TEACHERS' AWARENESS AND MANAGEMENT OF INNOVATIVE PRACTICES IN MISSION SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

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Abstract

The study finds out the relationship between teachers awareness and management of innovative practices in Mission Secondary Schools in Benue State. Two research questions and hypotheses guided the study and descriptive survey design was adopted. The population of the respondents consisted of all the teachers in four mission secondary schools in Benue. A sample of 120 (38 from Mount St. Gabriel Secondary School, 30 from Mount Carmel, 34 from Mount St. Michaels Secondary School, and 18 from St. Domenic Secondary School) teachers were randomly selected from these schools using stratified random sampling techniques. A five point scale instrument was adopted and administered to 120 teachers. Pearson Product Moment Correlation Analysis was used in analyzing the data. Findings showed that, there was a significant relationship between teachers' awareness and management of laptop computer innovation in lesson delivery and that teachers' awareness and management of Power-point innovation in lesson delivery significantly relate. It was recommended that, proprietors of Mission Schools in Benue State should hire facilitators to help teachers identify their software and digital curricular needs in the classroom.

Keywords: Classroom, Awareness, Power-Point and Laptop Computer.

Introduction

The most important concern of any educational institution is the learning business. In formal educational institutes, teaching and learning predominantly takes place in the classroom; a space, place or room where learners are taught through verbal and non-verbal approaches by a teacher. Factors such as ventilation, lighting system, innovation tools, students and teachers are determinant of classroom conduciveness. Among the aforementioned factors, teachers are the most significant. The reason is that, they facilitate the teaching and learning activities in the classroom. The classroom is central and vital to teaching and learning; as such it enhances and enables the creation of real awareness and management of innovation practices in school.

A classroom innovation practice is a brainchild of the unprecedented advancement in the field of Information and Communication Technology (ICT), the adoption and application of ICT into key sectors of the world's economy has led to the globalization of virtually all aspects of human endeavor. Thus education is no exception. This suggests that ICT today has been a fundamental instrument of educational reforms among local, regional, national and international communities (Davidson, 2011). This makes it imperative for mission schools in

Benue State to tap into this phenomenal and wonderful world of ICT in order to maximize its' benefits for effective teaching and learning.

Prior to the advent of ICT and its' subsequent deployment into educational sector; learning was typically traditional in nature: Sit-and-get, drill-and-kill, teacher-led, textbook-sourced instruction and barricade, (Heick, 2013). Undoubtedly, the introduction and management of ICT tools in the classroom has become an inevitable significant vehicle for change in teaching. It has made the teaching exercise flexible and without barrier. A phenomenon that has been responsible for knowledge explosion, virtual information management, acquisition of electronic skills and entrepreneurship required for the achievement of national goals and National Economic Empowerment Development Strategy NEEDS, (Ezeudu, 2008).

Innovation by any means is a product of creativity. This is because it is the deployment of a correct and needful approach to provide a suitable solution to a challenging situation or problem. According to Satell (2013) classroom innovation is the action of applying a new approach or technology in response to challenging classroom situation from the ongoing, it could be deduced that classroom innovation gives birth to new solutions to teaching and learning difficulties. In the context of this study, new approach or technology designates computer tools applied in classroom for effective teaching. Some of them include computer, Power-Point, interactive whiteboard and others. However, this study gives consideration to laptop computer innovation and Power-Point innovation in lesson delivery.

Classroom innovation cannot be assimilated unless its means is shared. It cannot be effectively implemented in the learning situation without a creation of real awareness to enable teachers who would manage the entire innovation exercise to be aware of their expectations and responsibilities, Isiaka (2013). Without awareness, smooth management of classroom innovation could be hampered. Awareness refers to going beyond simply recognizing the presence of a given phenomenon or action to the attachment of meaning. Scherin (2007) and Van (2005) viewed it as the action of noticing, which enables individuals to develop selective attention; learning what is worth attending to a-d what is not worth attending to within the innovation context. It goes that the creation of awareness on the available innovative tools and their effective management in classroom is of utmost necessity. This is the only way which could enable the active pursuance and achievement of the national goals, NEEDS and to promote jab and wealth creation socio-economic development and poverty alleviation.

