Kareem, 2015). Entrepreneurship education is an educational process that makes for the inculcation of the ability to create, organize, supervise, plan and bear the risk of a business or an enterprise profit into its recipients. It is a programme of study that has the benefit of providing graduates with the training and support necessary for them to establish a career in small and medium size businesses so as to alleviate standard of living (Douglas, et al, 2018; Iha-Jonathan & Osere, 2017).

Developing strategies for the promotion of zoom classroom participation and discipline should be considered pivotal for effective teaching and learning in Business Education following the current societal trend. This is sequel to the fact if these strategies that are required for the accentuation of zoom classroom discipline and participation are adequately harnessed, zoom can help to further upscale and accelerate the pace of the teaching and learning processes in a most advantageous manner. Some of the noticeable influential elements that can promote classroom participation and discipline in zoom classrooms for effective teaching and learning of Business Education students are identified as follows; diversity in experience, ease of use or familiarity to the technology, attitude and expectation of the students towards online education and web-based instruction. Again, it can be maintained that the promotion of zoom classroom participation and discipline for teaching can give the teachers and students the following benefits (Mueller, 2020); the hitch-free ability of students and teachers to online synchronous connection over video, the ability of

students to work in groups (via the use of personal meeting rooms to meet with peers), the ability to create a simple “screen cast” (example recording voice over presentation) to be shared with the students afterwards and the ability to use written annotations on a whiteboard or directly onto documents on your screen when sharing. Today, zoom cloud meeting platform could be said to be offering solutions to several challenges currently being encountered by educational stakeholders within the educational sphere which arises as a result of unexpected changes in societal trends.

It provides lucrative avenues, via which students and lecturers could communicate, collaborate and cooperate among themselves despite the geographical location and in turn, bring to actualization the aim of education as a discipline. However, zoom cloud meeting platform enhances effective teaching and learning of post graduate courses in Rivers State University in the following ways; it helps to eliminate any barriers emanating from time and location. That is to say that zoom cloud meeting platform helps to address issues pertaining to distance, it makes it easy for students to access materials online at any point in time, it allows and promotes real time interaction between the learners and the lecturers, it enables e-learners to use the internet to access up-to-date and relevant learning materials and also communicate with experts in the field which they are studying and it makes for the facilitation of situated learning since the online learners can complete their online courses while working on the job or in their own space, and can also contextualize the learning (Nwagwu & Azil, 2016).

Enhancing zoom classroom teaching and learning in this dispensation requires the promotion of effective classroom discipline strategies such as; establish expectations right from the beginning of the class, Require the students to use their real and official appellations, take attendance, mute everyone except when you want them to talk, remove any student who offends the already established classroom code of conduct, have students practice with the tools such as screen sharing, chat, raise hands, mute/un-mute, among others at the beginning of the session, designate students to monitor chats to track questions, stop lecture periodically to address questions in the chat. But do not try to monitor chat continuously, keep manage participant channel open (this is to enable you to; easily and quickly monitor who is speaking and whether to mute or un-mute the person, turn student's video off should their activities be presumed to be constituting nuisance and/or remove disruptive students or even put them on hold), secure your meeting with a password or limit to authenticated users and use break-out rooms for class discussions, then have one member from each room report out main ideas (Classroom Management in Zoom, 2020).

The Comprehensive Guide to Educating through Zoom (CGEZ, 2020) and the Nebraska Department for Education (2020) guidelines for using zoom also articulated some effective strategies for promoting zoom classroom discipline for teaching entrepreneurship education. The strategies contained in the guide are as follows; lock the meeting once you are sure that all the participants have join so no one jumps into the meeting, use random meeting IDs as often as possible, prevent participants from screen sharing except otherwise, maintain the waiting room default setting which will allow them to control who joins the class and when to join, lock the meeting to avert distraction, expel any participant whose actions constitutes nuisance in the classroom, disable participants' video to allow you block unwanted or inappropriate gestures from the participants, mute all participants to enable the teacher to block unwanted or inappropriate noise from the meeting and finally disable private chat among students while teaching is ongoing to ensure that students focus on the lesson at hand. Other effective strategies for improving zoom classroom discipline for the teaching are; to ensure the device (whether phone or laptop) is fully charged or plugged in, ascertain that any unnecessary application(s) are closed and turn off any unnecessary devices that may be consuming the energy of your device, set a dedicated learning spot that is comfortable and well lit, consider

using headphones during the learning to help with hearing and focus, make sure you are well dressed appropriately and be away of the camera, suggest to students how they should ask questions either by using the chat or waving at the camera and encourage active participation (CGEZ, 2020).

