

ENHANCING ACADEMIC PERFORMANCE THROUGH EFFECTIVE MANAGEMENT OF STUDENT PARTICIPATION IN CLASSROOM ACTIVITIES IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORT HARCOURT METROPOLIS

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ABSTRACT: This study investigated how to enhance academic performance through effective management of student participation in classroom activities in public senior secondary schools in Port Harcourt Metropolis. The study was guided by three research questions and three corresponding hypotheses. The study adopted a descriptive survey research design. The population of the study was 1,961 which comprised of 45 principals and 1,916 teachers drawn from the 45 public senior secondary schools in Port-Harcourt Municipal Council (OBALGA and PHALGA). A sample size of 42 principals and 290 teachers resulting a total of 332 was drawn from the total population of the study. The sample size represents 17% of the total population. The sampling technique employed was a combination of simple random sampling and stratified random sampling, ensuring equitable representation of the targeted population for the study. Data was collected through a self-designed questionnaire titled “Managing Students’ Involvement in Classroom Activities for Improved Academic Performance Questionnaire (MSICAIAPQ). The instrument was validated by the researcher’s supervisor and other two experts in the field of educational administration. The reliability of the Instrument was assessed using the Product Moment Correlation coefficient and a reliability of index of .85 was realized. The researcher, along with two trained research assistants helped in administering the questionnaire directly to the selected respondents. Both descriptive and inferential statistics was employed for data analysis. Descriptive statistics (mean and standard deviation) was used to answer the research questions, while the t-test statistics was used to test the hypotheses at .05 level of significance. The analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 28. The findings of the study revealed that interactive teaching methods, collaborative learning methods, and active learning techniques, all impact students’ involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Municipality of Rivers State. The study concluded that a holistic approach to managing classroom engagement centered on inclusivity, recognition, and consistency holds the key to unlocking students' potential and driving measurable improvements in academic outcomes. Among others, the study recommended that teachers should integrate interactive teaching methods, such as discussions, role-playing, and simulations, into their instructional practices to actively engage students and stimulate critical thinking.

Keyword: Managing Students, Student’s Involvement, Classroom Activities, Improved Academic, Performance.

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INTRODUCTION

In the contemporary educational system, the academic performance of students has become a primary concern for educators, policymakers, and stakeholders globally. In Nigeria particularly, the issue is even more pressing due to persistent under performance despite various interventions and reforms aimed at improving educational outcomes. Education is a fundamental pillar of development, and its quality significantly impacts the socio-economic progress of any nation. In Nigeria, the public education system, which caters for most of the population, faces numerous challenges that hinder the achievement of optimal student performance. Afolabi (2021) confirmed that these challenges include inadequate infrastructure, insufficient funding, poor teacher training, and outdated teaching methods. These factors contribute to the low academic achievement observed among students in public senior secondary schools. Consequently, there is a growing need to identify and implement effective strategies that can enhance student engagement and improve their academic outcomes.

Managing students' involvement in classroom activities emerges as a basic factor that can significantly enhance students' academic performance. Student involvement in classroom activities encompasses various forms of engagement, including participation in discussions, group work, hands-on activities, and interactive learning sessions. Educationist and scholars give greater attention to teachers' qualities and students' performance in estimating a quality school (Yusuf, 2017). Hence, teachers' job performance and students' learning outcomes are just variables that depend on many other factors, among which include individual school management structure and style, availability of educational resources and the quality of programs provided to students under conducive environment as well as the quality of support an individual school receives from stakeholders (Prince, 2024). Public secondary schools can attain good performance through the act of managing students' involvement in classroom activities by adopting simple classroom models like; the use of interactive teaching methods, collaborative learning method, use of active learning techniques, rewarding students' effort, enforcement of regularity to school for the teachers.

However, student involvement is a necessary aspect throughout the learning process. It is best understood as the relationship between the student and the school, teachers, peers, instruction and curriculum (Amadi, 2020). Student involvement has three dimensions which are behavioral, emotional, and cognitive. Behavioral involvement refers to student's participation in academic and extracurricular activities. Emotional involvement refers to student's positive and negative reaction to peers, teachers, and school. While cognitive involvement talks about student's thoughtfulness and willingness to master difficult skills (Obi & Nwankwo, 2022).

