

## THE UTILIZATION OF INSTRUCTIONAL MEDIA FOR EFFECTIVE CLASSROOM MANAGEMENT IN NIGERIA

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### **Abstract**

*The paper focussed on the utilization of instructional media for effective classroom management in Nigeria education system. The world is driven by Information Communication and Technology (ICT). If people will be relevant in this new dispensation, there must be the readiness to contribute significantly to the new world order of ICT. It is in this light that the paper discussed the utilization of instructional media and its' relevance in the teaching and learning process, the paper identified the constraints of media application in the classroom and suggested the way forward. Among the suggestions made was that Government should fund education as one of the most important sector responsible for the rapid advancement of any nation in the world and also provide alternative solution in terms of electricity as the main source of energy that enhances stable operation of the various instructional technological media devices by making available stand-by generators in schools irrespective of location(urban or rural setting).*

**Keywords:** Utilization, Instructional Media, Effective, Classroom Management.

## Introduction

Throughout human history technology has made serious impacts on development by creating new ways of life in all sphere of endeavour ranging from agriculture to education, engineering, medicine, information, banking, industries and other basic areas of human need. The emergence of Information, Communication and Technology (ICT) coincided with increased schools' enrolment at all levels of education in the 21<sup>st</sup> century, thus call for diversification of instruction through the application of various technological media as a means to addressing classroom challenges such as, over-crowded classrooms, ineffective teaching methods, insufficient learning facilities among others. Nigeria as a developing nation is not left out of this new challenges if she must be relevant and compete favourably with other nations of the world.

The objectives of this paper are to empower the teacher with knowledge and skills of instructional technology media utilization and also grasp the techniques of effective classroom management. Instructional technology media should also enhance learner's comprehension of knowledge and performance as well as impact meaningfully on learner and teacher by making instruction effective through a well-managed classroom.

Technology is defined as the making, modification; use and knowledge of tools, machines, crafts and software to solve a problem, improve on already existing solution to a problem, perform a specific task or achieve a goal (Aniah, 2015). Science Teachers Association of Nigeria (2013) defined technology as a product of science that involves the use of tools and processes for carrying out work faster and better. The association (STAN) explained that technology applications are usually based on their innovative features (low, middle and high technology). Low technologies include pen, colour coding system and overlays, middle technologies include battery operated devices such as tape recorder and books while high technologies include computer hardware and software devices.

Educational technology according to Adekunle (2005) is a complex integrated process involving people, procedures, devices and organization for analyzing problems and devising,

implementing, evaluating and managing solutions to those problems involved in all aspect of learning. Educational technology can also be seen as a veritable tool for enhancement of teaching and learning and for fostering development and acquisition of skills by teachers and students for economic empowerment and self-reliance. Educational technology devices are combination of audio and visual channels such as computer code, data, graphics, video, and text. From the standpoint of education, technology applications are frequently characterized in terms of their most obvious or innovative feature (a high-speed data line or videoconferencing). However, it should be noted that it is the effectiveness of the instruction delivered that is important rather than the equipment (media) delivering it.

Technology media utilization in instructional process is regarded as instructional technology. Nsofor(2010) stated that instructional technology is a component of educational technology which seeks to improve learning by ensuring the installation of efficient and effective instructional system and managing the human and other resources optimally. It comprises of such components as teacher, subject matter and information communication and technology (ICTs), when these components, especially ICTs are efficiently manipulated and managed in any instructional process, learning becomes effective.

Ogunilade, (2004) defined media as channels of communication. Iwu and Nzeako, (2015) in the same light defined educational media as those materials that can be used to record, store, preserve and transmit or retrieve information, example of media include telephone, radio, computers among others. Iwu and Ezeako,(2015)further explained that teachers and learners can refer to them as sources to obtain knowledge, new ideas and to acquire new skills and competencies. Sofolahan, (2011) viewed instructional media as information carrying technologies that are used for instructional purposes with the hope of delivering educational information very quickly and widely.

