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Optimizing Instructional Materials and Classroom Management for Improved Learning Performance in Tourism in Secondary Schools in Calabar Education Zone of Cross River State

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Abstract

This study is on optimizing Instructional Materials a Classroom Management for Improved academ performance in tourism in Secondary Schools in Calab Education Zone of Cross River State, Nigeria. To carry o the study, two research questions and the correspondi hypothesis we.re raised for the study. A survey resear design was used for the study. Study's sample was dr.av using stratified random and purposive sampling procedur and it comprised of 582 respondents. Data collecti instruments titled "Instructional Material and Classroo Management Questionnaire" (IMCM,Q) and "Touris Achievement Test" (TAT) were used to eli.cit data for t study. Cronbach Alpha was applied to estimate t instrument's reliability. The two hypotheses raised for t study were analysed using Independent t-test, tested at . level of significance. The result of analyses revealed th utilization of instructional materials and classroo management significan.tly impacts on academ performance of students in Tourism. The researche recommended Teachers should not only be encouraged the need to utilize instructional materials but also, th should be made to see the need to adopt friendly and positi classroom management practices which would attra learners' attention and concentration .towards the subject

Introduction

Tourism education plays a vital role in preparing students for careers in the tourism industry, a sector that contributes significantly to the global economy. In Nigeria, tourism education is incorporated into secondary school curricula to equip students with the necessary knowledge and skills. However, the quality of tourism education in secondary schools remains a concern, with students' learning performance often being suboptimal (*Igwebuike &* Agbor, 2022).

In 2019, the tourism sector accounted for 30 per cent of the world's services exports, about 300 million jobs globally, was responsible for creating 1 in 4 of all new jobs globally, was the largest contributor to employment globally, and was estimated to contribute about 10% of global gross domestic product (GDP) (Teshome, Dereje & Asfaw, 2022). Acknowledging the fact that it is a vital basis for income and economic development, many developing and developed countries today rely on tourism as an option for sustainable development of their nations (Clement, 2020).

The constituents of the tourism industry range from small scale local businesses to multinational organizations and as a service industry, it consists of the numerous sectors. According to Oruonye and Ahmed (2020), it consists of the following – (i) both natural and man-made destination attractions; (ii) hospitality - this includes hotels, lodges, camping(s), resorts, motels, tourist homes (including farmhouses), guesthouses, restaurants, cafes, eateries (fast food joints) among others; (iii) all manner of transportation modes (air, water, road, rail and foot); (iv) entertainment services which include casinos, social halls, churches and mosques; (v) information services for travel agencies (for all forms of transportation), tour operators, event management companies, etc.; (vi) government agencies for conservatories with legal frameworks for which they were established; (vii) educational and research institutions, and; (viii) stakeholders and their services (i.e., shareholders such as the local community, local and state governments).

Effective instructional materials and classroom management are crucial factors that influence students' learning outcomes. Instructional materials provide the necessary resources for teaching and learning, while classroom management creates an environment conducive to learning. This study aims to investigate the optimization of instructional materials and classroom management to improve learning performance in tourism education among secondary school students in the Calabar Education Zone of Cross River State

In 2009, the Nigerian Educational Research and Development Council (NERDC) published the Senior Secondary School Trade Curriculum with themes covering areas such as tourism and travel business, tourist attractions in Nigeria and benefits of tourism to a nation for Senior Secondary 1 (SS1), tourism and cultural festivals in Nigeria, travel retailing and tour operation business and tourism agencies for Senior Secondary 2 (SS2) and, benefits of tourism to a nation, tourism

marketing and entrepreneurship in tourism for Senior Secondary 3 (SS3) (Federal Ministry of Education, 2009).

