

**DEVELOPING ALTERNATIVE TEACHING CONTINUITY PLANS TO
MOVE CLASSROOMS ONLINE AT COVID-19 ERA IN NIGERIA**

CHAPTER SEVENTEEN

**THE USE OF CLASSDOJO AND CLASSROOM MANAGEMENT
DURING LEARNING IN PRIVATE SECONDARY SCHOOLS IN ENUGU
STATE**

GIBSON SAMUEL OKWORO, PhD

Department of Educational Technology and
Library Science
University of Uyo, Uyo
Akwa Ibom State

DR. SYLVESTER J. AKPAN

Department of Educational Foundations,
Guidance and Counseling
University of Uyo

&

STELLA OGECHI UDOM

Department of Educational Technology and
Library Science
University of Uyo, Uyo
Akwa Ibom State

Abstract

The study examined the use of ClassDojo and classroom management during learning in private secondary school in Enugu State. This study examined the difference in positive behaviour of technology students exposed to ClassDojo and traditional method; and students' perception of the ClassDojo application on their behaviour during learning (authentic learning) in private secondary schools. The study was carried out using quasi-experimental design and survey. The quasi-experimental design was adopted to examine a sample size of 37 year seven technology students that was divided in experimental and control groups. The experimental group were treated to ClassDojo teaching App, were the control group was exposed the traditional method. Scores were collected using ClassDojo app Dojo demonstrated statistically significant correlation coefficients for positive ($p < .001$), negative ($p < .001$), and total ($p = 0.02$) and the questionnaire had a reliability of .92 on Cronbach alpha value using test-retest method. The questionnaire was applied to the experimental group students in order to determine their perceptions. Data collected were analysed using mean analysis for research questions and ANCOVA for testing the hypotheses at .05 levels of significance. The result indicated that learners subjected to

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ClassDojo teaching App had a more positive behaviour than those exposed to the traditional method. Also, students perceived ClassDojo to be a tool that improved their behaviour during learning. The findings prompted the conclusion that the use of ClassDojo in classroom management is more effective in modifying the behaviour of students for effective teaching and meaningful learning. Hence, it was recommended amongst others that Technology teachers and learners should be encouraged to use ClassDojo App in their classroom or optimum goal attainment in technology education.

Keywords: Classdojo, Classroom, Management, Learning, Private Secondary School

Introduction

In the recent times, different classroom management Apps such as Stick pick, learn Boost, Moodle, Engrade, Plickers, Socrative, Google classroom and ClassDojo are emerging. The population of school age children entering the secondary schools is increasing. Managing large number of students in a classroom for optimal learning is often challenged by a lot of student's behaviour such as following directions upon first request, raising hands to ask questions and working quietly during task, disruptive behaviours, and disrespect amongst others. Students repeat desired behaviours if they are reinforced promptly. The use of classroom management App like ClassDojo cannot be overemphasized.

Behaviour management has long been a key component of running a successful and educationally enriching learning environment. Many teachers and administrators argue that it is difficult for students to learn when there are constant disruptions in a classroom (Edwards & Mullis, 2003; Kariuki, 2009; Pass, 2007; Rahman, Nabi, Basit, Saeedul, & Ajmal, 2010). In the classroom, students display certain character traits and behaviours such as taking turns when speaking, respecting the rights and properties of others, being responsible for one's decisions, items, and progress, and meeting deadlines for assignments which are all important to produce a reliable and productive member of the world. Positive behaviours in the classroom include active participation, class conduct, cleanliness, homework done, leadership, neat work, politeness, on task, punctuality, respectful and negative behaviours include homework not done, talking out of turn, late, off task, untidy.