Ericsson, Charness, Feltovich and Hoffman (2006) opined that awareness is a key source of expert performance advantage which enables a rapid and subtle decision of acceptance towards a recommended innovation. It follows that teachers who are beneficiaries of the clever and indirect benefits of awareness on a given introduced innovative practice in the school would definitely, openly and warmly embrace it. Equally, they would be eager to share their knowledge on the new innovation with students and colleagues. Awareness is the preeminent tool for innovation management and application in the classroom. This is logically admissible in that effective management of ICT tools in teaching and learning is enhanced by the creation of awareness. This facilitate gradual but steady ability to apply innovative too deployed and the programmed embedded in them. There is no gainsaying, the capacity to be aware of some ethical issues involved in the management ICT learning tools in the classroom promotes teachers ability to apply innovative practices. According to Kalu and

Ekwueme (2011) it increases the confidence level of teachers who are presented with ICT tools for management and application in the classroom.

Management of classroom innovation is the action of sustaining available ICT tools used in the teaching and learning process. This suggests taking good care of the hardware and software systems and sources of innovation. Sources of classroom innovation include laptop PowerPoint, Interactive whiteboard and others. Teachers are expected to handle these tools with care since they are central to the effective implementation of classroom innovation. Poor management of these devices could slow down the pace of progress in classroom innovation.

Laptop computer refers to a battery – or AC – powered personal computer that can be easily carried and used in a variety of location. It is equally designed to have all the functions of a desktop computer. It generally runs the same software and opens the same types of files as the desktop. This enable it to be applied in lesson delivery and presentation, (Godwill Community Foundation, 2004). Laptop computer could be managed by cleaning, provision of keyboard cover and placing it away from liquid. Siering (2015) maintained that taking these management approaches prevent dust, other tiny particles and liquid from penetrating the inner apartment of the computer, leading to malfunctioning. It should be ensured that no object is left inside the laptop when closing it. This may cause injury to the screen. Care should be taken not to place heavy items on the laptop. This could damage the compact Disc Read Only Memory (CD ROM). Bloomfield College (2016) submitted that the laptop computer should not be exposed to high temperature or be left in a car. This leads to partial or total date loss. Care should be taken when unplugging the cords; it should beheld and removed from the socket. More so, a chair or a table should not be rolled over the cords. This could damage them and some internal components of the computer system. When charging the laptop battery, safety management recommended unplugging of the power cord when the battery is fully charged to increase the overall lifespan of the battery. Effective management of laptop computer software requires regular upgrading of computer applications and software. This enhances better innovative applications in the classroom. Such applications and programmes include antivirus software, Micro-soft excel, Microsoft word, Microsoft power-point and others. Confidante Reporter (2013) emphasized that adhering effectively to these management practices is a key to promoting better application and management of classroom innovation for effective teaching and learning.

PowerPoint is a software programme that enhances the creation of materials that can be presented in slides using projector, (Reference. com 2016). Virtually in all instructional deliveries in the classroom and elsewhere, PowerPoint is a very effective tool for teaching and learning. When it is used in the classroom to deliver instruction, it is called a presentation. Effective management of PowerPoint demands ability to create PowerPoint presentation. Teachers who cannot apply there rudimentary applications may not be effective in classroom innovation, management with regard to PowerPoint presentation (Satell, 2013). Time is vital in teaching and learning. Economy of time should be considered through effective management of PowerPoint slide master and layout. This minimizes delay in creation of PowerPoint slide. Introduction of themes and background into PowerPoint presentation captivates and arouses the interest of learners. Teacher should be able to manage this application to ginger learners' ability to retain, assimilate and retrieve the information communicated to them during the learning process (Reference. Com 2016). In addition, accessory device (including projector) should be properly plugged into the slot, any

removable device such as compact disc (CD), memory Card, Flash drive and others should be handled with extreme care (Bloomfield College 2013). Siering (2015) argued that being aware of and actually applying these management practices while handling classroom innovative tools effectively facilitate effective use of classroom innovative practices.