Utilization of instructional materials refers to a teacher's use of anything, place, person or media that will be of assistance to the teacher in or outside the classroom which allows students to make use of as many senses as possible to learn. Olayinka (2016) and Ayodele (2020) reported that this variable has a positive effect on students' academic performance. Bashiru, Suleiman and Garba, (2018) who reported that each of audio-visual aids an.d realia did have significant influences on the students' performance. In their s.tudy, Asuru and Ikpe (2020) observed that a significant relationship existed bet.ween teachers' competencies to use instructional resources and students' academic performance. For Idris , Tsado, Hounveneou,, Shaaba and Yusuf. (2021), they found out that there is a significant association.n between teachers' use of instructional materials and students' academic performance. Azi and Dajan (2022) investigated effects of using instructional materi.als on the academic performance of secondary school students and observed that the. use of instructional materials did have a significant effect on students' academic performance. Saleh, Gambo and Isah (2022) reported that use of instructional materials did ha.ve significant effect on students' academic achievement. Lastly, Abidoye, Abidoye and Olaide (2023) investigated the effect of Biology teaching materials on the academic performance of senior secondary school students and found out that teaching materials significantly influence academic performance of students

Classroom management refers to the planning, arranging and directing of the activities of variables (human and non-human resources) in the classroom in order to achieve the objectives of the class in the schools. George, Sakirudeen and Adam (2017) and Ikani, Eyong and Ejue (2019) have revealed that this variable has a positive effect on students' academic performance. Based on the above stated evidences from research works, communication skills, knowledge of subject matter, utilization of instructional materials, and classroom management could be assumed to serve as determinants of students' academic performance. Omodan, Ekundayo and Bamikole (2018) whose finding was that teac.hers' classroom management skills was a significant correlate of students' academ.ic performance. Ikani *et al*., (2019) examined pedagogical competencies of teacher.s and performance of junior secondary students and observed that each of the classro.om management dimensions of classroom arrangement and classroom assess.ent were significant correlates of students' academic performance. Akosubo-Ogori, Nwankwo and Nweke. (2020) found out that all three classroom management dimensions of classroom discipline, effective teaching and teachers' reward system were significantly related to academic performance. In his study, Nwankwoala (2021) the finding of an investigation of classroom management and pupils' academic performance revealed that four dimensions of classroom management (classroom discipline, effective teaching, teachers' reward system and delegation of authority to pupils) were significant correlates of academic performance. Ajuluchukwu and Olom (2022) also reported that teachers' classroom management significantly influenced business studies students' academic performance. Lastly, Nwogbo, Chukwu, Ofozoba and Ikedimma., (2023) in their investigation of

the influence of classroom control and management on academic performance of secondary school students found out that classroom management and control was reported as having a significant effect on academic performance of students

Statement of the problem

The Calabar Education Zone of Cross River State is grappling with a pressing concern in the realm of tourism education in secondary schools. Despite its significance in preparing students for a career in the tourism industry, the quality of education remains subpar. A plethora of challenges has beset the system, including the use of outdated and inadequate instructional materials, which has led to a dearth of engagement and motivation among students. Furthermore, the ineffective classroom management techniques employed by teachers have resulted in poor student behavior and a concomitant decline in learning outcomes.

The dearth of teacher training and support has exacerbated the situation, hindering the effective utilization of instructional materials and classroom management strategies. Moreover, the learning environment is characterized by inadequate infrastructure and resources, further compounding the problem. These challenges have culminated in poor student performance in tourism subjects, a limited understanding and application of tourism concepts and principles, reduced interest and enrollment in tourism programs, and inadequate preparation of students for careers in the tourism industry.

This study seeks to address these challenges by investigating the optimization of instructional materials and classroom management to improve learning performance in tourism education among secondary school students in the Calabar Education Zone of Cross River State.

Objectives of the study

This research is on optimizing Instructional Materials and Classroom Management for Improved academic performance in tourism in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study examined the influence of:

1. Utilization of instructional materials on students' academic performance
2. Classroom management on students' academic performance

Research Questions

The following research questions will guide this study:

1. How does secondary school teachers' utilization of instructional materials influence students' academic performance in tourism?
2. To what extent does secondary school teachers' classroom management influence students' academic performance in tourism?