Classroom activities encompass a wide range of tasks and interactive engagements designed to facilitate learning and enhance student engagement during school lessons. These activities include group discussions, where students collaborate and share ideas on a particular topic, and hands-on projects that allow students to apply theoretical knowledge to practical scenarios (Edeh, 2019). Collaborative learning exercises, such as peer-to-peer teaching and group assignments, encourage teamwork and the sharing of diverse perspectives (Nwosu, 2020). Individual assignments and tasks are tailored to help students develop critical thinking and problem-solving skills independently. Technology-based activities, such as using educational software, online research, and multimedia presentations, integrate modern tools into the learning process, making lessons more dynamic and interactive. Also, classroom activities can involve role-playing, debates, and simulations that provide experiential learning opportunities, as well as

creative tasks like arts and crafts, writing exercises, and scientific experiments that cater to different learning styles (Dweck, 2016). These varied activities are strategically designed to engage students actively, promote a deeper understanding of the subject matter, and ultimately improve academic performance by making learning more enjoyable and effective (Nnamdi and Onuoha, 2022).

Statement of the Problem

The career of teaching come with a lot of excitement, personal reward, challenges, and chance to encourage and support others to achieve their dreams and aspirations. This is possible with an excellent teacher who knows how to work with stakeholders to inspire the students to perform better in their academic works. Through several rigorous process and training teachers acquire qualities that are essential in ensuring a long-lasting change in students' involvement in classroom activities (Alade, 2020). With such qualities, teachers are expected to motivate, guide, and encourage students to study hard to improve their academic performance.

Contrarily, academic performance of students in public senior secondary schools in Port-Harcourt Metropolis has been a concern for educators. Despite numerous efforts to enhance educational outcomes, many students continue to underperform, raising questions about the effectiveness of current teaching methods and classroom management strategies. This assertion was supported by Onuoha (2020) who opined that there have been public outcries that the academic performance of students in public secondary schools in Rivers State is below expectation. Many of the students perform woefully in both internal and external examinations, some cannot even boast of five credits in their West African Examination Certificate (WASSCE) and/or National Examination Council (NECO), while some can cannot read fluently nor even solve simple Mathematical problems.

These problems are not peculiar to only the students in public secondary school in Rivers State, but report from the public and external examinations outputs has it that there has been a decline in the standards of education in Nigeria. What could be responsible for this ugly trend, even when it is assumed that there are well trained and qualified teachers to teach effectively? Does it mean that the qualities teachers possess does not have a positive and significant link with students' academic performance? A closer look at the learning environment proof that something needs to be done to improve the academic performance of the students. It is on this background that the researcher sought to carry out thorough investigation to understand how managing students' involvement in the classroom through use of these various strategies can lead to improved academic performance.

Aim and Objectives of the Study

This study investigated managing students' involvement in classroom activities for improved academic performance of public senior secondary schools in Port-Harcourt Metropolis. The specific objectives sought to:

- Investigate the extent interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

- Ascertain the extent collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.
- Determine the extent active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

- To what extent can the use of interactive teaching methods be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?
- To what extent can the use of collaborative learning methods be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?
- To what extent can the use of active learning techniques be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

- There is no significant difference between the mean ratings of principals and teachers on the extent interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.
- There is no significant difference between the mean ratings of principals and teachers on the extent collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.
- There is no significant difference between the mean ratings of principal and teachers on the extent active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

CONCEPTUALIZATION

Engagement Theory

Engagement Theory, developed by Greg Kearsley and Ben Shneiderman in 1998, cited in Andrew Milne (2018). The theory posits that learning occurs most effectively when students are meaningfully engaged through collaboration, project-based tasks, and authentic learning. This theory underscores the importance of active involvement in the learning process, suggesting that

engagement fosters deeper understanding, enhances motivation, and leads to improved academic outcomes. Engagement Theory is rooted in the principle that students must be actively involved in their learning experiences to achieve optimal educational outcomes. Onouha (2020) propose three primary components that contribute to meaningful engagement: collaboration, project-based learning, and authentic learning. These components are designed to create a learning environment where students feel connected to the material, their peers, and the broader context of their studies. By incorporating these elements into the classroom, educators can foster a sense of ownership and investment in the learning process, leading to higher levels of student engagement and academic performance.

