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Elizabeth N. Ebizie Ph.D

Obiageli C. Njoku Ph.D

Charles A. Oraelosi Ph.D

Mkpoikanke S. Otu Ph.D
mkpoikanke.otu@unn.edu.ng

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INVESTIGATING THE ROLE OF TEACHER-LIBRARIANS IN CLASSROOM INSTRUCTIONAL MANAGEMENT IN ENUGU STATE, NIGERIA

Elizabeth N. Ebizie, Obiageli C. Njoku, Charles A. Oraelosi* and Mkpoinanke Otu

Department of Educational Foundations, University of Nigeria, Nsukka

Correspondence: Charles A. Oraelosi*; charles.oraelosi@unn.edu.ng
Department of Educational Foundations,
University of Nigeria, Nsukka

Abstract

This study was carried out to investigate the role of teacher-librarians in classroom instructional management in Enugu State, Nigeria. The descriptive survey design was adopted for the study. The sample size of the study is 1,196 teachers. The instrument used for data collection was the Classroom Management Instructional Skills for Teaching Questionnaire (CMISTQ). The reliability of the instrument was 0.79. The data collected in the study were analyzed using mean and standard deviation. The findings of the study show that the role of teacher-librarians in classroom instructional management include: working with other staff to ensure information literacy outcomes are a major school focus; being involved in curriculum planning and school curriculum committees; raising staff awareness of the need for pupils to acquire information skills and of the importance of resource-based learning in developing these skills; promoting the use of the information process as a framework for the development of information skills and as the basis for systematic monitoring of pupils' development as information users; among others. Based on the findings, the researchers recommended that teacher-librarians should be given ample opportunity to participate in classroom instructional planning and management.

Keywords: Teacher-Librarians, Classroom Instructional management, Enugu State, Nigeria

Introduction

One of the imperative factors in the teaching is the environment where learning should take place. It is the duty of the teacher to create a classroom environment that will foster the educational development of pupils. Teacher-librarians as a key component have a powerful impact on the classroom environment, because they are those that perform the teaching and library act, put into place the end effects of so many policies, interpret these policies, and always along with pupils during classroom activities. This is true because a qualified teacher-librarian is a competent person

who holds recognized teaching qualifications and qualifications in librarianship. Within the broad fields of education and librarianship, teacher-librarians are uniquely qualified. This is valuable because curriculum knowledge and pedagogy are combined with library and information management knowledge and skills (Australian Library and Information Association, 2022).

Thus, teacher-librarians can support and implement the instructional development vision of their school communities through advocating and building effective library and information services and programmes that contribute to the development of lifelong learners. In developing classroom instructional skills, teacher-librarians may serve as leaders, specialists and information managers to their schools and institutions. Classroom management instructional skill is a key to teacher success in the process of teaching (Dyal, et al, 2012). Primary school teacher-librarians cannot achieve much without good classroom management instructional skills. Edith Cowan University et al (2016), defined classroom management instructional skills as the action and skills teacher-librarians take to create an environment that supports and facilitates both academic and socio-emotional learning. It implies that teacher's concern should not only be for the sight of the classroom but also for the health of all pupils. According to Sieberer-Nagler et al (2015), classroom management instructional skills refer to the actions taken by teacher-librarians to create and maintain a learning environment that is conducive for successful instruction. Based on these definitions, classroom management instructional skills include arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and engaging in activities. Henley (2010), identifies classroom management instructional skills as the "essential teaching skill" and suggests effective teacher-librarians minimize misbehaviours to reduce interruptions and create learning environments that allow for pupils' intellectual and emotional growth. Henley takes a very restorative approach to classroom management

instructional skill, using more time in the classroom to teach discipline and therefore facilitating activities that enable pupils' self-control. He believes that in doing this, a teacher is less likely to spend time dealing with misbehavior, and more time on meaningful academic instruction and learning. In other words, effective classroom management over time leads to greater pupil's growth in areas that are used to judge teacher effectiveness. Classroom management instructional skills in this study are seen as the procedures, strategies and instructional techniques primary school teacher-librarians use to manage pupils behaviour and learning activities to improve teaching and learning processes.

