



West African Journal of Education

VOLUME XXIV NUMBER 1

MARCH 2004

CONTENTS

<i>Authors</i>	<i>Articles</i>	<i>Page</i>
Mrs. F.V. Falaye	Enhancing Classroom Teaching and Learning using Team Teaching.....	1
Odinko, M.N. and Osokoya, M.M.	A Survey of Instructional Needs of Primary School Teachers in Nigeria.....	11
Ibode O. Felix	Classroom Management and Use of Instructional Aids.....	22
T. W. Yoloye	Restoring Confidence in the Nigerian Education System Through Standard Evaluation Strategies.....	30
E. A. Adenike Emeke and B. Biodun Odetoynbo	Evaluation of Teachers' Knowledge of the Objectives of the Nigerian Integrated Science Programme and Implementation Strategies: Implications for Pedagogical Practices.....	43
Ifeoma Isiugo-Abanihe and Olubunmi Serifat Labo-Popoola	School Type and Location as Environmental Factors in Learning English as a Second Language.....	55
C.V. Abe and O.A. Adepoju	School, Teacher and Student factors as correlates of Environmental Knowledge.....	64
Esther A. Odulowu	Early Childhood Education in Nigeria: A slogan or a reality?.....	72
Ayo Ojebode and Sola Sonibare	A Little more than a Strong Urge: An Investigation into the Influence of Radio Reading Programmes on Listeners' Practice of Reading.....	79
Martins Fabunmi	The Role of Gender on Secondary School Students Academic Performance in Edo State, Nigeria.....	90
J. Gbenga Adewale	Are Head Teachers' Leadership Techniques Predictors of Classroom Teachers' Motivation to Work?: A Study in School Effectiveness.....	99
Olusegun Akinbote and C.M. Ogunranti (Mrs)	Nigerian Teachers' Perception of Creativity Among Pre-School Children.....	107
Adeyoju, C. Adetola, Oluwole, D. Adebayo and Aremu, A. Oyesoji	Comparative Study of Creative Potentials of African and European 8-10 year old Pupils.....	115
Onuka, A.O.U.	Achievement in Common Entrance Examination as a predictor of achievement in Junior Secondary School Business Studies.....	126
Abu Peter Brai	Non-formal Education and Emancipation of the Adult Learners.....	135
Joseph A. Adegbile	Application of the 'ATO' Model In The Evaluation of the Junior Secondary School Programme.....	142
Peter B. Abu and Akintayo D. O.	Measuring Human Organization in Adult Education: Application of Likert principles.....	150
Ajibola O. Falaye	The Development and Validation of the Falaye Adolescent Sexual Behaviour Inventory (FASBI).....	158
Ibeagha, P. N.	Parenting styles as predictor of adolescent coping strategies among peers in Ibadan.....	171
Osiki Jonathan Ohiorenuan	Adolescents in Cacodaemonomania: The African Sub-Regional Review to the Psychopathology and the Challenge to Clinical Counselling.....	179
J. O. Olukotun	Ophthalmologic Pathologies and their Phenomenal Antecedents on a Sample of the Blind and Partially sighted Learners.....	188
'Supo Jegede	Knowledge and Attitude of Nigerians Concerning Immunization: A case study of Ekiti State Residents.....	

Classroom Management and Use of Instructional Aids

Dr. O. Felix Ibode

Institute of Education, University of Ibadan, Ibadan

Abstract

Classroom management, preparation and handling of instructional materials are crucial issues in present day teaching and learning. Classroom management in this context is the act or skill in the organization and presentation of lessons in such a way that all learners are actively involved in learning. Effective classroom management is not only positively related to certain attributes of the teacher, but it is also positively linked to the quality of the school environment and the nature of decision making process adopted by the school authority.

As regards instructional materials and their preparation and use, this paper highlights their importance as instructional aids, especially the use of the computer in education. The present paper further discusses the various ways in which teaching aids could be obtained.

