

Harnessing Teachers Perception and Attitude towards Innovative Teaching Strategies in Mathematics in Jss in Cross River State

¹Okri John Arikpo, ²Adie Emmanuel B. & ³Eyong, Bridget Etengeneng ¹⁻²Department of Science Education, University of Calabar, Calabar, Nigeria.

³Department of Curriculum and Teaching, University of Calabar, Calabar, Nigeria.

ABSTRACT--*This study was undertaken* harness teachers' perception and to attitudes towards innovative teaching strategies in JSS in Cross River State. Four hypotheses were formulated to guide the study. The study sample was made up of one hundred students through the simple random sampling technique. The research findings revealed a significant relationship between discussion, lecture, demonstrative and eclectic methods of teaching on a student's academic performance in JSS in CRS. Based on the findings, it was concluded that students' performance depends to a great extent on teachers' methods of teaching. It was recommended among other things that as a matter of priority, teachers should ensure that materials were recapitulated when using lecture method to teach in classroom.

Keywords: harnessing teachers perception, attitude, innovative teaching strategies, mathematics, JSS.

Introduction

Language is a means of human interaction. Effective communication and

living can only be expressed by the means of language.

Students' performance in class participation and internal examinations are considerably very low and discouraging. The mass failure can be attributed to many variables among which are the government attitude towards funding education, the parents' lack of awareness for qualitative education for their children, the school attitude to teaching and learning processes, the students laizzare fair attitude to learning and the influence of teaching methods on teaching and learning processes of the school system.

Therefore, it is pertinent to research in this field to determine or harness teachers' perception and attitudes toward innovative teaching strategies in JSS in Cross River State.

Statement of the problem

This study seeks to harness teachers' perception and attitudes towards innovative teaching strategies in JSS in Cross River State.



Effective teaching methods are crucial problems in our school system today. Though there are many methods of teaching highlighted here, they complement each other which is achieved when they are effectively and judiciously applied (Bagley, 2005; Davidson, 2001 and Edogo, 2001).

Most teachers do not employ the use of various teaching methods in the teaching and delivering their lessons. Unsuitable and inadequate instructional methods have contributed greatly to the poor performance of students in school. For any language to be positively learned, the language teacher must possess effective communication skills and methods.

Bearing the above in mind, the researcher has decided to study the ways the teacher presents his lesson with particular interest to students' performance at the level of Junior Secondary Schools (JSS) in Cross River State. In an attempt to do this, other factors like age, sex and teachers experiences of teaching methods will be ascertained.

Statement of the hypotheses

The following hypotheses were formulated to guide this study:

i. There is no significant relationship between discussion

method of teaching and academic performance.

- Discovery method has no significant relationship with students' academic performance
- iii. There is no significant relationship between lecture method of teaching and students' academic performance
- iv. Eclectic method of teaching has no significant relationship with students' academic performance

Methods

Sampling technique

The sampling technique used in the study was the simple random sampling. The technique gives every member of the population equal and independent opportunity of being selected. That is, the selection of each subject through the use of this technique is a chance event. It is used because the data yield from the sample can be generalized to a larger population.

Procedure for data collection

The questionnaire were administered in person by the researcher. In order to ensure that the respondent understand what was required of them, the researcher took time to read and explain some points, where necessary to them. The



completed questionnaires were gathered from the respondents at the end of the data collection exercise, and the exact number returned summed to one hundred (100).

Procedure for data analysis

Data was analysed using the Pearson Product Moment Correlation.

Analysis and results

This deals with the result of statistical analysis of data gathered for the study as well as their discussion and interpretations are presented. The presentation of the data was done following the trend of the hypotheses directing the study.

Hypothesis-by-hypothesis presentation of result

In this section, each hypothesis restated in the null form. The variables are identified and the result of the statistical analysis carried out to test the hypothesis are presented and interpreted. The .05 level of significance was used for the statistical testing of each hypothesis.

Hypothesis one

There is no significant relationship between lecture method and students' academic performance.

Pearson product moment correlation analysis was considered the most appropriate statistical technique employed to test this hypothesis. The result of the analysis is presented in table one below.

Table 1

Pearson product moment correlation analysis of the relationship between lecture method and students' academic performance (N = 100)

Variables	$\sum \mathbf{x}$	$\sum x^2$	∑xy	r-value
	$\sum \mathbf{y}$	$\sum y^2$		
Lecture method	1844	2874		
			54252	0.84
Academic	1667	2618		
performance				

Significant level = .05, critical value = 0.195; df = 98



The result of the statistical analysis as presented in table 1 shows that the calculated r-value of 0.84 was greater than the critical r-value of 0.195 at 0.05 level of significance with 98 degree of freedom. With this result, the null hypothesis was rejected. This therefore means that lecture method of teaching has significant positive relationship with students' academic performance.