Learning is the process of acquiring new, or modifying existing knowledge, behaviours, skills and preferences. For learning in general, Granström (2006) showed that different teaching approaches in classrooms influenced the outcomes for students in different ways. Settings where students were allowed and encouraged to cooperate with classmates and teachers gave the students more opportunities to understand and succeed. Similarly, Oppendekker and Van Damme (2006) stressed that good teaching involves communication

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and building relationships with students. The learning style in this study is Authentic learning in Design and Technology. Authentic Learning describes learning activities that are either carried out in real-world contexts, or have high transfer to a real-world setting. Although instructors are advised to come to class equipped with a plan, they also should be opened to where their students take the learning task. Their primary role, then, is in helping students to explore the learning task themselves. Teachers are finding it more and more difficult to manage a classroom as their options for discipline are narrowing and becoming less effective each year.

One behaviour management tool that is new in its form but a classic in structure is ClassDojo. ClassDojo is a teaching application designed to encourage classroom participation and communication. It is an online system that allows teachers to record the frequency of student behaviour in teacher-generated categories over the course of a day or a class. ClassDojo was created to help the classroom teacher keep up with specific behaviours on each individual student, both positive and negative. Specific positive reinforcement helps students develop a sense of purpose in the classroom, enhancing intrinsic motivation over time. By giving students visibility and data on their own behaviour, ClassDojo makes class less disruptive and creates a more positive learning environment (Class Dojo, 2014).

According to Florell (2015) both individual students and the whole class can be awarded points for positive behaviours (e.g., working hard, being respectful, and helping others) which aligns with the effective use of behaviour-specific. Saeger (2017) examined the effectiveness of a digital behaviour management tool called Classdojo. When analyzing the survey data, a majority of students (94.7%) showed that they had a positive outlook or viewpoint of ClassDojo and its use in their classroom. This is ClassDojo helped them build their self-control and self-monitoring skills. If they lost a point for a negative behaviour, the application declared what behaviour they needed to work on. They made corrective choices and actions, and were motivated to earn a positive point. This proves that ClassDojo can not only serve as a source of encouraging and supportive praise but also as an informative and behaviourally educational tool. However, the researcher would further examine if the use of ClassDojo and classroom management during learning in private secondary schools in Enugu State would increase positive behaviour and provide an environment for the attainment of goals.

Statement of the Problem

Teachers clearly wish to teach effectively and make learning meaningful for students. However, they are often frustrated in attaining their goals because of behavioural problems of some students. The questions become: How can a good classroom be created and

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maintained to achieve set out goals? How a teacher manages the classroom will determine whether most of the time would be spent on promoting learning or on confronting management problems.

From the foregoing, behaviour modification has been a deep problem in secondary schools. Most teachers are finding it increasingly difficult to manage their classroom as their options for discipline are narrowing and becoming less effective each year. More than 50% of class time is spent managing behaviour rather than delivering instruction. Similarly, Students are routinely punished for specific misbehaviours, but rarely praised for specific desirable behaviours. It is against this gap in knowledge that this study is carried out to determine the difference in positive behaviour of technology students during learning (authentic method) using ClassDojo and Technology student's perception of the ClassDojo application on their behaviour during learning (authentic learning in private secondary schools in Enugu State.

Purpose of the Study

The main purpose of this study was to examine the use of ClassDojo and classroom management during learning in private secondary schools in Enugu State.

Specifically, this study sought to:

1. determine the difference in the positive behaviour of students during authentic learning using ClassDojo and traditional technique in classroom management in secondary schools.
2. determine the perception of students on the use of ClassDojo in classroom management during learning.

Research Questions

To guide the study, the following research questions were posed:

1. What is the difference in the positive behaviour of students during learning (authentic learning) using ClassDojo and traditional technique in classroom management in secondary schools?
2. What is the perception students on the use of ClassDojo in classroom management during learning (authentic learning)?

Null Hypotheses

H₀₁: There is no significant difference in the positive behaviour of students during learning (authentic learning) using ClassDojo and traditional technique in classroom management in secondary schools.

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H₀₂: There is no significant difference in the perception students' on the use of ClassDojo in classroom management during learning (authentic learning).