Collaboration is a cornerstone of Engagement Theory, emphasizing the social nature of learning. When students work together on tasks, they not only share knowledge and skills but also develop interpersonal relationships that enhance their learning experience. Collaborative learning encourages students to communicate, negotiate, and problem-solve collectively, which can lead to a deeper understanding of the material. According to Onouha (2020), collaboration helps students to develop critical thinking skills, as they are required to articulate their ideas and consider different perspectives. This process of social interaction and exchange of ideas fosters a supportive learning community, where students feel motivated to engage actively in their studies.

Project-based learning, another key component of Engagement Theory, involves students working on complex tasks that require sustained effort and critical thinking. Projects are typically interdisciplinary, allowing students to draw connections between different subject areas and apply their knowledge in practical, real-world contexts. This approach not only makes learning more relevant and interesting but also helps students to develop important skills such as time management, research, and self-regulation. The theory posited that project-based learning provides students with a sense of purpose and achievement, as they are able to see the tangible results of their efforts. By engaging in projects, students become more invested in their learning, which can lead to higher levels of motivation and academic success.

The relevance of Engagement Theory cannot be overstated. The theory focus on collaboration aligns perfectly with the study's goal of examining the impact of managing student involvement in classroom activities. According to Engagement Theory, such collaborative efforts are essential for meaningful learning, as they encourage students to share knowledge, support each other, and develop critical thinking skills. By incorporating interactive teaching methods that promote collaboration, educators can create a more engaging and dynamic classroom environment, leading to higher levels of student involvement and improved academic performance.

Students' Involvement in Classroom Activities

Student involvement in classroom activities is essential for promoting academic success and fostering a positive learning environment. This concept encompasses a variety of strategies and practices aimed at actively engaging students in their learning processes. This can range from interactive teaching methods to collaborative learning techniques, active learning strategies, and reward systems. Below, I will define the concept and elaborate on various approaches to enhance student involvement in classroom activities. Student involvement refers to the degree to which students participate in and are engaged with the academic and extracurricular activities within the classroom. This engagement is characterized by active participation, critical thinking, and

collaborative efforts among students. Involvement is crucial as it directly impacts students' motivation, understanding of the material, and overall academic performance.

Student involvement in classroom activities is a fundamental aspect of the educational process, as it significantly contributes to students' academic success, social development, and overall learning experience. This concept encompasses various dimensions, including behavioral, emotional, and cognitive engagement, all of which play crucial roles in fostering a conducive learning environment. The active participation of students in classroom activities is vital for developing critical thinking skills, enhancing motivation, and promoting a deeper understanding of the subject matter. In Nigeria, the significance of student involvement has been widely recognized, and several scholars have explored its impact on educational outcomes. Managing students' involvement in classroom activities is a difficult task that significantly impacts academic performance. Effective management of student involvement requires the implementation of various strategies and techniques that encourage active participation, foster a conducive learning environment, and address the diverse needs of students. There is need to look into the importance of interactive teaching methods, collaborative learning, and active learning techniques, school attendance as means to enhance student engagement and academic outcomes.

Interactive Teaching Methods for Improved Academic Performance

Interactive teaching methods are essential for engaging students and fostering a deeper understanding of the subject matter. These methods include questioning, discussions, simulations, role-playing, and the use of multimedia resources. Involving students actively in the learning process, interactive teaching methods can transform traditional teacher-centered classrooms into dynamic, student-centered environments. This approach not only promotes active participation but also encourages critical thinking and collaborative learning.

Ogunleye (2021) emphasizes that interactive teaching methods are particularly effective in Nigerian classrooms where traditional rote learning methods often dominate. These methods can bridge gaps in resources and teacher training by making lessons more engaging and relevant to students' lives. For instance, integrating multimedia resources can cater to various learning styles, making the content more accessible and stimulating for all students.