Awareness and effective management of ICT learning tools deployed in classroom innovations right avenues for independent teaching outcome. They constitute right avenues for independent learning and liberation from cage learning. Thus, they promote learning without barriers. This is one of the greatest goals of classroom innovation practice in the 21st Century. The path of a successful achievement of this goal begins with creation of awareness and management of available computer learning tool deployed in classroom innovation. Awareness of classroom innovative practices promotes the effectiveness of ICT learning tools used in the classroom. According to Carnegie Mellon University (2014) awareness influence how innovation practices are managed and the desire to apply them in the actual learning situation. It offers necessary information on how to manage and apply new ICT learning tools in the classroom. In the light of this seeming link between awareness and management of ICT learning tools, it is highly relevant to carry out an investigation to ascertain if any relationship exists between teachers' awareness and management of classroom innovative practices such as the use of laptop computer and PowerPoint innovations in lesson delivery in some selected mission schools in Benue state.

Statement of the Problem

Classroom innovation is among the essential tools in the hands of teachers for the promotion of meaningful and effective teaching and learning in line with the mode of instruction in the 21st century, where emphasis is on Computer Assisted Instruction (CAI). A keen observation in some mission secondary schools in Benue State revealed that some teachers have difficulties delivery their lesson with Computer Assisted learning tools. This problem has slowed the progress of innovative practices in the classroom. To curb this problem laptop computers and projecting have been provided by proprietor of mission secondary schools to facilitate the application of computer learning tools in lesson delivery. This remedial approach has not yielded the expected result.

Awareness and effective management of classroom innovative practices has been identified as major tools that may enhance optimal use of computer learning tools in classroom instruction. This is because creating awareness enlightens teachers on good management practices such as taking good care of the hardware and constantly upgrading the software to promote effective lesson presentation. This suggests that awareness acts as a vehicle that gingers effective management and application of computer learning tool for production classroom innovative practices. At this point therefore, it is important to ask: what is the relationship between teachers' awareness and management of classroom innovative practices in some mission secondary schools in Benue.

Purpose of the Study

The purpose of this study is to find out the relationship between teachers' awareness and management of classroom innovative practices in some mission secondary schools in Benue state and specifically the study set out to know:-

1.	The relationship between teachers' awareness and management of laptop computer innovative in lesson delivery.
2.	Teachers' awareness as it relates to management of PowerPoint innovation in lesson delivery.

Research Questions
The following research questions guided the study:-
1.	What is the relationship between teachers' awareness and management of laptop computer innovation in lesson delivery?
2.	Does teachers' awareness relate to management of PowerPoint innovation in lesson delivery?

Research Hypotheses
The following hypotheses were formulated for the study:
Ho$_1$	There is no significant relationship between teachers' awareness and management of laptop computer innovation in lesson delivery'.
Ho$_2$	Teachers' awareness does not significantly relate to their management of PowerPoint innovation in lesson delivery.

Methodology
	The study employed the descriptive survey design. The area of the study is Benue state of Nigeria. The population of the study is made up of all the teachers from four mission secondary schools in Benue State namely Mount Carmel, Mount St. Gabriel Secondary School, Mount St. Michaels Ahaile and St. Dominic Secondary School. A sample of 120 teachers representing about 74% was drawn from a population of 163 teachers. The instrument used in collecting data for the study was a 10 item self-structured questionnaire titled- "Teachers Awareness and Application of Classroom Innovative Practices Questionnaire" (TAACIPQ) Patterned after a likert scale, with a 5 point rating scale of strongly Agree (SA), Agree (A), Disagreed (D), Strongly Disagreed (SD), and undecided (U). the reliability of the instrument was obtained through a test-retest method of reliability within two weeks interval. The two set of scores were correlated using Pearson Product Moment reliability co-efficient. The reliability index was 0.68. Data were collected, arranged, multiplied with their corresponding values and finally analyses with Pearson Product Moment correlation analysis Result were presented on Tables.

Findings
Hypothesis 1
	There is no significant relationship between teachers' awareness and management of laptop computer innovation in lesson delivery. The hypothesis was tested using Pearson Product Moment Correlation analysis. The Result of the analysis has been presented in Table 1.