Review of Literature

ClassDojo Technology in the Classroom

Technology can be a great tool for reinforcing and promoting positive student behaviour in the classroom. Bielefeld (2016) stated that students who can use technology to track their behaviour in the classroom have shown increases in positive behaviour and decreases in negative behaviour. ClassDojo is a teaching application designed to encourage classroom participation and communication. It is an online system that allows teachers to record the frequency of student behaviour in teacher-generated categories over the course of a day or a class.

ClassDojo was created to help the classroom teacher keep up with specific behaviours on each individual student, both positive and negative. The company reported that teachers using ClassDojo reported a 45% 90% increases in positive behaviour and a 50% 85% decrease in incidents of negative behaviour, (Colao, 2012, para 5.) The samples of behaviour are following directions upon first request, showing effort during independent work time, raising hands to ask questions, interacting with directions while designing product, working quietly during task disruptive behaviours, off task (-1), talking during independent work time, not following directions and disrespect

Furthermore, Burger (2015) study indicated that ClassDojo is a highly motivating classroom management system for students. Students and teachers alike mentioned the fact that ClassDojo has an effect on student achievement, explaining that it is probably due to the fact that ClassDojo increases student engagement. The system also has an option through which the teacher can send behaviour reports to parents detailing a child's behaviour for a single class, a day, a week, or a longer period of time. Educators design predefined behaviour options under the categories of positive and negative behaviours and import them into the application and award merits or demerits to students based on their behaviour. These behaviours could include working quietly, focusing on work, using classroom resources, double checking work, asking questions, and carefully reading directions.

ClassDojo rewards students instantly with both a thumbs-up picture and a point. Students receive one point for each positive behaviour related to the rules and/or other positive behaviours the teacher wishes to reward (e.g., working hard, being respectful, and helping others). When students have successfully earned the necessary points, the teacher can use

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the ClassDojo certificate to reward the student(s) positive behaviour. The certificate is a cute, colourful certificate with all the avatars framing the certificate. In addition, a poster can be created that shows what students can earn when they reach certain point levels. For example: if a student has earned 20 points, they would receive an avatar sticker; with 40 points, a student can visit the treasure box; with 80 points a student can sit with a friend at lunch; with 100 points, a student can receive gold award. Beside individual rewards, Whole Class Award can be given. For example, if 85% (teacher set this) of the students receive a certain amount of positive points during the week then the class can be reward with an ice cream party.

All that is needed for ClassDojo to work is a computer. If you want students to see their progress during class, you need an interactive whiteboard or a projector. In addition, the teacher can use her/his smartphone, tablet or iPod Touch to give points remotely. Finally, parents can be involved, as once the teacher sets up the technology, parents can access their student's daily behaviour chart. ClassDojo helps makes student good behaviour a daily habit which is the necessary first step in clearing a path for students' academic achievement

Classroom Management

Classroom management is a purposeful and thoughtful process in which the actions of teachers create an environment conducive to teach (Garrett, 2013). Teachers are finding it more and more difficult to manage a classroom as their options for discipline are narrowing and becoming less effective each year. Similarly, Students are routinely punished for specific misbehaviours, but rarely praised for specific desirable behaviours; rather, students are generally rewarded for their lack of misbehaviour.

One behaviour management tool that is new in its form but a classic in structure is ClassDojo. ClassDojo is an online application that can be accessed through a computer, tablet, or SmartPhone. It launched in August 2011 and now is in two out of three public schools in the United States of America (ClassDojo Fast Facts, 2016). In this web-based system, students receive avatars that they can customize. When they do something good in class, their avatar receives a positive point but when they do something bad, their avatar receives a negative point. These avatars are all controlled either by the click of a mouse or by the touch of a finger on an application (app) on a mobile device. Therefore, it is important to study classroom behaviour (especially as it relates to technological inventions such as ClassDojo) in order to examine how the use of ClassDojo allow students to change their behaviours and finish up their lessons successfully.

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Learning and Authentic Learning

Learning is the process of acquiring new, or modifying existing knowledge, behaviours, skills and preferences. The learning style in this study is Authentic learning in Design and Technology. Authentic learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

Researches has concluded that authentic learning best suits students assorted learning styles in a large group and they learn with high effectiveness through environment approach, with which students make use of real tools with real purposes and to make real products.