To promote teaching effectiveness through zoom classroom discipline, the teacher may also have to consider the following ideas; arrive in the virtual space and local room a few minutes early to test all video and audio connections, mute your microphone when you are not speaking to students and also have students to mute their audio when they are only listening, maintain eye contacts with students at both locations, speak as you would in a traditional face-to-face class, when delivering a presentation, sharing images, files or video, remember to allow for a potential 2-3 seconds transmission delay and routinely check with students for clearance and the students' ability to see and hear everyone and everything (Centre for Innovation in Teaching and Research, 2020). For teachers to be effective in a zoom classroom there is the dire need for them to be able to contain disruptive elements and activities in the virtual classroom. Also, some of the following strategies could be adopted by teachers in order to promote zoom classroom discipline; shut down the chat and double check to confirm that it was shut down, mute all participants and don't allow them to turn the microphones back on themselves, rename participants if needed and don't allow them to rename themselves and lock the meeting after five or ten minutes, require the students to mute their microphone if they are not talking, use their real name, be ontime and only post chat messages relevant to the lessons (Wilkinson, 2020).

Experience has revealed certain challenges seem to have been experienced in the process of attempting to promote the use of zoom classroom for effective teaching in entrepreneurship education. The significant challenge is the issue of financial constraint among the students and poor network coverage. Other observed challenges include; poor classroom discipline of students, distractions emanating from background noise, abrupt termination of meeting due to technical hitches, poor electricity supply, lack of training of students on the use of zoom classrooms, inadequate training of lecturers on the functionality and nitty-gritty of zoom cloud meeting platform. Some other challenges of the use of zoom online learning platform that are predicated on pedagogy are as follows; resistance or unwillingness to change from traditional classroom methods of teaching to electronic methods of teaching and learning, lack of technical support, inadequate ICT skills for online learning, teachers' nonchalant and lackadaisical attitude towards the use of new technological approaches to teaching and learning.

In the same vein, it is also observed that sometimes zoom lessons are being hindered sequel to some technological difficulties that may emanate from the insufficiency of bandwidth. The insufficiency of bandwidth makes the sound to drop in and out, compelling students and lecturers to ask each other to repeat themselves. This becomes a major problem of using zoom classroom for effective teaching of Entrepreneurship Education especially for students who resides in developing countries with fewer infrastructures like Nigeria. However, as a way of containing some of these technical hitches, lecturers need to plan for the learning curve required for students to use zoom effectively as assuming that the students are technology savvy just because they can use smartphone is erroneous (Hagler, 2019).

Plethora of scholars and educational instructional strategists have made conscious and copious attempts to explore the various aspects of classroom discipline as it pertains to physical or face-to-face teaching and learning endeavour. Regrettably, not much has been done in the area of online teaching and learning as it has to do with classroom discipline. With the growing emerging need for online or blended learning in this contemporary dispensation the dire need to craft or find out ways of accentuating online classroom teaching and learning via the use of potent online

classroom management strategies becomes indomitable. Following this, the researcher have considered the need to carry out a study to find out the available zoom classroom discipline strategies for the promotion of teaching and learning, the extent to which these strategies are used among the lecturers to promote zoom classroom discipline and the factors that tends to hinder the promotion of these zoom classroom management disciplines in Business Education.

STATEMENT OF THE PROBLEM

Ideally, the essence for the adaptation, promotion and utilization of zoom online learning platform for teaching and learning in the general educational spectrum is to also make teaching and learning possible where physical contact is hindered by some indomitable circumstances despite the location. However, experience has revealed that despite this core focus of zoom, online learning through zoom seem to be hampered by some classroom indiscipline of some student. More worrisome is the fact that amidst the availability of some of these zoom classroom disciplinary strategies, not all the lecturers seem to be very much aware of their level of effectiveness and even those who may seem to be aware, rarely use them.

Sequel to this, most often than not, the zoom classroom teaching and learning situations now appears to be unproductive in some instances and for some participants (students). This is because; most students now tend to be highly disruptive, indiscipline and scarcely participate actively in the teaching and learning process. Also, it appears that some students tend to leave and/or join the class at will, interrupt the class with public chat and background noise, distract one another with private chat, get carried away physically and emotionally with other non-academic activities while they keep their audios and videos turned off, among others. Following these issues raised, the researcher considered the need to carry out this study to determine the effective strategies that can be used for promoting zoom classroom discipline for online teaching of entrepreneurship education in Rivers State University.