Various factors can influence school attendance, including socio-economic conditions, health issues, and family responsibilities. Addressing these challenges requires a comprehensive approach that involves school policies, community support, and parental involvement. Ojo (2020) described the importance of creating a school environment that is welcoming and supportive, which can encourage regular attendance. Schools can implement strategies such as attendance monitoring, providing support services, and engaging with parents to promote regular attendance (Ogbonnaya, 2018). Ensuring that students attend school consistently, educators can enhance student involvement and support academic achievement.

Collaborative Learning Methods for Improved Academic Performance

Collaborative learning methods are essential for fostering teamwork, communication, and critical thinking among students. These methods involve students working together in small groups to achieve a common goal, which can significantly enhance their academic performance and social skills. Collaborative learning encompasses various techniques such as group projects, peer tutoring, cooperative learning structures, and collaborative problem-solving. These methods

encourage students to engage with their peers, share ideas, and learn from one another. Abubakar (2020), states that collaborative learning methods lead to higher academic achievement and greater student engagement compared to traditional teaching methods. The study highlights that students involved in collaborative learning activities demonstrate improved understanding of the subject matter and increased motivation to learn.

One of the primary benefits of collaborative learning is the development of social and interpersonal skills. Students learn to communicate effectively, resolve conflicts, and work as part of a team. Ajayi (2019) notes that these skills are crucial for success both in school and in future professional environments. Participating in collaborative learning activities, students gain valuable experience in teamwork and leadership, which can enhance their overall academic performance and personal development. Additionally, collaborative learning methods can help bridge the achievement gap among students with varying abilities.

According to Nwankwo (2019), this sense of community can lead to increased student engagement and a more positive attitude towards learning. Nwankwo's study found that students who feel connected to their peers and teachers are more likely to participate actively in class and achieve higher academic outcomes. Implementing collaborative learning methods requires careful planning and structuring by teachers. Teachers must create an environment where students feel comfortable sharing their ideas and working together. Akinyemi (2019) notes that effective collaborative learning involves clear instructions, well-defined roles, and consistent monitoring by the teacher to ensure that all students are participating and contributing to the group's success.

Moreover, collaborative learning methods align with contemporary educational theories that emphasize the social nature of learning. Collaborative learning provides opportunities for students to engage in meaningful social interactions that promote deeper understanding and knowledge construction. This theoretical framework supports the idea that learning is a social process, and collaborative methods create an optimal environment for students to learn from each other. Collaborative learning methods have shown promising results. These methods promote teamwork, communication, and critical thinking, while also fostering a sense of community and inclusivity in the classroom. Research by Nigerian scholars underscore the benefits of collaborative learning in addressing educational challenges and enhancing student engagement and academic outcomes. Implementing these methods requires careful planning and teacher facilitation, but the results demonstrate their potential to create a more dynamic and effective learning environment.

Active Learning Techniques for Improved Academic Performance

Active learning techniques involve engaging students in activities that promote analysis, synthesis, and evaluation of class content. These techniques are designed to foster deeper learning and greater student involvement in the learning process. In public senior secondary schools in Port-Harcourt Metropolis, Rivers State, active learning techniques can significantly enhance students' academic performance by making learning more interactive and participatory. Active learning techniques include a range of strategies such as problem-based learning, case studies, group discussions, and hands-on activities. In the word of Alade (2020), these techniques require students to actively participate in their learning process, rather than passively receiving information from the teacher. This active engagement helps students develop critical thinking skills, improve their understanding of the subject matter, and retain information more effectively.

One of the key benefits of active learning techniques is that they promote student-centered learning. Adeyemi (2017) asserted that student-centered learning shifts the focus from the teacher to the students, allowing them to take responsibility for their own learning. This approach encourages students to become independent learners and develop a deeper understanding of the material. Students who engage in active learning techniques demonstrate higher academic performance and greater motivation to learn. Active learning techniques also foster a more engaging and dynamic classroom environment. Adeyemi asserted that these techniques create opportunities for students to interact with their peers and the teacher, making learning more enjoyable and meaningful. Additionally, students who participate in active learning activities are more likely to be engaged and attentive in class, leading to improved academic outcomes.