Authentic learning activities have both personal and cultural relevance (Stein, Isaacs, & Andrews, 2004). Personal relevance means that learners should be able to connect the new information they are learning to their lives outside of the classroom and their theories about how the world works. In other words, authentic learning tasks teach students *how to think* like a member of their discipline (Meyers & Nulty, 2009. Authentic Learning is rooted in constructivist theory, which says that actively engaging with problems and materials constitutes the best way to learn (Mayo, 2010). As stated by John Dewey, Education is not an affair of telling and being told, but an active and constructive process (Dewey, as cited in Mayo, 2010, p. 36).

Authentic approach of learning differs greatly from traditional lecture classes, where teachers give students information and content of a subject discipline that students are expected to memorize and repeat on tests. It promotes understanding through discovery and doing. There is evidence that students who take part in classes with an authentic learning component (in these instances, case-based instruction or service learning, respectively), make higher academic gains compared to students enrolled in similar classes that do not contain these components (Mayo, 2010; Power, 2010).

Learning that feels personal is said to go deeper, to be more meaningful, and, thus, to last longer. Students are more motivated to learn when they see how a concept relates to their own lives (Watters & Ginn, 2000). Thus, authentic learning tasks capture students' attention and raise their motivation to learn because they touch on issues that are directly relevant to student's present lives or future careers.

Positive Behaviour Reinforcement and Classroom Management

There is a commonly held perception that classroom management, particularly when it refers to discipline and punishment, is related to reactive control and sterile practices. However, classroom discipline should never be considered in isolation from the students'

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academic, personal and social growth. This is because positive classroom management has enormous potential for increasing students' motivation, learning and self-esteem and more especially, positive disciplinary practices can give students a sense of achievement and control over their classroom behaviour.

Many educators implement positive reinforcement plans that not only reward children for making the right choice but serve as a source of feedback about what choices are the correct ones and which will be rewarded with a desired item or privilege. The goal is to build this decision-making ability into an autonomous process that allows a child to behave appropriately in a variety of settings without the assistance of supervisory feedback or the constant need for reinforcement. Effective praise and feedback on student behaviour can vary greatly in its structure and its delivery, therefore it is imperative to provide specific and individualized feedback that will be clear to the student and allow them to easily determine which positive behaviours to continue and which negative behaviours are disruptive and should be stopped immediately. ClassDojo provides positive feedback to the child while they are doing well by displaying the behaviour for which they earned a point, their rising point total.

Perception of Using ClassDojo and Classroom Management

Traditional, punitive interventions do not bring about effective change in most students as compared to more judicious methods (Adams, 2013). Students could track their behavioural progress using the classroom application, ClassDojo. ClassDojo automatically assigns each student an avatar. An avatar is an icon or figure that can be used to represent a person in an online environment (Chiarelli, Szabo & Williams, 2015). During small group instruction, the students personalized the appearance of their avatar by changing the color, shape, hair, facial features, as well as adding accessories. Three examples of avatars can be seen in Figure 1.



Figure 1 Examples of Student's Avatars

Next, during whole class instruction, the students with the teacher's guidance determined what behaviours should be part of the classrooms' behavioural plan. A list of good behaviours was created which included: following directions, being kind and helpful, whisper/talking low while working with buddy. In addition, a list of negative behaviours was generated which included: shouting/talking loud, off task, body parts on others, and too much talking.

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Icons were chosen to represent each behaviour (Figure 2). The class selected sounds from the choices provided by the program to associate with the positive and negative behaviours. The positive behaviours were associated with a ring (or ding) sound while the negative behaviours were associated with a buzz sound. Once programmed, the ClassDojo tool automatically recognizes the behaviour as a positive or negative behaviour and adds/deletes a point and determined if a buzz/ring is appropriate. This immediate sound feedback helped students to become aware of their behaviours, even though they do not know which student received the negative or the positive acknowledgement.