PURPOSE OF THE STUDY

The general aim of the study is to determine the effective strategies that can be used for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. Specifically, the study sought to determine the extent to which:

1. the removal of disruptive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.
2. the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.
3. muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Research Questions

The following research questions guided the study:

1. to what extent can the removal of disruptive students be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?

2. to what extent can the deactivation of private chat setting among participants be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?
3. to what extent can the muting of every participant on arrival be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?

Hypotheses

The following null hypotheses were tested at 0.05 levels of significance to guide the study:

1. There is no significant difference in the mean responses of Masters and Ph.D Business Education students in Rivers State University on the extent to which the removal of destructive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.
2. There is no significant difference in the mean responses of Masters and Ph.D Business Education students in Rivers State University on the extent to which the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.
3. There is no significant difference in the mean responses of Masters and Ph.D Business Education students in Rivers State University on the extent to which muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

METHODOLOGY

Descriptive survey research design was used for the study. The population of the study comprises 61 post-graduate Business Education students of 2019/2020 academic session who are the only set of post-graduate students that have officially taken first semester lectures through the use of Zoom meeting platform. This population consists of 43 Masters and 18 Ph.D students. Face and content validation of the research instrument was carried out by three experts who are well experienced in the fields of Business Education and Measurement and Evaluation. The reliability of the instrument was established using Spearman Rank Oder Reliability test. The computation produced a reliability coefficient of 0.82. Data for this study were collected using a self-made questionnaire. The questionnaire was named: "Zoom Classroom Discipline for Effective Teaching of Entrepreneurship Education Questionnaire". The questionnaire encompasses two broad parts: Part "A" and "B". Part "A" contains the demographic data of the respondents while part "B" contains three clusters with a total of 17 items. The questionnaire was designed in a 4-point rating scale of Strongly Agree (SA-4points), Agree (A-3points), Disagree (D-2points) and Strongly Disagree (SD-1point). A total number of 61 copies of questionnaire were administered by the researcher virtually through the students' various WhatsApp platforms. Out of the copies retrieved, 50 were considered valid by the researchers. The research questions were answered using Mean and Standard deviation, while the null hypotheses were also tested using z-test statistics. Decision was taken on the basis that any mean above 2.500 was accepted and any mean score below 2.50 was rejected. The null hypothesis was accepted if the z-critical was greater than the z-calculated and rejected if the z-critical was lower than z-calculated.

Results

Research Question 1: To what extent can the removal of disruptive students be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?

Table 1: Mean and Standard Deviation scores of the respondents on the extent to which the removal of disruptive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

N (50)		Ph.D (15)			Masters (35)		
S/N	Questionnaire Items	X ₁	SD	RM K	X ₂	SD	RM K
1.	It serves as a befitting example for others to follow in terms of conducting themselves in a manner that promotes class discipline.	3.72	0.31	VHE	3.67	0.41	VHE
2.	It brings about the promotion of organized classroom situation for an enhanced learning.	3.20	0.20	VHE	3.65	0.49	VHE
3.	It contributes in promoting classroom teaching and learning effectiveness.	3.81	0.29	VHE	3.82	0.15	VHE
4.	It brings about orderliness in classroom thereby, promoting classroom discipline.	3.53	0.58	VHE	3.51	0.39	VHE
5.	It brings about the maximization of limited classroom time for teaching and learning effectiveness.	3.17	0.19	VHE	2.92	0.45	VHE
6.	It does not bring about the wastage of time thereby promoting zoom classroom teaching.	3.42	0.79	VHE	3.25	0.35	VHE
Total Mean/SD		20.85	2.36		20.82	2.24	
Grand Mean/SD		3.48	0.39	VHE	3.47	0.37	VHE

Source: Research Data, (2020)

Data presented in table 1 reveals the extent to which the removal of destructive students can be used for the promotion of zoom classroom discipline for online teaching of Entrepreneurship Education in Rivers State University. The table also shows the mean ratings of the responses of the respondents on the entire 6 items from both institutions range from 2.92 to 3.81 which are within the boundary limit of 2.50 to 4.00 on a 4-point rating scale. Therefore, the finding shows that the removal of disruptive students as an effective strategy can be used to promote zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University at a very high extent.