Moreover, active learning techniques can help address the diverse learning needs of students. Olaitan (2021) states that these techniques provide opportunities for students to learn in different ways, whether through visual, auditory, or kinesthetic activities. Active learning techniques also encourage collaboration and communication among students. Ajayi, and Ekundayo, (2020) opined that group activities and discussions provide opportunities for students to work together, share ideas, and learn from one another. This collaborative approach not only enhances students' understanding of the material but also helps them develop important social and interpersonal skills. Students who engage in collaborative active learning activities demonstrate improved academic performance and greater confidence in their abilities. Implementing active learning techniques requires careful planning and preparation by teachers.

Active learning techniques are highly effective in improving academic performance and developing essential skills among students. These techniques promote student-centered learning, foster a dynamic classroom environment, and address the diverse learning needs of students. Research by Nigerian scholars underscores the benefits of active learning techniques in enhancing student engagement, understanding, and academic outcomes. Implementing these techniques requires careful planning and teacher facilitation, but the results demonstrate their potential to create a more interactive and effective learning environment.

Review of Related Empirical Studies

Nwankwo (2019).examined the influence of collaborative learning on the academic performance of students at B.Ed. Levels focusing on social factors such as interaction with peers, interaction with teachers, and social media usage influence CL and collaborative learning to improve the student's academic performance. Social constructivism theory was used to observe student performance. Data have been collected through questionnaires from four private universities. Findings were evaluated through SPSS version 22; the composite reliability of the instrument was measured as $\alpha=0.954$. The results of the regression analysis confirmed and accepted all three hypotheses. It can be concluded that all three independent variables - student interaction with peers, interaction with teachers, and social media use- positively impact collaborative learning and help students improve their academic performance and achieve their goals. The results of this study suggest that collaborative learning is an effective approach to enhancing academic Performance in higher education (B.Ed. Honors) and that social factors play an important role in promoting collaboration among students. The findings have implications for teaching and learning practices in higher education, where collaborative learning may be especially beneficial.

Overall, this research highlights the importance of collaborative learning in promoting academic development in students.

Ogunleye (2021) conducted a study to examine the effects of instructional materials on students' academic performance in senior secondary schools in Kwara State, Nigeria. The study aimed to determine the role of instructional materials in enhancing learning and academic outcomes. The research question posed was: "What is the effect of instructional materials on students' academic performance?" The hypothesis was that the use of instructional materials improves students' academic performance. The study adopted an experimental design with a population of senior secondary school students in Kwara State. A sample of 150 students was selected through stratified random sampling. Data were collected using pre-test and post-test achievement tests, with a reliability coefficient of 0.83. The data were analyzed using ANCOVA. The study revealed that students who were taught using instructional materials performed better than those who were taught without them. It concluded that the use of instructional materials is essential for enhancing academic performance and recommended that schools should invest in adequate instructional resources to support effective teaching and learning.

Ogbonnaya (2018) investigated the impact of teacher qualification and experience on students' academic performance in secondary schools in Osun State, Nigeria. The study aimed to assess how teachers' qualifications and years of experience influence students' learning outcomes. The research question posed was: "How do teacher qualification and experience impact students' academic performance?" The hypothesis was that higher teacher qualifications and more teaching experience leads to better academic performance among students. The study employed a correlational research design, targeting a population of secondary school teachers and students in Osun State. A sample of 200 teachers and 400 students was selected through purposive sampling. Data were collected using structured questionnaires and academic performance records, with reliability coefficients of 0.84 for the teacher questionnaire and 0.81 for the student questionnaire. Pearson correlation and multiple regression analyses were used for data analysis. The study found that teacher qualifications and experience significantly influence students' academic performance, concluding that well-qualified and experienced teachers are vital for improving academic outcomes. It recommended that schools should prioritize the recruitment of qualified and experienced teachers to enhance student achievement.

