

INVESTIGATING THE IMPACTS OF SCHOOL MANAGEMENT PRACTICES AND INNOVATIVE TEACHING METHODS ON STUDENTS LEARNING OUTCOMES IN PRIVATE SECONDARY SCHOOLS IN THE 21ST CENTURY

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ABSTRACT

This study was carried out to investigate the impacts of school management practices and innovative teaching methods on students learning outcomes. Descriptive survey design was adopted for the study. The population comprises of all the principals, teachers and students of private secondary schools in Lokoja, Kogi State. Three research questions and one hypothesis was raised for the study. Researcher structured questionnaire titled “Investigating the impact of school management practices and teaching methods on students learning outcomes” (IISMPTMSLO) was used adopted for the study. The questionnaire was validated by three experts in the Department of Educational Foundations. Federal University Lokoja. Cronbach alpha was used to ascertain the reliability of the instrument. The reliability coefficient obtained was 0.82. Mean and Standard deviation was used for the analysis. While Analysis of variance (ANOVA) was used to test the hypothesis. The findings shows amongst others that management practices and innovative teaching methods are critical for students learning outcomes. And traditional management practices and teaching methods alone can no longer meet up with the needs of the 21st century students. Therefore, the study recommended that innovative management practices and teaching methods should be used in secondary to enhance students learning outcomes.

Keywords: Management, Practices. Teaching, Methods, Outcomes

1.0 INTRODUCTION

Education is central to human existence and it is one of the instruments that bring about social and economic development in any nation. FRN (2013) categorized education into different levels: Pre Primary, Primary, Secondary and Tertiary education. The quality of education acquired from secondary school could be a reflection of the management practices of the management staff and the teaching methods used by the teachers amongst other factors. Nigeria education is being criticized for the use of conservative management practices and traditional

teaching methods which lay emphasis on autocratic styles, rote memory without much attention to problem solving skills, creativity and critical thinking.

Ndinza (2015) sees management practices as the way a school principal uses the human and other resources and promotes “best value” and the way the school works with its governing body. The principal plays a major role in the management of secondary school. He or she is the intermediary between the school and the proprietors, community, parents, teachers and the students. The management practices of the principal and other management staff such as communication, supervision, motivation amongst others can positively or negatively influence students learning outcome. Leihhood in Ndinza (2015) observed that if a school is vibrant, innovative and child centered, if it has a reputation for excellence in teaching, if the students are performing well, one can almost relate it to the principals management practices and innovation.

Innovation refers to any new programme change, fixations in the teaching and learning process that marks positive departure from existing practices. Innovation can also be seen as a deliberate application of information, imagination and values from resources which includes all processes by which new ideas are generated and converted into useful products (Orji, 2021). Innovation in educational context refers to the introduction of new ideas, methods or technologies that improves teaching, learning and management processes. It include technological innovation and pedagogical innovation.

Apart from management practices, teaching method also play a major role in the process of teaching and learning. Haruna (2021) defines teaching methods as specific principles, methods, or instructions processes which differ from any other by the diversity of specialized activities. Muoneme (2021) also stress that teaching methods are primarily descriptions of the learning objective-oriented activities and flow of information between the teachers and the students. Muoneme categorized teaching methods into three broad types and unpronounced forth type. These are: teacher-centered, learner-centered, content-focused centered and interactive/participative methods.

Each teaching method has its own peculiarities, steps, advantages and disadvantages. Without the use of teaching methods, the teacher might end up giving out information to the students without connecting with the students. Teaching involves bringing about desirable changes in the learners through the use of appropriate teaching methods. And teaching method can only be said to be effective if they suit the needs and aspirations of the students.

Haruna observed that teachers are exposed to different teaching methods in order to facilitate teaching and learning. For no matter how intelligent a teacher is, if he or she is not able to impact the knowledge to the learners, teaching cannot be effective. Therefore, it is the responsibility of the teacher to ensure that he or she use appropriate teaching method in order to achieve the stated objectives to meet the needs of the 21st Century. The 21st century is a period that is characterized by rapid digital technological advancement and the secondary school students in this generation are digital natives who do almost everything with the use of one form of technology or the other. This native requires education that goes beyond the use of traditional methods. Innovative teaching methods are creative methods used to facilitate learning and are learned centered. Examples are; project based learning, flipped classroom

method, cooperative learning, personalized learning, gamification, Goggle classroom and online Collaborative Platforms.