Whilst strong classroom organization and behaviour management skills are critical for education, using methods that produce and increase constructive interactions will result in more successful classroom environments for both teacher-librarians and pupils (Oliver & Reschly, 2010). Effective classroom management instructional skills are designed to create positive learning environments by building in positive supports that prevent challenging classroom behaviour prior to the implementation of more reactive behavioural approaches. "Classroom management instructional skill is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience".

Effective classroom management instructional skill creates an environment that is conducive to teaching while the ineffective classroom management instructional skill often creates chaos. If primary school teacher-librarians do not have the ability to manage their classrooms, then the ability to provide effective teaching instruction becomes problematic. The primary school teacher therefore needs the classroom management skills to be able to organize pupils for improved instruction. Besides, good classroom management instructional skills help the teacher set up

teaching environment that will motivate both the teacher and the pupils for improved teaching in primary schools. So, to bring about effective management of the classroom, the primary school teacher needs motivational instructional skills in order to make classroom activities active and interesting.

1.1 Research Questions

What are the mean responses of male and female teacher-librarians on the classroom management instructional skills needed for improving teaching?

1.2 Hypothesis

There is no significant difference in the mean rating of male and female teacher-librarians on the classroom management instructional skills needed for improved teaching.

Methods and Materials

The study was carried out in Enugu State. Enugu State is one of the states in South East Nigeria. The sample for the study was 1196 which consists of 579 male and 617 female primary school teacher-librarians drawn through multistage sampling technique. The instrument for data collection was a questionnaire titled Classroom Management Instructional Skill for Teaching Questionnaire (CMISTQ). The questionnaire consists of two sections. Section A and Section B. Section A comprised information regarding the personal data of primary school teacher-librarians such as gender, location and education zone. Section B contained items built in four clusters, A, B, C and D. A four-point rating scale was provided for the respondents to indicate the strength of their opinion as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 Strongly Disagree (SD) = 1 for the clusters addressed classroom management instructional skills for improving teaching.

The instrument was subjected to face validation by three experts in the University of Nigeria, Nsukka. To determine the internal consistency of the instrument, trial testing of the instrument was carried out in Awka Education Authority of Anambra State using 30 respondents (teacher-librarians) in public primary schools. The choice was because they share the same type of environment with Enugu State. This trial testing was to enable the researcher determine the internal consistency reliability estimate of the instrument using Cronbach Alpha Statistic. The analysis of data yielded Alpha co-efficient estimate values of 0.79. This high co-efficient estimate value reveals that the instrument is reliable to be used for the study.

The researchers analyzed the data collected using mean and standard deviation in order to determine the degree to which each questionnaire items was agreed to. In taking a decision in each of the research questions, mean scores of 2.50 and above on the four-point rating scale was considered acceptance, while those below 2.50 was regarded as rejection. The t-test statistics was employed to test the null hypotheses at 0.05 level of significance.

Results

Table 1: Mean responses of male and female teacher-librarians on the classroom management instructional skills needed for improved teaching (N=1196).

S/N	ITEMS Teacher-librarians:	MALES			FEMALES		
		\bar{x}	SD	RMK	\bar{x}	SD	RMK
1.	work with other staff to ensure information literacy outcomes are a major school focus;	3.30	0.65	Agree	3.65	0.69	Agree
2.	are involved in curriculum planning and school curriculum committees;	2.79	0.81	Agree	3.53	0.72	Agree
3.	raise staff awareness of the need for pupils to acquire information skills and of the importance of resource-based learning in developing these skills;	1.63	0.78	Disagree	1.49	0.77	Disagree