Hypothesis two

There is no significant relationship between discussion method and students' academic performance. The result of the analysis using pearson product moment correlation is presented in table 2.

Table 2

Pearson product moment correlation analysis of the relationship between discussion method and students' academic performance (N = 100)

Variables	$\sum \mathbf{x}$	$\sum x^2$	∑xy	r-value
	$\sum \mathbf{y}$	$\sum y^2$		
Discussion method	1804	2779		
			54194	0.88
Academic	1667	2618		
performance				

Significant level = .05, critical value = 0.195; df = 98

The result of the statistical analysis is presented in table 2 shows that the calculated r-value of 0.88 is greater than the critical r-value of 0.195 at .05 level of significance with 98 degree of freedom.

With this result, the null hypothesis was rejected. Thus, discussion method has a significant relationship with students' academic performance.

Hypothesis three

There is no relationship between demonstrative method and students' academic performance.

The result of the analysis using Pearson product moment correlation is presented in table 3 below.



Table 3

Pearson product moment correlation analysis of the relationship between demonstrative method and students' academic performance (N = 100)

Variables	$\sum \mathbf{x}$	$\sum x^2$	∑xy	r-value
	$\sum \mathbf{y}$	$\sum y^2$		
Demonstrative method	1844	2966		
			55483	0.83
Academic	1667	2618		
performance				

Significant level = .05, critical value = 0.195; df = 98

The result of the statistical analysis is presented in table 3 shows that the calculated r-value of 0.83 is greater than the critical r-value of 0.195 at .05 level of significance with 98 degree of freedom.With this result. the null hypothesis was rejected. This therefore implies that demonstration method has a significant relationship with students' academic performance.

Hypothesis four

Eclectic method of teaching has no significant relationship with students' academic performance.

The result of the analysis using Pearson product moment correlation is presented in table 4 below.

Table 3

Pearson product moment correlation analysis of the relationship between eclectic

Variables	$\sum \mathbf{x}$	$\sum x^2$	∑xy	r-value
	$\sum \mathbf{y}$	$\sum y^2$		
Eclectic method	1888	2877		
			54875	0.89
Academic	1667	2618		
performance				

method and students' academic performance (N = 100)



Significant level = .05, critical value = 0.195; df = 98

The result of the statistical analysis is presented in table 4 above shows that the calculated r-value of 0.89 is greater than the critical r-value of 0.195 at .05 level of significance with 98 degree of freedom. With this result, the null hypothesis was rejected. The result therefore implies that eclectic method has а significant relationship with students' academic performance.

Discussion of findings

Lecture method and students' academic performance

The first hypothesis which states that, there is no significant relationship between lecture method and students' academic performance was rejected. The result shows that there is a significant relationship between lecture method and students' academic performance. This result is in line with the findings.

Bracht (2007) and Ukeme (2008) observed that lecture method leads to the development of the cognitive domain of the learner. Also, Bracht (2007) supported that lecture method stimulates the learners to be fast at note taking, thus, improving their psychomotor skills.

Discussion method and students' academic performance

The outcome of this hypothesis revealed that there is a significant relationship between discussion method and students' academic performance. This finding agrees with the findings of Chukwura (2005) who asserted that the discussion method provides a learner process that requires team work between teacher and students where everybody bring his or her own idea and jointly discussed them thereby encouraging learners' participation in the transfer of knowledge.

Demonstrative method and students' academic performance

The result of this hypothesis showed that demonstration method has a significant relationship with students' academic performance. This finding agrees with the findings of Umoren (2001) who saw that demonstration method is that which theoretical explanation is backed by practical manipulation of instruments for learners to see and understand. In support, Essien (2008)corroborates that demonstrate method has a strong positive influence students' academic on performance.

Eclectic method and students' academic performance



The result of the fourth hypothesis revealed that there is a significant positive relationship between eclectic method and students' academic performance. The finding is in consonance with Umanmeiye and Titilayo (2000) who opined that eclectic method is a systematic approach to instructional delivery and not a haphazard approach.

Mills (2000) also supported this assertion by submitting that eclectic method employs questioning, explanation, demonstration, discussion, lecture and discovery methods through the use of drawings, pictures, diagrams, pantomime and citing of examples to convey meaning.

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