Introduction

The advent of research and practice in classroom management and school effectiveness have been part of major changes in educational thinking in recent times. Long ago, the focus of researchers was predominantly on the paradigm of relating pupils' achievement to features of children's home background, community characteristics and individual intellectual and personal attributes (Reynolds 1994). But the classroom situation is the avenue that helps pupils to grow in school environment by facilitating their development. According to Hopkins and Antes (1990), an important part of the classroom "milieu" is the scrutiny of how well students are learning while the assessment of the effectiveness of the classroom is a recent development in the process of education.

In view of the seeming inadequacy of solely placing judgement on assessment of personal attributes and other factors related to learners, it has become imperative in the educational process to focus attention on classroom management. Classroom management in this context is the act or skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning.

It is however to be noted that effective classroom management is positively linked with effective school management. According to a study carried out by Rutter, Maughan, Mortimore, and Ouston, (1979), in Britain, it is clear that effective schools have substantial effect upon pupils, and the factors linked with effectiveness are grouped as follow:

1. **The pupil control system** - with effective schools using rewards, praise, encouragement and appreciation more than punishment.
2. **The school environment provided for pupils**- with effective school providing good working conditions for pupils and for their teachers, being responsive to pupils' need and also providing buildings that are well cared for and well decorated.
3. **The involvement of pupils**- with effective schools giving ample opportunities for pupils to take positions of responsibility and to participate in the running of the school and in the educational activities within the classroom.
4. **The academic development of pupils**- with effective schools making positive use of home work, setting clear and explicit academic goals, and with teachers in these effective schools having high expectation of, and positive views of the capabilities of pupils.
5. **The behaviour of teachers**- with effective schools providing good model of behaviour through teachers exhibiting good time-keeping and clearly apparent willingness to deal with pupils' personal and social problems.
6. **Management in the classroom**- with effective schools possessing teachers who prepare lessons in advance, who keep the attention of the whole class, who manage to maintain discipline in an unobtrusive way, who focus upon the rewarding of good behaviour and who are able to take swift action to deal with any disruption by pupils.
7. **The management structure**- with effective school combining firm leadership by the head teacher with a decision-making process in which all teachers feel that their views are represented.

Can we imagine a classroom scenerio which enables some teachers to quieten excitement just by arriving at the scene, quell misbehaviour with a glance, make classroom bustle with activity? Yes, at this level of perfection, there may indeed be some extra ingredient of individual charisma” (Smith and Laslett 1999).

But beyond individual charisma, there are certain qualities which a classroom teacher must possess. According to Ayodele, Araromi, Adeyoju and Isiugo-Abanihe (1995), there are three types of leadership style which a teacher can adopt. These are **authoritarian, democratic and laissez-faire** styles. Each of these three leadership quality has its advantages and disadvantages which can enhance or mar teaching and learning process in the classroom.

The **authoritarian** teacher is likened to a **dictator** who forces his authority on others and usually declines to accept contrary opinions. Such a dictator is feared by people but not respected for his or her opinions. It is doubtful if a teacher of this nature will succeed with learners because of the tense atmosphere he is likely to create in the classroom.

The democratic style of teaching is related to a democratic leader who imbibes the spirit of democracy in his leadership role. Such leader involves others in his administrative decision making. A democratic teacher draws useful points from his interaction with pupils, prefects, monitors and others. The democratic teacher is likely to succeed with his students and with his job because of the conducive atmosphere he creates for teaching and learning.

Then comes the *laissez-faire* teacher who allows things to go the way they want to go thereby demonstrating "I don't care" attitude towards teaching and towards his pupils. The *laissez-faire* teacher sees himself or herself as a *passenger* in the system and so he has no concrete plans for achieving improved learning outcomes in the classroom. As far as this manner of teacher is concerned, anything goes, it could be "garbage in garbage out". In fact, the *laissez-faire* teacher accepts advice from every Tom Dick and Harry and dispenses with such advice as soon as new ones come in. And so he quickly loses control of what goes on in the classroom, finding it difficult to control the learners. The *laissez-faire* style of teaching should be seriously discouraged among teachers because it is unproductive just as it is unethical in classroom situation.

Teachers, in order to promote effectiveness, need to ask what manner of teacher they are and the type of atmosphere they create in the classroom. The type of atmosphere that operates in a classroom is largely a product of the teacher.

