Strategies Adopted by Library and Information Science Educators for Effective Lecture Room Management in Library Schools in Benue State

Manasseh Tyungu SAMBCLN
Department of Library and Information Science,Benue State Polytechnic, Ugbokolo
sambemanasseh@yahoo.com

Dr. Nathaniel Agbo OCHE CLN
Polytechnic Librarian, Benue State Polytechnic Library, Ugbokolo
nathanieloche@gmail.com

Abstract

This study was conducted to investigate the strategies adopted by library and information science educators (lecturers) for effective lecture room management in library schools in Benue State. The study adopted descriptive survey research design. The area of study is Benue State. The study was guided by three objectives and three research questions. Stratified random sampling was used to draw a sample of twenty (20) lecturers across the library schools in Benue State. Data was collected from respondents through structured questionnaire. Twenty copies of questionnaire containing twenty seven items were administered to library and information science lecturers with a return rate of 100%. Data collected was analyzed using frequencies and mean. Challenges for effective lecture room management in library schools in Benue State include training and retraining of LISEs on the importance of lecture room management.It is recommended that lecturers should seek to adopt other factors such as use of projectors and public address systems to be able to manage the classroom or lecture room and that training and retraining of LISEs on the importance of lecture room management should be implemented as well as lecturers encouragement to try new approaches or methods of lecture room management among others.

Corresponding Author: *Manasseh Tyungu SAMB, Department of Library and Information Science, Benue State Polytechnic, Ugbokolo, Email:* sambemanasseh@yahoo.com

Introduction

Library and information science is one of the fundamental disciplines of knowledge. It is the study of theories, principles and the application of Information and Communication Technology (ICT) to the practice of information selection, provision, organization, storage, management, dissemination and use. It is concerned with the education of people to be future practicing librarians as well as teaching librarians. Library and information science is an old discipline that is not all that pronounced particularly in Nigeria. This is because its development and education was not given adequate attention even though schools and research institutes were in existence. Until modern libraries that were first instituted in the second half of the 20th century as a result of the institution of research institutes such as International Institute of Tropical Agriculture (IITA) that their libraries were faced with staffing challenges leading to the need for library education. Ojo-igbinoba (1995) justified the reasons for the growing needs to promote library education in Nigeria as the demand for trained and professional librarians, libraries with large buildings and growing collections which required expert management and the increase in world population and literacy required more libraries and qualified librarians to man them. These underscore the institution of the first library school in tertiary institutions in Nigeria for the education and training of indigenous professional librarians and para-professional. Today, library and information science is taught in 25 approved/accredited Nigerian universities, 14 polytechnics.

Library and Information Science Educator is a teaching staff in schools of librarianship or library and information service centre particularly in tertiary institution setting. LISEs are group of persons that have common characteristics such as teaching, research, conducting and attending conferences/workshops and publishing. Myburgh (2003) acknowledged that an educator in LIS is engaged in preparing people for a career in the field. This requires a concern with the wider social context within which these careers will unfold over time. Wright, Horn and Sanders (1997) reported that the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that one can do much about. This could also mean that the most important factor affecting student learning of library and information

science is the lecturer's ability to properly coordinate and control the activities of the class. Consequently, Marzano, Marzano and Pickering (2014) asserted that effective teaching and learning cannot take place in a poorly managed classroom.

Lecture room management is the creation and maintenance of designated rooms in order to enhance students learning for high productivity. Referring to it as classroom management, Taylor and Franklin (2009) defined it as the process by which teachers create and maintain an environment in the classroom that allows students the best opportunity to learn. Lovingood (2014) maintained that classroom management involves training teachers to use discipline, positive reinforcement, good planning and organization, and overall effectiveness in the classroom. It is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students (Taylor and Franklin, 2009). Consequently, Tylor and Franklin (2009) identified reasons for lecture room management to include excessive talking during instruction, getting out of seat without permission, throwing objects across the room, sleeping during classroom instruction and disrespect to the teacher. To curb these issues, lecturers of library and information science in library schools in the state may adopt different strategies to ensure that lecture rooms are effectively managed.

Adoption simply refers to as lecturer's decision to accept and implement constructive ideas and plans to control students' behavior towards learning of library and information science in tertiary institutions so as to achieve their academic objectives, on the one hand; on the other hand, Hornby (2000) described strategy as a plan that is intended to achieve a particular purpose. Strategies are the ideas, plans or different ways or methods employed by lecturers in a bid to resolve issues affecting library and information science lecturers in delivering their lectures or student learning while in lecture room (manage their class while lecturing library and information science in library schools in Benue State). It is in view of this suggestion that strategies adopted by library and information science lecturers for effective lecture room management (ECM) in tertiary institutions in Benue State becomes researchable.