Okpala (2022) defines innovative teaching methods as a constant pursuit of the oldest technology in educational trends that embody distinctive approaches to the teaching and learning process. Okpala stressed further that innovative teaching methods are learned centered, emphasizes classroom engagement and interaction. Stephen (2023) opines that innovative teaching methods encourage proactive participation and collaboration among the students and teachers. Fatokun (2024) maintain that the focus of innovative teaching method should be based on the fact that every student has the capacity to learn and be successful in life. Therefore, teachers should be more sensitive to use creative and innovative teaching methods to enhance students learning outcome.

Studies have been carried out by researchers on management practices but not much has been done on the impacts of management practices and innovative teaching methods on students learning outcomes. Therefore, it become expedient to undergo this study in order to clearly bring to limelight how management practices and innovative teaching methods will impact students learning outcomes.

2.0 PURPOSE OF THE STUDY

The study intends to find out:

- i. the influence of management practices on private secondary school students' learning outcome.
- ii. how innovative teaching methods affects private secondary school students' learning outcome.
- iii. the impact of management practices and innovative teaching methods on private secondary school students' learning outcome.

3.0 RESEARCH QUESTIONS

- i. What are the influences of management practices on private secondary school students' learning outcome?
- ii. How does innovative teaching method influence private secondary school students learning outcome?
- iii. What are the impacts of management practices and innovative teaching methods on private secondary school students learning outcome?

4.0 HYPOTHESIS

HO1 There is no significant impact of management practices and innovative teaching methods on private secondary school students' learning outcome.

5.0 METHODOLOGY

The study adopted a descriptive survey design. The population of the study comprises of all the private secondary schools in Lokoja, Kogi State. Simple random sampling was used to

select 450 respondents. This comprises of 100 management staff, 200 teachers and 150 senior secondary schools students. A researcher developed questionnaire was used. The questionnaire has two sections. Section A contains demographic data while section B has item statements. The response options is a 4 Likert scale. It ranges from Strongly Agreed (SA-4 points), Agreed (A-3points), Strongly Disagreed (SD-2points) and Disagreed (D-1).The criterion mean was 2.50. Any mean score less than 2.50 will not be accepted. The questionnaire was validated by three experts in the Department of Educational Foundations. Federal University Lokoja. Cronbach alpha was used to ascertain the reliability of the instrument. The reliability index obtained was 0.82. This shows that the instrument is reliable. Mean and Standard deviation was used for the analysis of the research questions. While Analysis of variance (ANOVA) was used to test the hypothesis. The instrument was administered by the researcher and two research assistants and was collected on the spot. 450 questionnaires were administered but 445 were retrieved

6.0 RESULTS

The results are presented in the table below:

Research Question 1. What are the influences of management practices on private secondary school students' learning outcome?

Table 1: Mean and Standard deviation on the influences of management practices on private secondary school students' learning outcome.

S/N	ITEMS	X	SD	REMARKS
1	The management of the school is inclusive. That is everyone is being carried along.	3.05	1.11	Agreed
2	There is constant feedback from the schools through the principal, teachers, or students. This enables the to adjust in weak areas	3.35	1.15	Agreed
3	There is a high level of collaboration in the school and this enhances students learning outcome	3.10	1.19	Agreed
4	The management provides adequate material resources in order to enhance teaching and learning.	2.80	1.10	Agreed
5	The human resources in the schools are sufficient to handle all the subjects taught in the schools	2.35	1.05	Disagreed
6	Management considers the interest of the teachers and students in taking decisions	3.00	1.14	Agreed
	Cluster Mean	2.94	1.12	

Analysis shown in table 1 revealed that the mean scores of 5 out of 6 items are above the cut off points of 2.5. The cluster mean scores further confirm the fact. Hence, it is evident that 1, 2, 3, 4 and 6 are the relationship between management practices and students' academic outcome.

Research Question 2: how does innovative teaching method enhance private secondary school students learning outcome?

Table 2: Mean and Standard deviation on the influences of management practices on private secondary school students’ learning outcome.