Classroom atmosphere can be used to refer to the situation of activities taking place within a lesson. The ability of a teacher to manage his or her class is an indication of teacher effectiveness. But what are the indices of classroom management? An effective classroom management, among others, can be described as follows:

1. At the beginning of a lesson, it is imperative that a teacher gets the pupils engaged right from the on-set because if he is pre-occupied with setting up displays, distributing materials or searching for equipment, the pupils are likely to get involved in idle, chatter and other unproductive activities (Smith and Laslett 1999). The initial pupils' destructive activity may not be of great disruptive impact, but it may snowball into a cumulative disorder which ultimately leads to exhortation, reprimand or even disciplinary action by the teacher which may extend to delay in beginning the lesson.
2. It is advisable that the teacher ensures that the classroom is tidy, that materials are available, displayed, arranged and sometimes, necessary instructions or examples are written on the board. In this way, the mental composure of the teacher will be relaxed for self assurance. (Smith & Laslett (1999).
3. Sitting arrangement for pupils in the class is essential to learning. Teachers may

adopt the method of making pupils to sit with their friends in order to promote co-operation or the teacher may take an arbitrary action to disperse suspected areas of potential distraction. But the teacher should have behind his or her mind that a seating arrangement which shows who sits where, obviously enables him (teacher) to learn and use individual names. Although a regrouping may be necessary, the method of "who sits where" may be desirable for the first few lessons to set a fixed pattern and maintain it. (Smith & Laslett (1999).

4. The teacher in the process of teaching, explaining a concept or demonstrating a step should ensure that the pupils pay attention and are not engaged in some distractive activities that are not connected with the main action going on in the class.
5. The position the teacher maintains in the class is also important. A teacher is expected to stand in such a position in the class where the pupils are easily visible to him. Moreover, the teacher who teaches with his back turned to the class, is in a way, encouraging pupils to engage in distractive activities. A teacher is also expected to walk the rows in the class as he teaches in order to attract the attention of the pupils and to improve auditory level of the pupils. This is, however, not saying that a teacher must walk up and down the classroom when it is not necessary.
6. The teacher should ensure that between his active talking or discussion with the class, pupils are kept busy with activities (Ayodele et al 1995). It is believed that when learners are meaningfully engaged, there may be little or no time for distractive action like pranks.
7. Maintenance of decorum in the classroom as advocated, does not imply that pupils should not talk in the class, rather it is proper, if pupils talk or discuss. Such discussion should be related to the issue at hand (i.e the lesson) and sometimes, it must be out of the questions posed by the teacher or initiated by the pupil.
8. While the teacher teaches, he or she should reach out for any misbehaviour from the pupils so that he will be able to nip any problem in the bud. Early solution to such problems goes a long way in arresting a situation which might otherwise go out of control of the teacher (Smith & Laslett 1999). So vigilance is the word.
9. Finally, the next vulnerable time providing opportunity for trouble making is the end of a teaching session. There is need for a teacher to carefully plan the end of his lesson in order to facilitate transition from one lesson to the other. The end of a lesson is crucial because the lasting effect of a pleasant and meaningful learning experience can be lost, and mutually developing relationship between teacher and class can be spoiled if a productive session dissolves into a noisy, chaotic and stressful end. It therefore follows that a teacher considers the two phases of concluding a lesson and dismissing a class (Smith & Laslett 1999).

Preparation and Handling of Instructional materials

The issue of effective classroom management is related to the problem of preparation and handling of instructional materials in the classroom setting. Just as classroom management is geared towards effective teaching and learning process, so also is the application of instructional materials crucial in teacher-student activities in the classroom.

The field experience of some researchers in recent years shows that many teachers have developed the habit of de-emphasising the application of instructional materials in the classroom. This is most common in public schools than private schools, though evidence still exists in private schools where some teachers merely state the use of instructional materials in their lesson notes without matching such statements with action in the classroom teaching. Where some teachers apply the use of instructional materials at all, they do it so haphazardly that one wonders if the teacher realises the vital role instructional materials play in pupils' comprehension. It is not only imperative that teachers make effective use of instructional media, but teachers must at the onset of lesson preparation, think, search and identify the appropriate materials that will aid and help their lessons to be lively, meaningful and concrete to the learners.