4.	promote the use of the information process as a framework for the development of information skills and as the basis for systematic monitoring of pupils' development as information users;	1.54	0.66	Disagree	1.08	0.71	Disagree
5.	plan, teach and evaluate collaboratively with teachers to ensure the effective integration of information resources and technologies into pupil learning;	3.50	0.63	Agree	3.42	0.77	Agree
6.	develop information systems and services responsive to pupil and teacher needs;	2.42	0.98	Disagree	1.22	0.77	Disagree
7.	ensure that the day-to-day administration of the school information centre is efficient and that systems, resources and equipment are well maintained;	2.97	0.83	Agree	3.39	0.78	Agree
8.	develop budget estimates to ensure that teaching and learning requirements are met;	2.46	0.92	Agree	3.40	0.78	Agree
9.	provide access to information resources through efficient and well-guided systems for organising, retrieving and circulating resources;	3.01	0.98	Agree	3.43	0.78	Agree
10.	provide training and assistance to pupils and staff in the effective use of these systems;	2.75	0.98	Agree	3.39	0.77	Agree
11.	interpret information systems and technologies for pupils and teachers in the context of curriculum programs;	2.88	0.97	Agree	3.27	0.95	Agree
12.	provide specialist assistance to pupils using technology and information resources in and beyond the school and for independent research;	2.54	0.66	Agree	3.26	1.01	Agree
13.	provide specialist assistance to pupils using the school information service facility for independent reading, viewing and listening.	1.50	0.63	Disagree	1.45	0.95	Disagree
14.	develop and implement strategies for evaluating the resource collection and for determining curriculum and pupil needs within the context of identified school priorities;	3.48	0.74	Agree	3.44	0.41	Agree
15.	develop policies, procedures and criteria for selecting resources which meet curriculum, informational and pupil recreational needs;	3.35	0.88	Agree	3.27	0.95	Agree

Data on Table 1 above, the role male and female teacher-librarians in classroom management instructional skills needed for improved teaching in Enugu State. From the analysis, the male and female teacher-librarians in Enugu State both agreed in the same items on classroom instructional skills needs of teacher-librarians for improved teaching. They also disagreed in the same items on classroom management instructional skill of teacher-librarians for improved teaching.

Table 2: Independent t-test Analysis of male and female teacher-librarians on the classroom management instructional skills needed for improved teaching (N-1196)

Gender	N	\bar{X}	SD	Df	t-cal	Sig-t	Remark
Male	579	3.39	.48	1194	0.00	.064	Not significant
Female	617	3.44	.41				

From Table 2, the calculated t- value at 1194 degree of freedom and 0.05 level of significance is 0.00. Since the calculated value of $t = 0.00$ and is significant at 0.06; the value is also not significant at 0.05. This is because 0.06 is greater than 0.05 ($P=0.00$; $P >0.05$). Therefore, the hypothesis was not rejected. Hence, there is no significant difference in the mean ratings of male and female teacher-librarians on the classroom management instructional skills needed for improved teaching in primary schools in Enugu State.

Discussion

The findings of the study show that the role of teacher-librarians in classroom instructional management include: working with other staff to ensure information literacy outcomes are a major school focus; being involved in curriculum planning and school curriculum committees; raising staff awareness of the need for pupils to acquire information skills and of the importance of resource-based learning in developing these skills; promoting the use of the information process as a framework for the development of information skills and as the basis for systematic monitoring of pupils' development as information users; providing specialist assistance to pupils using the school information service facility for independent reading, viewing and listening; developing and implementing strategies for evaluating the resource collection and for determining curriculum and pupil needs within the context of identified school priorities ;among others. Findings support Australian School Library Association's (2022) submission on who a teacher-librarian is.

This result agreed with the assertion of Okorie (2012) about classroom instructional management. Similarly, the findings agreed that effective classroom management is required for effective teaching and learning. It is also in line with the contention of Osakwe (2014) that teacher-librarians' instructional skills improvement through in-service training is a procedure for dealing with classroom management problems. The finding also corroborates El-Yakub (2013) who highlighted different strategies of learner centered classroom management such as: organizing classroom and supplies, establishing classroom norms and expectations, pestering pupils' accountability planning and conducting instructions, managing problem behaviour and maintaining appropriate pupils' behaviour. Part of the classroom management skills listed by El-Yakub is related to the identified classroom management skills in the present study.

From the findings, it is obvious that the agreement of the teacher-librarians on the identified classroom management is not surprising. This is because all the classroom management skills are needful for teacher-librarians in improved teaching in primary schools. For instance, every teacher with positive classroom management skill will need a quiet classroom to deliver lessons that are comprehensive to the pupils. To achieve this, such teacher has to instruct to be always quiet in class. Similarly, all teacher-librarians require pupils' attentiveness in order to deliver lessons that are effective.

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