Statement of Hypotheses

The following research hypotheses were formulated to guide the study;

1. There is no significant influence of teachers' utilization of instructional materials on students' academic performance in tourism
2. Teachers' classroom management has no significant influence on students' academic performance in tourism.

Methodology

A survey research design was used for the study. Study's sample was drawn using stratified random and purposive sampling procedures and it comprised of 582 respondents. Data collection instruments titled "Instructional Material and Classroom Management Questionnaire" (IMCM,Q) and "Tourism Achievement Test" (TAT) were used to elicit data for the study. e. Study's sample was drawn using stratified random and purposive sampling procedures. The sample of the study was made up of 582 respondents representing 8.4% of the study's population. Data to be used for the study was obtained directly from respondents through the use of questionnaire and Tourism Achievement Test (TAT) designed for data collection. The researcher visited all the public secondary schools to be selected for the study. In each of the schools to be visited, the researcher obtained permission from the school principals before administering his questionnaire. Completed copies of the questionnaire were collected by the researcher on the spot in a bid to ensure a high return rate for the instrument. The two hypotheses raised for the study were analysed using Independent t-test, tested at .05 level of significance

Results

Ho: 1

There is no significant influence of teachers' utilization of instructional materials on students' academic performance in tourism. The independent variable involved in this hypothesis is utilization of instructional materialswhich was categorized into two; low and high, while the dependent variable is. Respondents who scored from 6 – 15 in the six items that measured utilization of instructional materialswere classified as low level of utilization of instructional materialswhile those that scored from 16 –24 were classified as high level of utilization of instructional materials. In testing this hypothesis, Independent t-test was used in comparing academic performance in tourism based on teachers categorized as in terms of high and low levels of utilization of instructional materials which was tested at .05 level of significance as presented in Table 1

Table 1: Independent t-test for utilization of instructional materials and academic performance in tourism (N=573)

Utilization of instructional materials	N	$\overline{X}$	SD	t-value	p-level
High	403	14.03	6.79	3.457*	.001
Low	170	11.71	7.60		

*Significant at .05 alpha level; df=571; p<.05.

The result in Table 1 revealed that the mean score of 14.03 with an SD of 6.79 obtained by the 403 teachers categorized to engage in high level of utilization of instructional materials is greater than the mean score of 11.71 with an SD of 7.60 obtained by the 170 teachers categorized to engage in low level of utilization of instructional materials as regards students' academic performance in tourism. The mean difference is said to be statistically significant because the calculated t-value of 3.457 with a p-value of .001 at 571 degrees of freedom produced a p-value that is less than .05. This implies that the null hypothesis which stated that there is no significant influence of teachers' utilization of instructional materials on students' academic performance in tourism was rejected, indicating that teachers' utilization of instructional materials does have a significant effect on students' academic performance in tourism with students under teachers with high level of utilization of instructional materials outscoring those with low level of utilization of instructional materials

Ho: 2

Teachers' classroom management has no significant influence on students' academic performance in tourism. The independent variable involved in this hypothesis is classroom management which was categorized into two; positive and negative, while the dependent variable is academic performance in tourism. Respondents who scored from 6 – 15 in the six items that measured classroom management were classified as applying negative classroom management practices while those that scored from 16 –24 were classified as applying positive classroom management practices. In testing this hypothesis, Independent t-test was used in comparing students' academic performance in tourism based on teachers categorized as in terms of positive and negative classroom management practices which was tested at .05 level of significance as presented in Table 2

Table 2: Independent t-test for classroom management and academic performance in tourism (N=573)

Classroom management	N	$\overline{X}$	SD	t-value	p-level
Positive	355	14.86	7.33		
				7.103*	.000
Negative	218	10.87	5.99		

*Significant at .05 alpha level; df=571; p<.05.