The identification and inclusion of instructional materials in the lesson notes should be followed by the issue of availability of the teaching aid, especially where they are not easily available and needed to be purchased or borrowed by the teacher or the school authority. A situation where teachers stay back and paint a gloomy picture of non availability of teaching aids does not augur well for the development of education and the learners. According to Obiawu and Azuibike (1994) a resourceful teacher is:

One who, when faced with a problem, considers different solutions and decides on the most suitable one. In the process of doing this, he considers all possible resources, materials and equipment necessary for solving such problems. A teacher sources for materials which enhance teaching and learning. Such a teacher also remodels imported teaching aids to suit his local environment.

At this juncture, the teacher needs to ask himself, what should I do to improve my classroom teaching? What appropriate instructional materials do I need? There are a host of instructional materials available. But the instructional materials that should readily come to the mind of the teacher among others are computers, televisions, video, projected and non projected instructional media.

Computer in Classroom Teaching

Until very recently, computers as possessions were rare phenomenon in Nigerian schools and homes. But thanks to some private schools, individuals and organisations, computers are becoming common sight around us. As common as computers may look in our midst, some people are yet to realise the wealth of knowledge this

electronic machine holds for the nation's technological and educational advancement. Educators (Abimbade 1997, Ajila 1991, Akanbi 1988) have recognized the enormous potentials for computer based education.

For a teacher to belong to the league of "21st century teachers", he needs to avail himself with the dynamic opportunities offered by the computer. As a result of the emergence of the computer in the classroom, and considering the revolution the computers have come to create in knowledge acquisition, the present day teacher does not need to be told that he must be computer literate and be able to utilize the computer sufficiently in his eagerness to improve education. Researchers (Johnson 1999, Bossy 1992, Wilson 1993) have found that computer enhanced students' achievement more significantly than the conventional method of instruction.

Computer at the instructional level in the classrooms and at home provides opportunities for learners to learn virtually all school subjects. Some of these subjects, like English Language, Mathematics, Biology and a host of other subjects are in the form of self-learning programmes. A teacher is expected to identify educational programmes which may help him or her achieve desired objectives in the class. In addition, the computer also offers opportunities for browsing the internet, e-mailing and a host of other activities. It is not beyond the scope of a classroom teacher to browse the internet for educational information to enrich his knowledge and improve his classroom performance.

Teachers are advised to compliment their teaching with some of the available computer educational programmers. It is however, to be noted that the computer has not come to replace the teacher, rather, the teacher and the computer are partners in progress (or if you like, are co-labourers in the "vine-yard" of education). So, the teachers are encouraged to welcome and explore the computer for inclusion in planning and executing their lessons. Some of the lessons in computers are packaged in such a way that the learning instructions advance at the learners' own learning speed. It continually informs the learners the progress he makes at tackling instructional tasks.

Television and Radio

Television and Radio have been around for centuries, but it is an irony that teachers are not making effective use of these media. Rather, a number of teachers and educators devote more time watching "home videos" than finding out what educational video programme or radio programme could benefit them and the learners. Ortis (1990) and Goldman (1990) subscribe to the dynamic impact of video tape instruction to learning. Also Ososana (1987) found video tape instruction contributing significantly to students' attitude more than the conventional method of teaching. There are some educational video tapes and audio tapes which could enhance teaching and learning in the classroom. Some of these tapes are available in reputable bookshops and libraries.

Apart from the use of computers and television, there are other instructional aids which give the learner a sense of meaningful, accurate or mechanical representation of real life experience in the classroom. But it is disheartening that some teachers

have relegated to the background, the use of such teaching aids. Some of the instructional aids are referred to as non-projected visual media. Non projected in the sense that they appeal to the sense of sight and do not require electricity or light for their use.