The use of various forms of technology instructional media in teaching whether new or old can have profound impact on students' learning. These media can enliven a class, encourage students'

participation and help students grasp difficult concepts. The following are types of instructional media: Real objects and models, Printed text (books, handouts, worksheets), Printed visuals (pictures, photos, drawings, charts, graphs), Display boards (chalk, bulletin, multipurpose), Interactive whiteboards, Overhead transparencies, Slides and filmstrips, Audio (tape, disc, voice), Video and film (tape, disc), Television (live), Computer software, Web site, internet and powerpoint. Instructional media is the application of various educational media (Audio and Visual) in the classroom with a view to facilitate teaching and learning and also enhance comprehension of knowledge with ease (Aniah, 2015). In recognition of the prominent role of information and communication technology in advancing knowledge and necessary skills, the National Policy on Education (2004) stated that for effective functioning in the modern world, there is an urgent need to integrate information and communication technology into Nigeria's education system for an enhance classroom instruction.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour by students in the classroom. Effective management of classroom by teachers has far reaching effects not only on the students but also on learning, the final objectives and goals of institution. On the basis of these facts there is need for teachers to understand some of the key aspect of classroom management, which may include expectation, establishment of ground rules and discipline. Effective classroom management also involves clear communication of behavioural and academic expectations as well as a cooperative learning environment (Allen, 1986).

Kauchak and Eggen (2008) explained effective classroom management in terms of time management stressing that the goal of classroom management is not only to maintain order but to optimize student learning. They divided class time into four overlapping categories namely, allocated time, instructional time, engaged time and academic learning time. Allocated time is the time allotted to teaching, learning and routine classroom

procedures like attendance and announcements. Allotted time is also what appears on students' schedule, for example 'Introductory Algebra: 9:50am – 10:30am or 'Calculus 1:15pm–2:00pm' Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two or three minutes taking attendance for example, before their instruction begins. Engaged time is also called time on task. During engaged time, students are participating actively in learning activities such as asking and responding to questions, completing worksheets and exercises, preparing skits and representations. Academic learning time is when students participate actively and are successful in learning activities. Effective classroom management maximizes academic learning time.

### **Tips for Effective Use of Instructional Media in the Classroom**

While it is necessary to talk about how media might improve classroom teaching and learning, the following tips will guide the teacher: Visual aids should augment the presentation; they are not meant to be the entire presentation. It is imperative that all instructional media are previewed before they are used in class or online. This will familiarize you with the content and structure as well as ensuring that no unfortunate (and sometimes embarrassing) mix-ups have occurred. Visuals are best kept simple, with minimal wording. Media should always be readable from a distance (when reproducing from texts and enlarging graphics). You can practice using the visual aids in the actual classroom before the lecture begins and the audience's line of vision should not be obstructed. Visual materials should be displayed only when the instructor is ready to use them, and they should be kept visible until the students have finished taking notes. You should remove the materials when you are ready to talk about something else, signalling that it is time for discussion or noting a subject change also effective instructors talk to the students, not the visual aids. It implies that if the above listed

tips are adhered to, it will lead to meaningful learning in a disciplined and a well-managed classroom.

### **Relevance of Media in Classroom Instruction**

The importance of educational instructional media in classroom teaching and learning cannot be over emphasised. Educational experiences that involve the learner physically and that give concrete examples are retained longer than abstract experiences such as listening to a lecture. Instructional media help add elements of reality - for instance, pictures or highly involved computer simulations in a lecture. Media can be used to support one or more of the following instructional activities:

- **Gain attention:** A picture on the screen, a question on the board or music playing as students enter the class room all serve to get the student's attention.
- **Recall prerequisites:** Use media to help students recall what they learned in the last class so that new material can be attached to and built upon it.
- **Present objectives to the learners:** Hand out or project the day's learning objectives.
- **Present new content:** Not only can media help make new content more memorable, media can also help deliver new content (a text, movie, or video).
- **Support learning through examples and visual elaboration:** One of the biggest advantages of media is to bring the world into the classroom when it is not possible to take the student into the world.
- **Elicit student response:** Present information to students and pose questions to them, getting them involved in answering the questions.
- **Provide feedback:** Media can be used to provide feedback relating to a test or class exercise.
- **Enhance retention and transfer of knowledge:** Instructional media such as pictures enhance retention and help students visualize a lesson and transfer abstract concepts into concrete, easier to remember objects.

- Assess performance: Media is an excellent way to pose assessment questions for the class to answer or students can submit mediated presentations as classroom projects.

### **Constraints of Instructional Media Utilization**

The initial enthusiasm for technology application in classroom teaching and learning (especially computers) is to make the teachers' jobs easier. Experience has shown these earlier predictions to be naive. Teachers are nearly unanimous in concluding that, in the early stages of technology implementation, at least, their job becomes harder. The technical demands posed by technology use are just the tip of the iceberg. Teachers must be able to select, adapt, or design technology-enhanced materials that meet the needs of their particular students. Technology-enhanced curricula often place new demands on teachers' subject matter knowledge and always require them to take on new roles as curriculum designer, team builder, and coach. Complex collaborative technology-based work can make assessing individual students a complex undertaking. Teachers contemplating the above set of issues might well ask themselves whether their involvement with technology will be worth the trouble. The response from thousands of teachers who have tried it would be a resounding "yes!" (Barbara, 1995).