Statement of the Problem

Lecture room management is very important in the life of the lecturers and the student. It enables the lecturer to effectively and efficiently perform his job. It also helps in determining success and or the failure of students' achievement. Therefore, if lecture rooms are poorly managed by lecturers in general and library and information science educators in particular, poor academic achievement will be recorded among students.

Consequently, it has been observed that a good number of library and information science educators in library schools in the state are training and retraining students at various levels in an environment that is characterized by students over population, late attendance to lectures, disobedience and disorderliness, lack of cooperation and defying lecturers' instruction among others. This by the researchers' observation is causing difficulty in the management of lecture room in the study area for the fear of the unknown. In spite of this, no empirical investigation has been conducted to suggest strategies for effective lecture room management in library schools in the area to the best of the researchers' knowledge. It is based on this that this study becomes pertinent.

Research Questions

The following research questions guided the study

1.   What are the factors that affect library and information science lecturers' ability to manage lecture room in library schools in Benue State?

2.   What are the factors affecting effective lecture room management by library and information science lecturers in library schools in Benue State?

3.   What lecture room management strategies are adopted by library and information science educators for effective lecture room management in library schools in Benue State?

Literature Review

A lecture room (classroom) is a room specifically designed and equipped for training and retraining students or a room where students are taught theories

and practice of librarianship. Lecture rooms therefore are rooms, halls, or theatres where training and retraining as well as learning of librarianship takes place. Lecture room management is described as the ability and the way through which lecturers deliver the curriculum, as well as the environment in which students will learn. Referring to it as classroom management, Marzano, Marzano and Pickering (2014) observed that a well-managed classroom provides an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. This means a great deal of effort is required to create and manage it and the person who is chiefly responsible for the creation and management of lecture rooms is the lecturer. Lecturers are those who are vested with the responsibility of training and retraining manpower in various subjects such as library and information science. Effective library and information science educators make wise choices about the most effective instructional strategies to employ, design classroom curriculum to facilitate student learning, and make effective use of lecture room management techniques.

A well managed classroom enhances students learning achievement. Effective lecturers tend to encourage students progress irrespective of their level of skills or potential while in the lecture. According to Lovingood (2014) better behavior among students is one effect of good classroom management. The author continues that students show fewer disruptive behaviors in classrooms that are effectively managed. Consequently, Tylor and Franklin (2009) assert that lecturers or teachers are faced with classroom issues such as excessive talking during instruction, getting out of seat without permission, throwing objects across the room, sleeping during classroom instruction and disrespect to the teacher. Buch (2018) revealed that teacher's attitude and instructional material utilization had a role to play in pupils learning motivation and these factors play a very important role in the teacher's ability to manage the class.Buch (2018) revealed that teacher's attitude and instructional material utilization had a role to play in pupils learning motivation and these factors play a very important in teacher's ability to manage the class. Iwu and Iwu (2013) revealed that high numbers of enrolment put pressure on meagre school facilities, while heads of schools, teachers and pupils were affected by a general lack of facilities. Atia,

Bahar, Hadia and Moghal (2019) added that teaching and learning roles in the classroom, time management in a lesson, classroom power and how pair and group work are managed in the classroom influenced classroom management.Brown (2019) revealed that lack of leadership and management support as well as classroom management skills are factors that contributed to disorganization in the classroom.

Studies have shown that a good number of students talk excessively during classroom instruction or teaching. According toCanter, Zondi, Marais and Meierin Brown (2019)teachers often spend more time managing learners' behavior than teaching content.Teachers according to Curwin and Mendler (2008) have little to lose when trying unconventional strategies, but they often fear administrative nonsupport or disapproval. Most teachers feel that school administrators will not support most of their plans that are not punitive. This is because most school administrators do not ask teachers to share their ideas with them in advance and this affects effective classroom management in schools. Lesson Plan Incorporated (LPI) (2007) identified the most important lecture room or classroom management strategy as keeping every student on task which could be done through good curriculum. *According to Sarıçoban and Sakızlı (2006)* it is clear that a detailed analysis of the factors that affect successful classroom management and adequate teacher training on how to cope with them will make unmanageable classrooms manageable which will immediately result in effective teaching and learning process. Brown (2019) recommends that leadership in schools embrace a whole school development approach in order to improve classroom management. Iwu and Iwu (2013) insist that provision of adequate and qualified teachers must be a conscious programme of both government and heads of schools because the successful administration of primary schools is possible with qualified and dedicated teachers, well equipped primary schools, expansion of schools to accommodate the increasing enrolment of pupils and a co-operative community incorporating parents of pupils. Similarly, Lavin, Korte and Davies (2014) suggested adding technology in courses where it is not currently used is likely to have a positive impact on student perceptions of the instructor and on student behavior.