Among such non-projected teaching aids are pictorial materials which include graphics, charts, maps, posters, relia, specimens, globes, puppets, mock-up etc. Before using these materials, the teachers require at the beginning, to specify the objectives or purpose for using them. It is important that teachers realise that instructional aids of this nature are not used for the mere fact of using them. So the purpose of using the materials should be clearly stated, and such purpose may be to teach simple facts, identification of tasks, concepts or procedures. The application of teaching aids could generate questions from the student or the teacher, and this could lead to meaningful discussion in the classroom. The teacher must be highly motivated, well-organised and fully committed to the use of instructional materials (Akanbi 1988).

Projected instructional media are materials which require the use of light or electricity and they appeal to the sense of sight and hearing. Some material in this group include: Slides, Filmstrips, Transparencies, Microfilms, T.V. films. The use of these materials are also based on predetermined specific instructional objectives and detail analysis. It is presently agreed that a teacher may not be able to handle some of these projected materials. But it is advisable that as the teacher plans his lesson, he consults the relevant body (i.e. school authority) for detailed discussion on the provision and handling of such materials when necessary. The use of such instructional media however demands an advance visit to the class or hall where usage is to be carried out. Such advance visit will enable the user to know the possible problems which the venue might present in terms of adequacy of the place, availability of electricity, plugs etc.

A preview of the projected material is also necessary because, it is during such session that questions and key points or details which the learner may pay serious attention to are resolved.

In conclusion, if desired objectives in teaching and learning process must be attained, instructional aids must be seen as a necessity in the classroom.

References

- Abimbade, A. (1997): Principles and Practice of Educational Technolog, International Publishers Limited, Ibadan.
- Ajila, P. K (1991) Introduction to Educational Technology. International Publishing Ltd. 25 Isiaka Street, Iasamaja, Mushin Lagos.
- Akanbi, K. (1988) Fundamentals of Educational Technology. Y-Book, a division of Associate Book makers (Nig) Ltd.
- Ayodele, S.O. Araromi, M.A., Adeyoji C.A and Isiugo – Abanihe (1995) Method of Classroom Teaching, Educational Research and Study Group Publication, Institute of Education, University of Ibadan.
- Bossey, A. A.(1992): Conventional and Computer Directed Instruction of Study of Mathematics Skills in College Students". Unpublished Ed. Thesis, University of

Texas.

- Goldman, E. B (1990) Using Hyper Media to Improve the Presentation of Elementary Teachers. *Journal of Teacher Education*, 41 (3)
- Hopkins, C.D and Antes, R.L. (1990) Classroom Measurement and Evaluation. Peacock Publishers, Inc. ITASCA ILLINOIS.
- Johnson B. A (1999): Effects of Computer-Assisted-Instruction on the Academic Achievement of Students in Accounting Level, *Dissertation Abstracts International* 20(2) 341-345.
- Obiawu, E.A and Azubike (1994) Educational Technology Media: Characteristics and Utilization. Nuel Centi (Nig) Publishers. P.O. Box 3. Ezi Abba-Abba Akwa Capital Territory, Nigeria.
- Ortiz, F. L (1990) Standard Teacher's Training Teaching English As A Second Language. *Teacher Education Quarterly*. 17
- Osasona L. S (1987): "The Effect of Video Tape recording (VTR) Presentation on Student Teachers Attitude and Achievement in Selected Teacher Training Colleges in Oyo State". An Unpublished Ph.D Thesis, university of Ibadan.
- Reynolds, D. (1994) Effectiveness and quality in Education in Ribbins and Burrige (Eds) Improving Education, Promoting quality in schools British library cataloguing-in-publication Data Wellington House 125 Strand London.
- Rutter, M., Maughan, B., Mortimore P. and Ouston J. (1979) Fifteen Thousand: Secondary Schools and their Effects on Children, London: Open Books.
- Smith, C.J and Laslette, R. (1999) Effective Classroom Management. Rouledge 11, New Fetter Lane, London ECAP 4EE.
- Wilson, P. (1993): "An Individual Self-Study System in Numerical Mathematics Course Based on Education Software" *International Mathematic: Education in Science And Technology*, 26(1) 5-10.