The result in Table 2 revealed that the mean score of 14.86 with an SD of 7.33 obtained by the 355 teachers classified as applying positive classroom management practices is greater than the mean score of 10.87 with an SD of 5.99 obtained by the 218 teachers classified as applying negative classroom management practices as regards students' academic performance in tourism. The mean difference is said to be statistically significant because the calculated t-value of 7.103 with a p-value of .000 at 571 degrees of freedom produced a p-value that is less than .05. This implied that the null hypothesis which stated that teachers' classroom management has no significant influence

on students' academic performance in tourism was rejected, indicating that teachers' classroom management does have a significant effect on students' academic performance in tourism with students under teachers with positive classroom management practices performing better than those with negative classroom management practices.

Discussion of findings

The result of data analyses was discussed in this section based on variables and hypotheses formulaed for the study

Utilization of instructional. Materials and students' academic performance

The result of the study.'s third hypothesis revealed that utilization of instructional materials significan.tly impacts on academic performance of students in Tourism. This meant that the .study's third null hypothesis was rejected while the alternate hypothesis was accep.ted. Thus, the finding indicates that use of instructional materials have an effect on. the pattern of students' academic performance in Tourism. Therefore this signifies tha.t a teacher's use of anything, place, person or media that will be of assistance to the teacher in or outside the classroom which allows students to make use of as many senses as possible to learn does affect students' academic performance in Tourism..

The finding is in line with that of Bashiru *et al*., (2018) who reported that each of audio-visual aids an.d realia did have significant influences on the students' performance. In their s.tudy, Asuru and Ikpe (2020) observed that a significant relationship existed bet.ween teachers' competencies to use instructional resources and students' academic per.formance. For Idris *et al*., (2021), they found out that there is a significant association.n between teachers' use of instructional materials and students' academic perform.ance. Azi and Dajan (2022) investigated effects of using instructional materi.als on the academic performance of secondary school students and observed that the use of instructional materials did have a significant effect on students' academ.ic performance. Saleh *et al*., (2022) reported that use of instructional materials did ha.ve significant effect on students' academic achievement. Lastly, Abidoye *et al*. (2023) investigated the effect of Biology teaching materials on the academic performance of senior secondary school students and found out that teaching materials significantly influence academic performance of students.

Classroom management and students' academic performance in Tourism

The result of the study's last hypothesis revealed that teachers' classroom managemen.t practices significantly affect academic performance of students in Tourism. This meant that the study's last null hypothesis was rejected while the alternate .hypothesis was accepted. Thus, the finding indicates that a teacher's planning, arranging and directing of the activities of variables (human and non-human resources.) in the classroom in order to achieve the objectives of the class in the schoolsd.oes impact on academic performance of students in Tourism.

The finding is in accordance with Omodan *et al*., (2018) whose finding was that teac.hers' classroom management skills was a significant correlate of students' academ.ic performance. Ikani *et al*., (2019) examined pedagogical competencies of teacher.s and performance of junior secondary students and observed that each of the classro.om management dimensions of classroom arrangement and classroom assess.ent were significant correlates of students' academic performance. Akosubo-Ogori *e.t al*., (2020) found out that all three classroom management dimensions of classroom discipline, effective teaching and teachers' reward system were significantly related to academic performance. In his study, Nwankwoala (2021) the finding of an investigation of classroom management and pupils' academic performance revealed that four dimensions of classroom management (classroom discipline, effective teaching, teachers' reward system and delegation of authority to pupils) were significant correlates of academic performance. Ajuluchukwu and Olom (2022) also reported that teachers' classroom management significantly influenced business studies students' academic performance. Lastly, Nwogbo *et al*., (2023) in their investigation of the influence of classroom control and management on academic performance of secondary school students found out that classroom management and control was reported as having a significant effect on academic performance of students.

Conclusion

In view of the findings of the study the researcher arrived at the conclusion that *utilization of* instructional materials and classroom management significan.tly impacts on academic performance of students in Tourism in Calabar Education Zone Cross River State

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Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Teachers should not only be encouraged on the need to utilize instructional materials but also, they should be made to see the need to adopt friendly and
2. Positive classroom management practices which would attract learners' attention and concentration towards the subject

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