Research Question 2: To what extent can the deactivation of private chat setting among participants be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?

Table 2: Mean and Standard Deviation scores of the respondents on the extent to which the deactivation of private chat setting among participants be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

N(50)							
S/N	Questionnaire Items	Masters (35)			Ph.D (15)		
		\bar{X}_1	SD	RMKS	\bar{X}_2	SD	RMKS
1.							
7.	It promotes classroom discipline by increasing the level of students' participation in the zoom classroom.	2.51	0.89	HE	2.93	1.33	HE
8.	It promotes the enhancement of learning interest of students through classroom discipline.	3.86	0.11	VHE	4.00	0.00	VHE
9.	It brings about the avoidance of distraction among students through the promotion of classroom discipline.	3.00	0.29	HE	2.80	0.40	HE
10.	It creates room for better classroom participation among students through classroom discipline.	3.69	0.63	VHE	3.87	0.53	HE
11.	It gives students the need to put their attention on the teacher and avert classroom disciplinary matters.	1.51	0.94	VLE	1.00	0.00	VLE
12.	It makes students to lose touch of the teaching activities going on the classroom.	2.00	0.89	LE	1.87	0.13	VLE
	Total Mean/SD	16.57	3.75		16.47	2.39	
	Grand Mean/SD	2.76	0.63	HE	2.76	0.40	HE

Source: Research Data, (2020)

Data presented in table 2 reveals the extent to which the deactivation of private chat setting among participants can be used for promoting zoom classroom discipline for online teaching of Entrepreneurship Education in Rivers State University are used. The grand mean of 2.76 and 2.76 for the Masters and Ph.D students respectively on a 4-point rating scale strongly indicates that the extent to which the deactivation of private chat settings among participants for promoting zoom classroom discipline for online teaching of entrepreneurship education is on a high extent.

Research Question 3: To what extent can the muting of every participant on arrival be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University?

Table 3: Mean and Standard Deviation scores of the respondents on the extent to which the muting of every participant on arrival be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

N (50)		Masters (35)			Ph.D (15)		
S/N	Questionnaire items	X ₁	SD	RMKS	X ₂	SD	RMKS
13.	It helps to prevent the disruption of class room activities anytime any participant joins the meeting.	2.86	0.23	HE	3.27	0.33	VHE
14.	It helps to prevent the background noise from new participants to distract the lecturer and students	3.23	0.23	VHE	3.47	1.33	VHE
15.	It helps to discourage the students from talking out of turn when teaching and learning is ongoing.	3.54	0.31	VHE	3.87	0.13	VHE
16.	It helps to ensure that students can talk only when they are permitted to talk hence, promoting classroom discipline.	3.60	0.57	VHE	3.93	0.07	VHE
17.	It ensures that students talk only when the lecturer wants them to speak hence, ensuring that classroom discipline is maintained.	3.20	0.34	VHE	3.40	0.27	VHE
Total Mean/SD		16.43	1.68		17.94	2.13	
Grand Mean/SD		2.74	0.28	HE	2.99	0.36	HE

Source: Field Survey (2020)

Data presented in table 3 shows the extent muting of every participant on arrival can be used for the promotion of zoom classroom discipline for online teaching of Entrepreneurship Education in Rivers State University. The table also shows the mean ratings of the responses of the respondents on the entire 5 items from both the Masters and Ph.D students which range from 2.86 to 3.93 which means that muting every participant on arrival can be used for the promotion of zoom classroom discipline for online teaching of entrepreneurship education in Universities in Rivers State on a high extent.

Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of MSc. and Ph.D Business Education students in Rivers State University on the extent to which the removal of destructive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Table 4: Summary of z-test analysis on the extent to which the removal of destructive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

Groups	N	Mean	SD	Df	Level of Sig.	St.d error	z-cal.	z-crit.	Decision
Masters students	35	3.48	0.39	48	0.05	0.24	0.38	2.02	Accepted H ₀
Ph.D students	15	3.47	0.37						

Source: Research Data (2020)

From table 4 above, it is observed that the calculated z-value of 0.38 was below the critical z-value of 2.02 at 0.05 levels of significance. Since the observed z-calculated is less than the table value, the null hypothesis is accepted This is to infer that there is no significant difference in the mean responses of Masters and Ph.D Business Education students on the extent to which the removal of destructive students can be used to as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Hypothesis 2: There is no significant difference in the mean responses of MSc. and Ph.D Business Education students in Rivers State University on the extent to which the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Table 5: Summary of z-test analysis on the extent to which the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