Methodology

This study adopted descriptive survey research design. The area of study is Benue State. The population of the study is 20 lecturers. This is categorized as Benue State University library School Makurdi 12 lecturers and Benue State Polytechnic Library School, Ugbokolo 8 lecturers. A total of 20 library and information science educators were used as the sample of the study. The instrument for data collection for this study was questionnaire. The instrument which was titled ***"Effective Lecture Room Management Strategies Questionnaire" (ELRMSQ)***was validated by two lecturers in the library schools for the purpose of clarity, adequacy and relevance of the questionnaire items. Data collected was analyzed using frequencies and mean. The researchers considered any mean of 2.50 and above as accepted and used for the study while any mean below 2.50 was rejected and not used.

Results

The results of the analysis of data obtained from administration of research instrument was summarized and presented below. The data were analyzed based on the research questions that guided the study. A total of twenty (20) copies of instrument were administered out of which 20 representing 100% were filled and returned and were found usable for the study.

Table 1: Responses on Factors Affecting LIS Educators' Ability to Manage the Classroom

S/N	Factors	SA	A	D	SD	$\bar{X}$	Remark
1	Abusing or challenging of students in the lecture room	11	7	2	0	3.45	Agree
2	Lecturers appearance in the lecture or class	8	10	2	0	3.30	Agree
3	Lack of patience from LIS educators	2	15	0	3	2.80	Agree
4	Hot temperament of LIS educators	7	4	4	5	2.65	Agree
5	Lack of audibility from lecturers	5	5	8	2	2.65	Agree
6	Lecturers lateness to lecture	4	10	0	6	2.60	Agree
7	Inadequate knowledge of the subject matter	3	7	8	2	2.55	Agree

Results in table 1 show mean ratings on the factors that contribute to lecturers' ability to manage the lecture room in library schools in Benue State. Data presented in the above table revealed that respondents agreed with all the items presented with a mean of 3.45, 3.30. 2.80, 2.65, 2.65, 2.60 and 2.55

Table 2: Library and Information Science Educators' Responses on the Challenges Facing Lecture Room Management in Benue State University Makurdi

S/N	Challenges	SA	A	D	SD	$\bar{X}$	Remark
1	Lack of lecturers' encouragement to try new approaches	13	5	2	0	3.55	Agree
2	Lack of cooperation among lecturers and from parents	10	4	6	0	3.40	Agree
3	Lack of adoption of classroom consequences to correct students wrong behavior	11	2	7	0	3.20	Agree
4	Lack of classroom seating chart	7	12	0	0	3.15	Agree
5	Lack of school administrative support	4	9	7	0	2.85	Agree
6	Lack of modern facilities such as ICTs in the lecture room	4	9	5	2	2.75	Agree
7	Lecturers' ignorance on the importance of classroom management	5	5	10	0	2.75	Agree
8	Lecturers' common belief that administrators aren't tough enough	0	15	2	3	2.60	Agree
9	Lack of increase participation through collaborative lecturing and group projects	3	7	9	1	2.55	Agree
10	Intoleranceto cultural heritage	3	0	7	10	1.80	Disagree

Table 2 above shows the mean rating scores on the challenges facing library and information science educators' lecture room (classroom management) in library schools in Benue State. Data presented above shows a mean score of 3.55 indicating that majority of respondents have agreed that lack of lecturers' encouragement to try new approaches is a major challenge of classroom management in library schools in Benue State while intolerance to cultural heritage has been disagreed by respondents as one of the challenges facing LISEs lecture room management in the schools under study.

