

INSTRUCTIONAL MEDIA AND EFFECTIVE CLASSROOM MANAGEMENT IN NIGERIA

Adesipe Muyiwa

School of Education, National Open University of Nigeria, University Village, Plot 91,
Cadastral Zone, Nnamdi Azikiwe Express Way, Jabi, Abuja, Nigeria.

Email: muyiwaadesipe@yahoo.com

Anthony O. Oyedeji

Educational Management Department, University of Ibadan, Ibadan, Nigeria

Email: anthonyoyedeji@yahoo.com

ABSTRACT

The paper examined the concept of instructional media in classroom management in Nigeria. Instructional media can further enhance effective class management. The paper explains the concept of instructional media and classroom management; it further examined the relationship between classroom management and the instructional process. The paper concluded by looking into the importance of effective classroom management.

Keyword: Instructional Media, Effective Classroom and Management

INTRODUCTION

Classroom management may not be achieved optimally if Instructional media is not adopted. Either directly or indirectly instructional media has a way of adding to how a class is been controlled, directed, organized, planned so that learners may achieved the best in the teaching learning process.

Effective management of learners by the teacher show that the teacher has been able to gain the attention of his students, when instructional media are well designed it also has a way of further catching the attention of the learners. Meaning that in managing a class, the teacher can further gain the attention of the learner when instructional media are adopted. How teachers manage their classrooms is an important part of achieving an effective learning environment. Educators know that all students learn differently, and choosing the right instructional style can mitigate behavioural issues and make good instruction possible. According to the National comprehensive center for teacher Quality, a significant body of research also demonstrates that classroom organisation and the ability to effectively manage student behaviour "significantly influence the persistence of new teachers in teaching careers" within this context, it is clear that instructional theory and classroom management strategies are among the most important aspects of teacher education.

While classroom management theory is constantly evolving, there are three key, theories that stand out when it comes to modern education.

Throughout the 20th and 21st Centuries, experts like B.F. Skinner, William Glasser and Alfie Kohn revolutionized the ways the teachers deliver education.

. According to Ada (2010) teaching is an attempt to help someone acquire or change some skills, attitude, knowledge, ideas or appreciation.

A good teacher is also able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved. Effective teaching is a building block of high student achievement which it requires creativity, innovation and adoption of various teaching strategies (American Council on Education, 2018). Teaching occurs when an individual deliberately attempts to assist another individual or a group of person in performing a skill or learning a specific activity or concept (Adzema, 2011).

Adzema further states that teaching involves many activities that complement each other to complete the process, some of the processes are:

- a) **Creating conditions that facilitates learning**:- A teacher facilitates learning by stimulating the "Child" establishing a favorable atmosphere developing a good student-teacher relationship, exercises good discipline: He or she is also able to manage, control and introduces variety of activities that aid learning.
- b) **Teaching involves social and physical factors**:- This involves the creation of conducive educational environment which in turn motivates the learner's interest consciously and sub-consciously. Interesting things like pictures, models, books and so on makes teaching and learning more effective.
- c) **Teaching facilitates changes in skills, knowledge and Attitudes**:- Teaching is aimed at bringing about the right changes in the behaviours of the of the learner that should contribute to better living which is manifested by acquiring desired new knowledge, skills, habits, attitudes and interests.
Teaching Entails Active, Pupil/Student involvement and participation: A good teacher should be aware that learners have a right to participation in learning and should enjoy all the activities taking place in the classroom.
- d) Therefore students must be actively involved in the teaching and learning processes.
- e) **Learners' Individual Differences should be taken into Cognizance**:- A good teacher needs an understanding of learners' individual capabilities in order for teaching and learning to be effectively. The teacher should know when to provide assistance, how to release contents, sequence capabilities and apply particular teaching method, so as to arouse genuine interest in the learner and be able to help the learner to develop.
- f) **Use of Instructional Materials**:- A good teacher will always ensure the use of instructional materials. This is because students learn better when they use their sense organs. Based on this reason when instructional materials are lacking, it is the duty of the teacher to improvise.
- g) **Dress Code and Corporately**: A good teacher dresses moderately and corporately. He/she is also well mannered because he/she is a role model to the students.
- h) **Classroom Management and Control**:- A good teacher should be able to manage his or her class well in order for teaching and learning to take place in most effective way.