S/N	ITEMS	X	SD	REMARKS
7	Innovative teaching methods facilitate personalized learning experiences which bring about positive change in students outcome	3.00	1.15	Agreed
8	It meets the learning needs and abilities	3.27	1.18	Agreed
9	It increase the level of participation of the student bringing about motivation to learn which can I to better outcome	3.20	1.16	Agreed
10	It increase the rate of the student understanding and retention thereby aiding the students to have understanding of complex matters	3.35	1.12	Agreed
11	Help the students to develop essential skills like critical thinking and problem solving	3.01	1.25	Agreed
	Cluster Mean	3.16	1.17	Agreed

Table 2: the results from table 2 showed how innovative teaching methods enhances private secondary school students academic outcome. The six items on the table have mean scores ranging from 3.35 to 3.00. The mean scores are above the acceptable mean score of 2.50, therefore all the items are accepted as ways in which innovative teaching methods enhances students learning outcome.

S/N	ITEMS	X	SD	REMARKS
12	Management decisions have positive impacts on Students academic performance.	3.10	1.19	Agreed
13	Management practices and innovative teaching methods provides Conducive environment for learning	2.95	1.20	Agreed
14	Teaching methods enhances better understanding of the Sub matter	3.00	1.16	Agreed
15	Teaching method used by the teachers encourages Students participation thereby improving the students performance	3.22	1.23	Agreed
16	Teaching method improves the ability of students to apply their knowledge into solving real life situation.	3.36	1.15	Agreed
	Cluster Mean	3.12	1.18	Agreed

Table 3: reveals the responses of respondents on the impacts of management practices and innovative teaching methods on private secondary school students learning outcome. The mean score of item 12 is 3.10. This is the response to the statement that management decisions and innovative teaching methods impact on students’ performance. Item 13 has a mean score of 2.95. This shows that management practices and innovative teaching methods provides conducive environment for learning. Responses to item 14 to 16 also shows mean scores that

are above 2.50. This also reveals that the statements are ways in which management practices and innovative teaching methods impacts student learning outcome.

7.0 HYPOTHESIS

There is no significant difference in the opinion of management staff, teachers and students on the impact of management practices and innovative teaching methods on private secondary school students' learning outcome.

Table 4: Summary of Analysis of variance (ANOVA) on the impact of management practices and innovative teaching methods on private secondary school students' learning outcome.

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	210.15	6	35.025	2.51	00.21
Within Groups	6311.55	443	14.24		
Total	6521.7	449			

The F-Statistics is 2.51 which is less than the critical F-value ($F(6,443) = 2.63$ $p < 0.05$). The p-value is 0.021 which is greater than the significant level of 0.05. This result implies that there is no significant difference in the opinion of management staff, teachers and students on the impacts of management practices and innovative teaching methods on students learning outcome.

8.0 DISCUSSION OF FINDINGS

The finding shows that management practices have positive impact on private secondary school students learning outcome. Item 6 has a means scores lower than 2.50. So, the remark was disagreed. All other management practices listed in the table affirmed the assertion. This is in line with the study of Ndinza (2015) who found head teachers management practices of supervision, communication and motivation influenced students' academic performance.

The finding also shows how innovative teaching methods enhance students learning outcome. Innovative teaching methods are learned centered. It involves the use of digital tools and online resources that the 21st century digital natives are familiar with. Therefore, the learners are actively involved in the teaching and learning process. And it leads to experiential knowledge. Here, the teacher is a facilitator. This is in line with the study of Stephen (2023) who observed that innovative teaching method encourages proactive participation of the students. Fatokun (2024) also maintain that that innovative teaching method like blended learning, project based learning have great impact on the students learning outcome. Remya (2022) also collaborate this finding. Remya opine that innovative teaching methods help the teacher to work with the potential to achieve great success because the methods helps to produce students that will be skillful, independent, confident and innovative.

The findings also reveal that management practices and innovative teaching methods have positive impacts on students learning outcome. The finding is consistent with the reviewed literature. For example, Okpala (2022), Stephen (2023) and Fatokun (2024) who emphasizes that innovative teaching method have great impact on students learning outcome.

9.0 CONCLUSION

As we navigate the complexities of the 21st century, it is obvious that traditional management practices and teaching methods cannot meet the evolving needs of the modern students. So, innovative management practices like strategic planning, collaboration, situational, emotional and innovative teaching method are essential for students learning outcome.

10.0 RECOMMENDATIONS

- i. Innovative management practices like transformative, distributive and inclusive management should be adopted by the management staff.
- ii. Innovative teaching methods should be used by the teachers in all the secondary schools. But, for this to effective, more teachers should be employed and be giving the necessary training and the necessary technological infrastructure should be provided.
- iii. Both innovative management practices and innovative teaching methods highlighted in this study should be used in the secondary schools to enhance students learning outcome.

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