Table 3: Library and Information Science Educators' Responses on Lecture Room Management Strategies Adopted

S/N	Strategies	SA	A	D	SD	$\bar{X}$	Remark
1	Training and retraining be given to lecturers on the importance of classroom management	15	4	1	0	3.70	Agree
2	Self discipline by the lecturers for students to emulate	11	8	0	1	3.45	Agree
3	Lecture room consequences should be used to correct students wrong behavior	11	7	0	2	3.35	Agree
4	Lecturers respect to school rules and regulations	9	6	5	0	3.20	Agree
5	Lecturers should be encouraged to try new approaches	8	6	4	2	3.00	Agree
6	Punctuality to school and lectures	4	10	6	0	2.90	Agree
7	Lecturers should be conscious of their time while in the lecture room	3	12	0	5	2.65	Agree
8	There should be increase participation in collaborative lecturing and group projects	3	7	9	1	2.55	Agree
9	Lecturers should be able to express themselves while in the lecture room	0	7	10	3	2.20	Disagree
10	Creation of an enabling environment with respect to lecturing and learning	0	0	7	13	1.35	Disagree

From table 3, it can be deduced that the mean rating scales of items 1-5 are above the average mean of 2.50 meaning that respondents have agreed with all the items presented as strategies adopted by Library and Information Science Educators (LISE) for effective lecture room management in library schools in Benue State. However, item 9 and 10 in the table representing lecturers' ability to express themselves while in the lecture room and creation of an enabling environment with respect to lecturing and learning with 2.20 and 1.35 was rejected as strategies adopted by LISE for effective lecture room management in the areas.

Discussion of Results

The results of this study were discussed based on the three research questions that guided the study. In search of factors that contribute to lecturers' ability to manage the lecture room in library schools in Benue State, the study found out that abusing or challenging of students while in the lecture room was the major factor that contributed to lecturers' ability to manage the lecture room in library schools in Benue State. Other factors include lecturers' appearance in the lecture or classroom, lack of patience from LIS educators, hot temperament,

and lateness to lecture as well as inadequate knowledge of the subject matter. This also contend with Buch (2018) who revealed that teacher's attitude and instructional material utilization had a role to play in pupils learning motivation and these factors play a very important role in teacher's ability to manage the class as well as Tylor and Franklin (2009) who reported that teachers were faced with classroom issues such as excessive talking during instruction, getting out of seat without permission, throwing objects across the room, sleeping during classroom instruction and disrespect to the teacher.

Lecture room management is affected in many ways. The study in search of the challenges identified the major challenge facing library and information science educators' lecture room (classroom) management in library schools in Benue State as lack of lecturers' encouragement to try new approaches. This is attributed to lack of cooperation among lecturers and from parents, lack of adoption of lecture room consequences to correct students wrong behavior, lack of classroom seating chart, lack of school administrative support, lack of modern facilities such as ICTs in the lecture room, lecturers'ignorance on the importance of classroom management, lecturers' common belief that administrators weren't tough enough and lack of increased participation using collaborative lecturing methods and group projects. This finding was in line with Taylor and Franklin (2009) who asserted that it was very important to the teacher when he or she felt that they had the support of the school administrator.

In a bid to find strategies for enhanced lecture room management in library schools in Benue State, the study revealed that the major strategy adopted by Library and Information Science Educators (LISE) for effective lecture room management in library schools in Benue State was training and retraining of lecturers on the importance of lecture room management. This was followed by lecturers' self discipline for students to emulate, use of lecture room consequences by lecturers to correct students' wrong behavior and lecturers' respect to school rules and regulations. Others include lecturers' ability and encouragement to try new approaches, lecturers' punctuality to school and lectures, lecturers' consciousness of their time while in the lecture room and increased participation in collaborative lecturing and group projects. This is similar with Curwin and Mendler (2008) who identified several ways

administrators can help support teachers with students who were chronically disruptive as to continue to involve the parents of chronically misbehaving students, encourage teachers to try new approaches and address teachers' common belief that administrators aren't tough enough.

Conclusion

One of the ways of capturing the minds of learners or students is the lecturer's ability to control or take charge of the lecture and the lecture room. The only way this could be achieved is through identification of factors that will contribute to lecturers' ability to manage the lecture and the challenges facing lecture room management. It is therefore imperative to conclude that a number of factors such as abusing or challenging of students while in the lecture room among others contributed to LISE's ability to manage the lecture room while delivering lectures.

Recommendation

Based on the findings of the study, the following recommendations were made

1.   Lecturers should seek to adopt other factors such as use of projectors and public address systems to be able to manage the classroom or lecture room

2.   Training and retraining of LISEs on the importance of lecture room management should be implemented

3.   Lecturers should be encouraged to try new approaches or methods of lecture room management

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