Shortage of Qualified teachers to operate the available Audio-visual Instructional media in schools: Joseph (2008) observed that despite advancement in technology and the advantages to be derived from audio-visual in instruction, teachers in tertiary institutions are yet to adopt their use in teaching and learning process, stressing that majority of teachers' have no adequate knowledge on how to operate and use the available audio visual equipment and materials as a result of lack of trained professionals and poor governance in the country.

Okon (2003) in support of the above statement stated that graduates from Nigerian universities have fallen below international standard because of lack of application of modern technology devices in teaching and learning such as computer and internet connectivity. The few qualified manpower in the nation's university

are not adequately catered for, resulting in their exodus to foreign land (beside the in-ability of government to bring Nigeria experts in specialized disciplines back home to teach and research in our universities). This attitude of staff exodus is largely attributed to poor remuneration simply referred to as brain drain syndrome.

In the light of the above problems, Bissong (2009) professor in geography and past deputy Dean post-graduate school, University of Calabar called on Nigeria government to reverse its non-interest on education and pay adequate attention to the sector as one of the most important area responsible for the rapid advancement of any nation.

**Power Supply:** A major source of concern in education industry in line with technology application in our classrooms is inadequacy of electricity supply to enhance the operation and maintenance of the available instructional media in our institutions of learning in Nigeria. In (2007) when late president Umaru Yar'adua assumed office, in his median broadcast to the nation Umaru Yar'adau said 'our plan is to lunch a national emergency programme on power supply'. Unfortunately, the sector has not witness any meaningful change to this moment in spite of Nigeria's position as the 6<sup>th</sup> largest producer of crude oil in the organization of petroleum exporting countries (OPEC) and 5<sup>th</sup> largest US source of imported oil and 8<sup>th</sup> worldwide crude oil producer. It is indeed pathetic and even more worrisome because the nation cannot boost of stable and affordable power supply to put into use the available technological media that aid or support teaching and learning in our classrooms and also take care of other economic activities that enhances development. In addition to the challenges of teachers, schools and the education system described above, making technology a force for learning and positive change in our schools poses challenges to our community.

**Technical know – how:**

Nwoji (2002) stated that one area that has remain a major source of concern is equipment maintenance eg installation, spare parts and repairing cost which has remain very high especially where there are no competent technicians, for instance the percentage of specially trained computer technicians in schools is



alarming low. Lack of trained and qualified competent computer engineers, data analysis and key punch operators in schools has remain a plaguing problem in Nigerian education. These catalogue of problems pose inadequate care, maintenance and handling of media hardware and software. The problem of technical know-how can only be overcome if aggressive staff training programme is mounted to train engineers and technicians. In addition, teachers on the job could be sent on in-service or refresher courses to expose them on the job.

### **The Way Forward**

If the following points are adhered to, they will help in overcoming the constraints discussed above:

**Need for Qualify Experienced Technology Teachers:** Most schools have few teachers who are comfortable with technology and being able to do much of their own troubleshooting while most teachers have limited experience in this area. This indicates the importance of having on-site assistance through workshops training and seminars organised periodically to keep teachers in tone with utilization of technologies in classroom instruction.

Curriculum developers should provide teachers with instructional approaches for classroom management through course work and guided practice with feedback.

Government should re-arrange her priorities and fund education as one of the most important sectors by ensuring that schools have computers and internet connectivity to enable teachers' and students' take advantage of their use for effective classroom instruction and national development.

Employ technical support staff to ensure regular maintenance of educational instructional media available in schools.

Give incentives to teachers at all levels by increasing their take home pay and pay them as at when due thereby encouraging further researches on the use of technology in the classroom and reducing to the barest minimum brain drain syndrome in Nigeria.

Government should provide alternative solution in terms of power supply in order to enhance stable operation of the available

instructional technological media by making available stand-by generators in the schools.

### **Conclusion**

The paper concludes that with the various challenges experienced in the Nigeria classroom today such as population explosion, over-crowded classrooms, ineffective teaching methods, insufficient learning facilities etc, it is believed that with the introduction and utilization of instructional media into the classroom, teaching and learning will greatly improve and enhanced. The paper noted that media when integrated and well managed can ensure that students develop the right attitude towards instructional contents. Furthermore, the use of media would also promote teacher's efficiency in the design, production and handling of media. The paper revealed that when media are used by teachers in the instructional process they can promote students' positive attitude, encourage their self-motivation, encourage relevance and credibility and enhance comprehension of knowledge thereby making classroom management very effective.

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