In summary, the literature review underscores the importance of various strategies in managing students' involvement in classroom activities. Interactive teaching methods, collaborative learning approaches, active learning techniques, rewarding students' efforts, and enforcing regular school attendance all play critical roles in enhancing student engagement and academic performance. By implementing these strategies, educators can create a classroom environment that fosters active participation, promotes a deeper understanding of the subject matter, and ultimately leads to improved educational outcomes for students in public senior secondary schools.

METHODOLOGY

The study adopted a descriptive survey research design. This is because it involved the collection of data directly from a population at a particular time (Thakur, 2021). The descriptive survey design was characterized as to determine, describe, or identify the various phenomenon, characteristics and or behavior of sample population. The population of the study was 1,961 which comprised 45 principals and 1,916 teachers drawn from the 45 public senior secondary

schools in Port-Harcourt Metropolis (OBALGA and PHALGA). This is based on data sourced from the Rivers State Senior Secondary Schools Board showing the statistic of teaching staff and principals as of August 2024. A sample size of 42 principals and 290 teachers resulting a total of 332 representing 17% of the total population was drawn from the total population of the study, using Taro Yamane formula.

A combination of simple random sampling and stratified random sampling, ensuring equitable representation of the targeted population for the study. Data was collected through a self-designed questionnaire titled “Managing Students’ Involvement in Classroom Activities for Improved Academic Performance Questionnaire (MSICAIAPQ). The study used four-point scale having Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) weighted in scores of 4, 3, 2, and 1 point respectively. The instrument was presented to the researcher’s supervisor for scrutiny thereafter the instrument was validated by two experts in the Department of Educational Management and Educational Psychology, Measurement and Evaluation option, all from the Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt. The validators were requested to vet the instrument in terms of relevance, clarity, usability, and appropriateness. Their observations, comments and corrections were strictly adhered to, and corrections effected before final copy were made. This improved the quality of the instrument. The instrument reliability was assessed using test-retest method. A subset of 20 respondents from the population, distinct from the study sample participated.

The Pearson Product Moment Correlation coefficient analysis was used to ascertain reliability indices demonstrating internal consistency of the instrument that were used for the study and reliability indices of .85 was realized. The trained research assistants administered the questionnaire directly to the selected respondents. Adequate guidance on completing the questionnaire was provided to ensure the instruments distributed are properly field out and collected. 306 out of 332 questionnaires retrieved representing 92% return rate was achieved. In analyzing the data collected for the study, mean and standard deviation statistics were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance.

RESULTS AND DISCUSSIONS

Research Question 1: To what extent can the use of interactive teaching methods be managed for students’ involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?

Table 1: Mean and Standard Deviation showing the extent interactive teaching methods be managed for students’ involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

S/N	Items	Mean	Remark
1	Classroom discussions, facilitated by the teacher, significantly enhance students' understanding of the subject matter and promote active participation.	2.52	High Extent
2.	Teachers provide regular and constructive feedback on students' participation in class, which helps students improve their engagement and performance	2.53	High Extent
3	Well-constructed classrooms help maintain discipline by reducing overcrowding and promoting a sense of order.	2.61	High Extent
4	Interactive lessons, characterized by active student involvement, are perceived as more engaging compared to traditional lecture-based teaching methods	2.75	High Extent

5	When Teachers employ questioning techniques during lessons, it encourages students to think critically and engage with the material.	2.76	High Extent
Grand mean		2.63	High Extent

The table 1 above shows the mean and standard deviation of principals and teachers' responses on the extent the use of interactive teaching methods was managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.63, the respondents agreed to a high extent that, interactive teaching methods was effectively managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt.

Research question 2: To what extent can the use of collaborative learning methods be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?