Pearson Product Moment Correlation analysis of relationship between teachers' awareness and management of laptop computer innovation lesson delivery
    N=120

	$\sum x$ $\sum Y$	$\sum x^2$ $\sum Y^2$	$\sum XY$	r-cal
Awareness:	2208	43328	30269	0.59
Management of Laptop Computer	1598	22066		

*P<0.05 df = 118, Critical r = .178

The result in Table 1 showed that the calculated r-value of 0.59 was found to be greater than the critical r-value of .178 at 0.05 level of significance with 118 degree of freedom. With this result the null hypothesis was rejected. It therefore means that there is a significant relationship between teachers' awareness and management of laptop computer innovation in lesson delivery.

Hypothesis 2
        Teachers' awareness does not significantly relate to their management of PowerPoint innovation in lesson delivery. This hypothesis was tested using Pearson Product Moment Correlation analysis. The result of the analysis has been presented in Table 2.

Pearson Product Moment Correlation analysis of the relationship between teachers' awareness and management of PowerPoint innovation in lesson delivery
    N=120

	$\sum x$	$\sum x^2$	$\sum XT$	r-cal
Awareness:	2204	43532	30323	0.63
Management of Laptop Computer	1598	22066		

*P < 0.05 df = 118, Critical r = .178

The result in table 2 showed that the calculated r-value of 0.63 was found to be greater than the critical r-value of .178 at 0.05 level of significance, with 118 degree of freedom. With this result the null hypothesis was rejected. It therefore means that there is a significant relationship between teachers' awareness and management of PowerPoint in lesson delivery.

Discussion of Findings

The result of hypothesis one revealed that there is a significant relationship between teachers' awareness and management of laptop computer innovation in lesson delivery. The null hypothesis was rejected. This implies that awareness of classroom innovative practices promotes teachers effective management of lesson/delivery. Thus there is a positive correlation between teachers' awareness and management of classroom innovative practices such as the application of laptop computer innovation in lesson delivery. This finding is in line with CMU (2014) finding that awareness influence how computer tools are managed in lesson delivery and the desire to apply them. The finding equally affirms Ericsson, Charness, Feltovich and Hoffman's (2006) submission that a teacher who is enlightened through awareness of effective management and application of innovation tools in the classroom will openly and warmly share his new knowledge with his students in the classroom presentations, in effect, teachers' awareness of classroom innovation practices act as a vehicle and gingers them to effectively manage laptop computer innovation in the classroom. The result of hypothesis two revealed that there is a significant relationship between teachers' awareness and management of PowerPoint innovation in lesson delivery. This informs the rejection of the null hypothesis. This means that there exist a positive correlation between Teachers' awareness and management of PowerPoint innovation in lesson delivery in mission schools in Benue; this is in line with the finding of Siering (2015) that adhering to such management practices as cleaning, provision of keyboard cover and not leaving any object inside the laptop when closing it enhances effective lesson delivery through PowerPoint presentation. The finding of this study equally collaborate with the findings of Bloomfield College (2016) that exposing the computer system to high temperature and rolling chair or table over its cord are poor management approaches which could affect its optimal performance in lesson presentation via PowerPoint. It follows that awareness of these critical issues involved in the management of new ICT learning tools in the classroom increases teachers' level of confidence to apply the new ICT tools in teaching and Learning. And so, teachers' awareness and management of classroom innovation practices should be promoted by all stakeholders in education especially in mission schools in Benue State.

Conclusion

The result, of this study showed that there is a significant relationship between teachers' awareness and management of laptop, computer innovation and management of PowerPoint in lesson delivery; it was therefore concluded that there is a significant relationship between teachers awareness and management of classroom innovation practices in mission secondary schools in Benue State.

Recommendations

Based on the findings of this study the following recommendations were made:

1.   Proprietors of Mission Schools in Benue State should hire facilitators to help teachers identify their software and digital curricula needs in the classroom.

2.   They should partner with the government and non-governmental agencies in order to provide more ICT learning facilities in their schools to enhance proper integration of Computer Assisted Instruction (CAI) in the classroom

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