Groups	N	Mean	SD	Df.	Level of Sig.	Std error	z-cal.	z-crit.	Decision
Masters students	35	2.76	0.63	48	0.05	0.27	0.30	2.02	Accepted H₀
Ph.D students	15	2.76	0.40						

Source: Research Data (2020)

From table 5 above, it is observed that the calculated z-value of 0.30 was below the critical z-value of 2.02 at 0.05 levels of significance. Since the observed z-calculated is less than the table value, the null hypothesis is accepted. This is to infer that there is no significant difference in the mean responses of Masters and Ph.D Business Education students on the extent to which the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Hypothesis 3: There is no significant difference in the mean responses of MSc. and Ph.D Business Education students in Rivers State University on the extent to which muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

Table 6: Summary of z-test analysis on the extent to which muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University

Groups	N	Mean	SD	Df.	Level of Sig.	Std error	z-cal.	z-crit.	Decision
MSc students	35	2.74	0.28	48	0.05	0.27	0.30	2.02	Accepted H₀
Ph.D students	15	2.99	0.36						

Source: Research Data (2020)

From Table 6 above, it is observed that the calculated z-value of 0.30 was below the critical z-value of 2.02 at 0.05 levels of significance. Since the observed z-calculated is less than the table value, the null hypothesis is accepted. This is to therefore, infer that there is no significant difference in the mean responses of MSc. and Ph.D Business Education students on the extent to which muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University.

DISCUSSION

Data presented in Table 1 reveals the extent to which the removal of disruptive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. The findings of the study reveals that the extent to which the removal of disruptive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of entrepreneurship education is high. The findings of the study also shows that there is no significant difference in the mean responses of Masters and Ph.D Business Education students on the extent to which the removal of destructive students can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. These research outcomes is in agreement with that of Wilkinson (2020) who confirmed that in order for teachers to promote zoom classroom discipline; shutting down the chat and double checking to confirm that it was shut down, muting all participants and not allowing them to turn on the microphones back on themselves, renaming participants if needed and not allowing them to rename themselves, etc. should be adopted as strategies.

Data presented in Table 2 reveals the extent to which the deactivation of private chat setting can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. The findings of the study reveals that the extent to which the deactivation of private chat setting can be used as an effective strategy for promoting zoom classroom discipline during online teaching of entrepreneurship education is high. From the tested hypothesis, it was discovered that there is no significant difference in the mean responses of Masters and Ph.D Business Education students on the extent to which the deactivation of private chat setting among participants can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. The findings however, appears not to be in consonance or agreement with the work of Pisano (2020) who maintained that, in zoom classroom situation, the teacher is expected to use discipline to ensure that adequate class routines are kept and also ensure that rules for maintaining classroom discipline are implemented.

Data presented in Table 3 reveals the extent to which the muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. The findings of the study reveals that the extent to which the muting every participant on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of entrepreneurship education is high. The result of the hypothesis also reveals that there is no significant difference in the mean responses of Masters and Ph.D Business Education students on the extent to which muting of every student on arrival can be used as an effective strategy for promoting zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University. The of this study is in consonance with that of Pisano (2020) who noted that the students should be made to silence their gadgets on arrival to reduce the rate of noise in the classroom.

CONCLUSION

Based on the findings, the researcher concludes that; the extent to which the removal of destructive students can be used as an effective strategy for promoting Zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University is high. Also, the researcher concludes that the extent to which the deactivation of private chat setting can be used as an effective strategy for promoting Zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University is high. Finally, the researcher concludes that; the extent to which muting of every participant on arrival can be used as an effective strategy for promoting Zoom classroom discipline during online teaching of Entrepreneurship Education in Rivers State University is high

RECOMMENDATIONS

Based on the findings made in the study, the following recommendations are made:

1. The host being the lecturer should not hesitate to remove any disruptive students who continuously distract the class with his/her activities after several warnings. In order to ensure that other participants (students) do not fail to teaching and learning processes going on.
2. Lecturers should also deactivate the private chat settings of all the participants in order to prevent students from chatting privately among themselves while important lesson is ongoing in the classroom. This will help to ensure that students are not being distracted by fellow students when actually they are supposed to be paying attention to the activities going on in the classroom.
3. Lecturers should always endeavour to mute every student at the point of arrival to ensure that they do not come into the classroom with background noise. This will help to make sure that students are not being distracted on arrival.

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