2. INSTRUCTIONAL MEDIA

Reiser and Gagne (2001), Instructional Media as physical mean viq which instruction is presented to learners. So also in the opinion of Remillard and Heck, (2014), instructional media are resources that organize and support instruction, such as textbooks and supplementary resources.

Adefuye (2006) found out that when various learning resources are used in learning institutions like secondary schools they arouse students' interest towards learning and definitely might have positive effects on performance.

Instructional media is any writing visuals, video, audio, or other means of conveying information to an audience for the purpose of achieving a learning objective.

Instructional media means all devices and materials used in the teaching and learning process which includes not only electronic communications media, but also such devices as slides, photographs, teacher-made diagrams, charts, real objects and handout that we use in the process of Planned Instruction. (Lagamson M.J 2016).

3. CLASS MANAGEMENT

It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, decoration and Organization of the Classroom and surely the formation and enforcement of rules and Procedure.

In short, classroom management can be defined as teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses, to student's misbehavior.

Doyle (2011; 433) Claims that: "Classroom management is fundamentally a process of solving problems in the classroom rather than of misbehavior or student engagement.

4. RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT AND THE INSTRUCTIONAL PROCESS

Effective classroom management begins with mutual respect and inter personal relationship and is vital to improve student achievement and is vital to improve student achievement and teacher self-efficacy. It requires commitment to student and their learning, because a positive rapport with students is the foundation upon which classroom culture is built. Effective classroom management is an essential ingredient that promotes and enhances good instructional environment which eventually leads to quality secondary education.

The teacher and other members of staff must cooperate to manage the classroom, students, non-human resources and the environment revolves around teachers, attitudes, skills, desire, setting of expectations and positive actions. To improve classroom behavior and students social skills, the teacher must conceptualize the process of teaching and understand classroom management principles for making professional decisions on classroom management. A well-managed classroom should strike a balance between consistent disciplines and praise (Venket 2010).

The relationship between classroom management and student learning makes the issue of classroom management was often viewed as the same with discipline in the past. Historically management research focused on teachers 'reaction to students misbehavior'. However, many researchers claim that they are not same, Classroom management is much more that of controlling the students and preventing misbehavior, (Brophy and Sood 2003), according to them, classroom management is different from a discipline plan.

It includes the teachers' beliefs and value teachers' beliefs and values, as they relate to discipline, but also how they intertwine with various underlying aspects of the class structure.

They suggested that there are mainly three aspects- the physical environment of the classroom, the amount of teacher preparation and ways in which the lesson is presented, which influence classroom management is the organization of all these aspects in a classroom.

Marzano and Marzone (2003) also stated that classroom management is a key to high student achievement. In their research, they found out that teachers' action in their classroom have twice the impact on students achievement as do school policies regarding curriculum, assessment, staff collegiality and community involvement. An effective classroom manager provides effective instruction, so management is an integral part of the learning process.

5. THE IMPORTANCE OF EFFECTIVE CLASSROOM MANAGEMENT

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes.

Although sound behavior management does not guarantee effective instruction, it establishes the environment context that makes good instruction possible. Reciprocally, highly effective instruction

A significant body of research also attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll & Smith, 2003). Now teachers typically express concerns about lacking effective means to handle, the significant disruptive behavior of students (Browers & Tomic, 2000). Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986, Browers & Tomic, 2000, Espin & Yell, 1994). Disruptive classroom behaviour is a significant reason why teachers leave the profession Ingersoll & Smith, 2003).