Table 2: Mean and Standard Deviation showing the extent collaborative learning methods be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

S/N	Items	Mean	Remark
6.	When Students are assigned group projects and collaborative assignments that require teamwork and cooperation to achieve academic goals.	2.64	High Extent
7.	Participation in group activities and collaborative tasks enhances students' motivation and interest in the subject matter compared to individual tasks.	2.52	High Extent
8.	Collaborative work with peers is a common feature of classroom activities, promoting interaction and shared learning experiences.	3.31	High Extent
9.	Group discussions and collaborative problem-solving tasks help students better understand complex concepts and improve their academic performance.	2.7	High Extent
10.	Teachers regularly organize peer tutoring sessions where students assist each other, contributing to a supportive learning environment.	2.55	High Extent
Grand mean		2.74	High Extent

The table 2 above shows the mean and standard deviation of principals and teachers' responses on the extent the use of collaborative learning methods was managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in of Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.74, the respondents agreed to a high extent that, collaborative learning methods was effectively managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Research question 3: To what extent can the use of active learning techniques be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State?

Table 3: Mean and standard deviation showing the extent active learning techniques be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

S/N	Items	Mean	Remark
11.	Hands-on activities, such as experiments and practical exercises, are regularly incorporated into lessons to enhance students' learning experiences.	2.60	High Extent
12.	Problem-based learning activities, which involve real-world problems and case studies, are more engaging for students than traditional lecture-based instruction.	2.61	High Extent
13	Simulations and role-playing exercises are frequently used in class to provide interactive and experiential learning opportunities.	2.53	High Extent
14	Active learning techniques, such as group projects and interactive simulations, significantly aid in students' retention and understanding of the material.	2.54	High Extent
15.	Projects that require critical thinking, creativity, and problem-solving skills are commonly assigned, promoting deeper learning and student engagement.	2.55	High Extent
Grand mean		2.56	High Extent

The table 3 table above shows the mean and standard deviation of principals and teachers' responses on the extent active learning techniques was managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.56, the respondents agreed to a high extent that, active learning techniques was properly utilized for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent the use of interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Table 4: t-test summary showing significant difference in the mean scores of principals and teachers on the extent interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principal	40	2.55	1.08	304	1.67	.601*	H ₀ Accepted
Teacher	266	2.57	1.10				

*Not Significant; $p > 0.05$

Table 4 showed the t-test summary of the significant difference in the mean rating of principals and teachers on the extent use of interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The result of the study showed that there was no significant difference at (t-cal = 1.67, df = 304, p = .601) as the $p > .05$. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principal and teachers on the extent the use of interactive teaching methods impacts students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in of Rivers State was accepted.

H₀₂: There is no significant difference between the mean ratings of principal and teachers on the extent use of collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Table 5: t-test summary showing significant difference in the mean rating of principals and teachers on the extent collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principal	40	2.82	1.12	304	4.05	.890*	H ₀ Accepted
Teacher	266	2.00	.96				

*Not Significant; $p < 0.05$

Table 5 showed the t-test summary of the significant difference in the mean rating of principals and teachers on the extent use of collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The result of the study showed that there was no significant difference at (t-cal = 4.50, df = 304, p = .890) as the $p < .05$. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent use of collaborative learning methods can be manage for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in of Rivers State was accepted.

H₀₃: There is no significant difference between the mean ratings of principal and teachers on the extent use of active learning techniques can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State.

Table 6: T-test summary showing significant difference in the mean man rating of principals and teachers on the extent use of active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State

Category	N	Mean	SD	Df	t-cal	p-value	Decision
Principal	40	2.65	1.23	304	2.26	.740*	H ₀ Accepted
Teacher	266	2.42	1.00				

*Not Significant; $p < 0.05$

Table 6 showed the t-test summary of the significant difference in the mean rating of principals and teachers on the extent use of active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The result of the study showed that there was no significant difference at (t-cal = 2.26, df = 304, p = .740) as the $p < .05$. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent use of active learning techniques influence students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State was accepted.