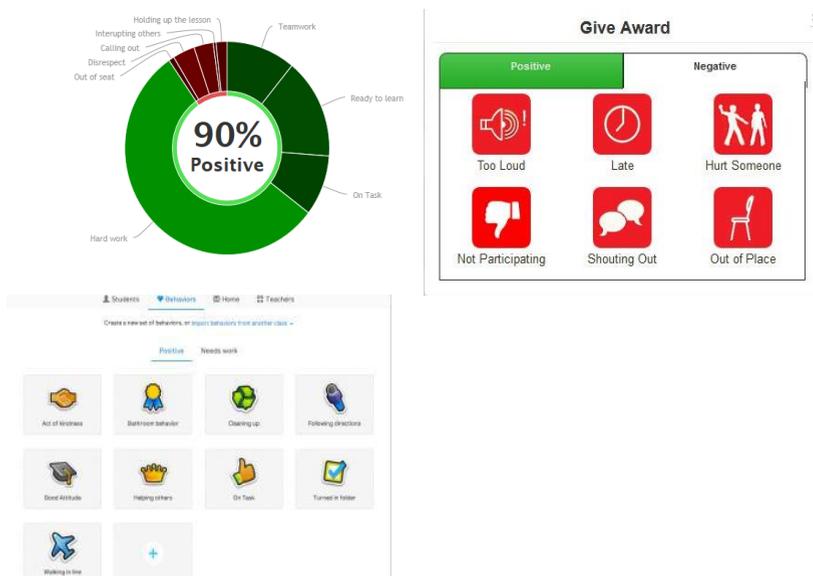


Figure 2: Icons for behaviour

According to Saeger (2017) examined the effectiveness of a digital behaviour management tool called Classdojo. When analyzing the survey data, a majority of students (94.7%) showed that they had a positive outlook or viewpoint of ClassDojo and its use in their classroom. This is ClassDojo helped them build their self-control and self-monitoring skills. If they lost a point for a negative behaviour, the application declared what behaviour they needed to work on. They made corrective choices and actions, and were motivated to earn a positive point. This proves that ClassDojo can not only serve as a source of encouraging and supportive praise but also as an informative and behaviourally educational tool.

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Methodology

The study was carried out using quasi-experimental design and survey. Quasi-experimental design has to do with experimental aspect while survey was used to gather data on student perception of ClassDojo. The quasi-experimental design a two phase pretest posttest, non-equivalent control group design. This implies that, ClassDojo was implemented in intact classes (non-randomized group) during authentic learning (designing a house model). Hence, the design was considered suitable for conducting the study. At the first four weeks, the researcher gave the students the task of building a house model. During this task, ClassDojo was not used. This formed the control group. After a week break, same task was given for four weeks. This formed the experimental group. And the task lasted for four weeks.

The population for this study comprised of all the Nine Private Secondary Schools in Enugu North Local Government of Enugu State (Ministry of Education, Enugu State, 2019). However, a purposive sampling technique was used to select Adorable British College because the school is one of the two secondary schools that operates an e-learning system and uses ClassDojo application to manage her student's behaviour. These characteristics make it suitable for the study. This choice is in line with the opinion of Ritchie, Lewis and Elam (2003) that define purposive sampling approach as a strategy where Members of a sample are chosen with a purpose to represent a location or type in relation to the criterion (p. 77).

All the year seven thirty-eight (38) students during the first term, 2017/2018 academic session formed the sample for the study. There are 10 females and 8 male students in experimental group whereas 10 females and 9 male students in the control group. The pre-test was applied for the both groups for determining their behaviour. The post-test was applied to both groups in order to measure the difference in positive behaviour at the end of the experiment. The questionnaire was applied to the experimental group students in order to determine their perceptions about ClassDojo. During the course of the study, a student left. This implies that 37 students (17 boys and 20 girls) participated in this study.

