

GAMIFYING THE CLASSROOM WITH MOBILE DEVICES TO ENHANCE STUDENTS' OF PUBLIC JUNIOR SECONDARY SCHOOL ACADEMIC PARTICIPATION IN RIVERS STATE

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ABSTRACT

This study investigated ways classroom could be gamified with mobile devices to enhance junior secondary school students' academic participation in Rivers State. Three research questions and three null hypotheses guided the study. This is an analytical survey that involved a sample of 378 teachers from a population of 2,700 teachers spread across Rivers State. This represented 14% of the population. The instrument used in the study was questionnaire tagged "Gamification of classroom with mobile devices to enhance junior secondary school academic Participation in Rivers State (GCMDEJSSAP) developed by the researcher. The instrument was validated and the reliability yielded an index of 0.76. The research questions were answered using mean and standard deviation while the null hypotheses were tested with independent samples z-test at 0.05 alpha level. The findings revealed among others that the ways classroom can be gamified through integration of new approach to learning process and pedagogy are by incorporating technological change in the classroom using mobile devices as the new generation of learners are immersed in the digital world from birth. Challenges to gamifications of classroom instructional process are teacher incapacity, adoption reluctance and inaccessibility of instructional programmes. The need to empower teacher with technological knowledge for gamification through sponsored training and empowerment among others were recommended.

Keywords: Gamification, Mobile Devices and Academic Performance.