DISCUSSION OF FINDINGS

Use of Interactive Teaching Methods for Improved Academic Performance

The finding of research question one showed that to a high extent, interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis y of Rivers State. The result showed that, the null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent the use of interactive teaching methods can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State was accepted. In supporting this finding, Onuoha (2020) added significant insight to the discussion of this current research, providing further insights into how interactive teaching methods impacts students' involvement in classroom activities for improved academic performance. Interactive teaching strategies significantly improve students' academic performance by promoting critical thinking and problem-solving skills. This shift from passive to active learning enables students to take ownership of their learning process, making education a more meaningful and impactful experience. Furthermore, Eze (2020) demonstrated that these methods can lead to substantial improvements in students' academic performance, particularly in challenging subjects like mathematics and science.

Adeyemo (2021) noted that integrating multimedia resources such as videos, interactive simulations, and digital games can accommodate visual, auditory, and kinesthetic learners. This approach ensures that all students, regardless of their preferred learning style, can engage with the material in a way that suits them best. Adeyemo's research highlights the importance of using a diverse range of interactive techniques to maximize student involvement and improve academic performance. Okoro (2018) emphasized those activities such as case studies, project-

based learning, and role-playing challenge students to apply their knowledge in real-world scenarios. This approach not only enhances academic performance but also prepares students for future academic and professional challenges by developing essential skills needed in higher education and the workforce. Interactive teaching methods also play a crucial role in developing essential soft skills, such as communication, teamwork, and leadership.

Use of Collaborative Learning Methods for Improved Academic Performance

The finding of research question two showed that to a high extent, collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. The result showed that there was no significant difference. Therefore, the null hypothesis which stated that There is no significant difference between the mean ratings of principals and teachers on the extent the use of collaborative learning methods can be managed for students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State was accepted. In supporting this finding on collaborative learning methods impact students' involvement in classroom activities for improved academic performance of public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. Akinyemi (2019) noted the importance of teacher facilitation in maintaining a productive and collaborative classroom environment.

However, Adeoye (2020) asserted that students who participate in group projects and peer tutoring sessions demonstrate significant improvements in their academic performance, particularly in subjects such as mathematics and science. Collaborative learning can help address some of the systemic challenges in the Nigerian educational system, Musa (2019) opined that adaptability makes collaborative learning a versatile and effective teaching strategy that can be tailored to meet the specific needs of different subjects and students. Collaborative learning activities, such as group discussions and peer reviews, encourage students to take an active role in their education, leading to increased motivation and academic success.

Use of Active Learning Techniques for Improved Academic Performance

The finding of research question three showed that to a high extent, active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State. This study showed that there was no significant difference. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principals and teachers on the extent use of active learning techniques can be managed for students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in Rivers State was accepted.

In line with this study, active learning techniques influence students' involvement in classroom activities for improved academic performance in public Senior Secondary Schools in Port-Harcourt Metropolis in of Rivers State, in supporting this study, Adeyemi (2017) noted that techniques create opportunities for students to interact with their peers and the teacher, making learning more enjoyable and meaningful. Additionally, students who participate in active learning activities are more likely to be engaged and attentive in class, leading to improved academic outcomes. Furthermore, Okoye (2019) opined that student-centered learning shifts the

focus from the teacher to the students, allowing them to take responsibility for their own learning.

CONCLUSION

Managing students' involvement in classroom activities as a strategic pathway to improving academic performance. The transformative potential of interactive teaching methods, collaborative learning strategies, and active learning techniques in fostering student engagement. These methods only inspire intellectual curiosity, also create a dynamic learning environment where students are empowered to actively participate and excel. The rewarding students' efforts emerged as a vital motivational tool, reinforcing positive behaviors, and encouraging sustained commitment to learning. Collectively, these strategies reveal that a holistic approach to managing classroom engagement centered on inclusivity, recognition, and consistency holds the key to unlocking students' potential and driving measurable improvements in academic outcomes.

Recommendations

Based on the findings of the study, the researcher recommended as follows:

- Teachers should integrate interactive teaching methods, such as discussions, role-playing, and simulations, into their instructional practices to actively engage students and stimulate critical thinking.
- Administrators should encourage group activities and peer learning sessions to promote teamwork and enhance students' collaborative problem-solving skills, which significantly boost engagement and academic performance.
- Educators should incorporate active learning approaches, such as case studies, project-based assignments, and hands-on experiments, to make lessons more engaging and participatory.

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