The ClassDojo application itself served as a data collector because it housed daily, weekly and yearly information on each student in regards to the total points earned, the type of points that were earned and the percentages of positive and negative points earned. All students had a personalized account on ClassDojo and were rewarded or deducted points for the same behaviour. The positive behaviours and their point values were as follows: following directions upon first request (2), showing effort during independent work time

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(3), raising hands to ask questions (2), interacting with directions while designing product (4), working quietly during task (2), assignment done on house model (4), using classroom resources (2), good work (3) growth mindset (4) and double-checking work (2). Negative behaviours and their point values are as follows: disruptive behaviours (-2), assignment not done (-1), off task (-1), talking during independent work time (-3), not following directions (-2) and disrespect (-2). It is important to note that most of these behaviours were part of behaviour improvement program by ClassDojo.

Points were earned Monday through Friday and thirty-five out of the thirty-six students had at least one family member that was connected to their account and monitored their child's progress on a daily basis. That meant that the parent had access to their daily report of all recognized behaviours, their weekly and monthly pie charts of positive versus negative behaviours. The students were given the goal to complete the task of a house model. This is in line with the content of the scheme for Design and Technology year seven students using the International Middle Years Curriculum (IMYC).

In addition, at the last week of the experiment, the students took a ten-question survey. They were asked to rate on a likert scale of from one to four (one- strongly disagree, two disagree, three-agree, four-strongly agree) how much they agreed with the statements about ClassDojo. If the students answered with the response Strongly Agree or Agree it was recorded as a favourable or positive response towards use of ClassDojo. If the students answered with the responses, Disagree, or Strongly Disagree, it was recorded as a negative response towards ClassDojo. The statements are attached to the appendix.

The data obtained was analyzed using descriptive and inferential statistics. Research questions were answered using frequency counts, means and simple percentage and Analysis of Covariance was used to test the three null hypotheses at .05 levels of significance.

Results

Answer to Research Questions

Research Questions One

1. What is the difference in the positive behaviour of students during learning (authentic learning) using ClassDojo and traditional technique in classroom management in secondary schools?

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Table 1: Summary of the mean and standard deviation of the pretest and post test score of students behaviour in Design and Technology by treatment and control group

Teaching Strategies	N	Pretest \bar{X}	SD	Posttest \bar{X}	SD	Mean Difference
ClassDojo	18	15.83	4.27	23.97	2.19	8.13
Traditional	19	10.39	5.50	12.13	5.15	1.74
Total	37	26.22	9.76	36.10	7.33	9.87

Data in Table 1 revealed that the mean of the pretest and post test scores of students in the ClassDojo group ($x=15.83, 23.97$) with standard deviations of 4.27 and 2.19 respectively, are higher than the means of pretest and posttest scores of students in the traditional group ($x=10.39, 12.13$) with standard deviations of 5.50 and 5.15 respectively with a mean difference of 6.40. This difference in mean implies that there is difference in the positive behaviour of students during learning (authentic learning) using ClassDojo and traditional technique in classroom management in secondary schools.

Research Question 3: What is the perception of students on the use of ClassDojo in classroom management during learning (authentic learning)?

Table 2: Summary of the mean and standard deviation of the pretest and post test score of students on the use of ClassDojo in classroom management during learning (authentic learning) based on perception

Students perception	N	Pretest \bar{X}	SD	Posttest \bar{X}	SD	Mean Difference
Negative	8	15.57	4.23	23.68	2.27	6.20
Positive	10	19.36	2.76	26.63	4.32	9.53
Total	18	34.93	7.00	50.30	6.60	15.74

Table 2 revealed that the pretest and posttest means of negative perception of student in the ClassDojo group are 15.57 and 23.68 and their respective standard deviations of 4.23 and 2.27. The result also shows that the pretest and posttest means of positive perception of student in the same ClassDojo group are 19.36 and 26.63 and their respective standard deviation of 2.76 and 4.32 with a mean difference of 3.34. This difference in mean implies that there is difference in the perception of students on the use of ClassDojo in classroom management during learning (authentic learning).

Null Hypotheses 1: There is no significant difference in the positive behaviour of students during learning (authentic learning) using ClassDojo and traditional technique in classroom management in secondary schools.