Disruptive behaviour is a particular problem in classrooms of economically disadvantaged students (Kellam, Ling, Merisca, Brown & Lalongo, 1998). Thus, the ability of teachers to prevent or address disruptive behaviour becomes especially important in the context of the No Child Left Behind (NCLB) Act of 2001 and the individuals with Disabilities Education Improvement Act (IDEA) of 2004. These federal laws place a high priority on improving results for students with historically low achievement (e.g..... economically disadvantaged students) and students with disabilities. In addition, these Laws embrace the following: teacher quality as a critical factor affecting student's achievement, the amelioration of learning and behavioral disorders, and broad educational outcomes for students, such as high school completion and participation in post secondary education and careers.

The inability of teachers to effectively manage classroom behaviour often contributes to the low achievement of at-risk students and to their excessive referrals for special education (Donovan & Cross, 2022; Harrell, Leavell, Van Tassel & Mckee, 2004). These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantages children. (Clotfelter, Ladd & Vigdor, 2005, Clotfelter, Ladd, Vigdor & Wheeler, 2007, Peske & Haycock 2006). Thus, many of the least capable teachers begin their careers teaching the most challenging students – with the predictable result being low student achievement.

In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced

by new teachers. Although the importance of effective classroom organization and behaviour management is widely acknowledged by educators, many new report inadequate training and little assistance from colleagues productive classroom environment (Baker, 2005, Siebert, 2005) Teacher educators insist that their preparation programs teach classroom organization and behaviour management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Siebert, 2005).

The absence of supervised experience and professional development in the critical competencies of classroom organization and behaviour management significantly reduces the effectiveness of many teachers, especially new teachers Berliner, 1986, Espin & Yell, 1994.

6. CONCLUSION

For classroom management to be effective, there is need for teachers to adopt instructional media in their teaching learning process. That shows that an ideal classroom is the one whereby classroom management and instructional media moves hand in hand.

REFERENCES

1. Adelabu, C. and Alege, L (2004). Fundamentals of school management. Ibadan: Adeose Publication.
2. Baker, P.H (2005) Managing student behaviour; How ready are teachers to meet the challenge? American Secondary Education, 33(3), 51-64.
3. Barrish, H, Saunders, M,& Wolf M. (1969) Good behaviour game: Effects of Individual Contingencies for good consequences on disruptive behaviour in a classroom. Journal of Applied Behaviour Analysis, 2(2), 119-124.
4. Becker, W.C, Madsen, C.H, & Arnold C. (1967). The contingent use of teacher attention and praise in reducing classroom behaviour problems. Journal of special Educaion 1(3), 287-307.
5. Berliner, D.C (1986). In pursuit of the expert pedagogue. Educational Researcher 15(7), 5-13.
6. Brophy, J. (2006). History of research in classroom management. In C. Evertson & C. Weinstein (E.ds), Handbook of Classroom Management : Research, Practice, and Contemporary Issues (pp.17-43). Mahwah, N.J: Frlbaum.
7. Brown (2011) Looks as classroom management as a " process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up".
8. Stokes, T.F & Baer, D.M (1977). An Implicit technology of generalization. Journal of Applied Behaviour Analysis, 10, 349-367.
9. Balir, J.C (2016). Classroom Management: Teachers control techniques, Boston: Alyn and bacon.
10. Hall, P.E (2010). Building relationships with challenging children, Education leadership 61(1) 60-63.
11. Hanna, F.C (2012). The key to classroom management. New York: John Wiley.
12. Marizano, R.J.I (2003); What works in schools . New York" Basic Books.
13. Matthew Lynch (2022). Understanding Three Key Classroom Management Theories.

14. Philomena Ibhuh Adzongo Phd. & Temitayo Oluwakemi Olaitan: Effective Teaching and Classroom Management; A Tool for Quality Education in Nigeria.

15. Encyclopedia, Htm.