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Table 3: Summary of Analysis of Covariance (ANCOVA) of Students' posttest behaviour by treatment Groups with pretest as covariate

Source of variations	Sum Squares	df	Mean Square	F-cal.	Sig.	Decision at p<0.05 level
Main Effects						
Instructional Strategies	1109.852	1	1109.852	120.007	.000	Significant
Error	638.130	35	9.248			
Total	27088.000	36				

$P < .05$

The result in Table 3 reveals that the calculated F-value of 120.007 at D/F (1, 35); and a p-value of .000. Since the F-calculated 120.007 is greater than F-tab of 2.32 and the p-value of 0.000 is less than 0.05 levels of significance, the null hypothesis which states that there is no significant difference in the behaviour of students during authentic learning using ClassDojo and those not using ClassDojo in classroom is rejected. Therefore, there is a significant difference in the behaviour of students during authentic learning using ClassDojo and those not using ClassDojo in classroom.

Null Hypothesis 2:

There is no significant difference in the perception students on the use of ClassDojo in classroom management during learning (authentic learning).

Table 4: Summary of Analysis of Covariance (ANCOVA) of Students' posttest behaviour by ClassDojo Groups and Students' perception with pretest as covariate

Source of variations	Sum Squares	df	Mean Square	F-cal.	Sig.	Decision at p<0.05 level
Main Effects						
Perception	9.143	1	9.143	12.23	.041	Significant
Error	115.545	17	15.410			
Total	20855.000	18				

$P < .05$

Table 4 shows that the calculated F-value of 12.23 is greater than the critical F-value of 4.45 at D/F (1, 17) with 0.05 level of significance. With this result, the null hypothesis that says there is no significant difference in the perception of students on the use of ClassDojo in classroom management during learning was rejected. This implies that there is

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significant difference in the perception of students on the use of ClassDojo in classroom management during learning (authentic learning)

Major Findings of the Study

1. There is a significant difference in the positive behaviour of students during Learning (authentic learning) using ClassDojo and those not using ClassDojo in classroom.
2. There is significant difference in the perception of students on the use of ClassDojo in classroom management during learning (authentic learning).

Discussion of Findings

The finding of null hypothesis one revealed that there is a significant difference in the behaviour of students during authentic learning using ClassDojo and those not using ClassDojo in classroom. This is because ClassDojo increases student engagement and positive behaviour in the classroom. ClassDojo provides student with goals on behaviour and instantly rewards their behaviour. The finding of this study is supported by the findings of Burger (2015) that ClassDojo is a highly motivating classroom management system for students. Students and teachers alike mentioned the fact that ClassDojo has an effect on student achievement, explaining that it is probably due to the fact that ClassDojo increases student engagement.

The finding of null hypothesis two indicates that there is significant difference in the perception students on the use of ClassDojo in classroom management during learning (authentic learning). This is because in an authentic leaning component, students perform better especially when supported with a technology. There is evidence that students who take part in classes with an authentic learning component (in these instances, case-based instruction or service learning, respectively), make higher academic gains compared to students enrolled in similar classes that do not contain these components (Power, 2010). Similarly, Saeger (2017) showed that a majority of students (94%) had a positive outlook or view of classDojo and its use in managing their classroom.

Conclusion

From this study, the conclusion below was reached on the results of the finding: There is a significant difference in behaviour of students during learning using ClassDojo and those not using ClassDojo in classroom. There is no significant difference in the behaviours of male and female Technology Students exposed to ClassDojo. Furthermore, there is significant difference in Technology students' perception on the use ClassDojo as a classroom management tool.

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Recommendations

Based on the conclusion of this study it was recommended that:

1. The state Government should subsidize the cost of procuring computer, tablets and bandwidth in order to facilitate the use of ClassDojo for classroom management in schools.
2. The school administrator should organize seminar periodically on utilization of ClassDojo to assist classroom management for more positive behaviours.
3. Teachers should give points and also display it for more of positive behaviours since it helped them to monitor their behaviours. Also, teachers should not be biased while giving points to both boys and girls.

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