

Roles of Instructional Media in Classroom for Promoting Tolerance in Cultural Diverse Society In Nigeria

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Article DOI: 10.48028/iiprds/ijrssmt.v8.i2.01

Abstract

The study evaluates the role of instructional media in classroom for promoting tolerance in cultural diverse society in Nigeria. The study employed descriptive survey research design where questionnaires were used to acquire necessary data for the research work. Population comprises of all secondary schools in Ife Central Local Government area of Osun State. Simple random sampling technique was used to select ten (10) secondary schools in Ife Central Local Government area of Osun State. Fifteen (15) students were randomly selected from each of the chosen school to make a total of one hundred and fifty (150) as sample for the study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected were analyzed using simple percentage, mean and standard deviation statistical tool. The research findings concluded that instructional media are vital in the teaching/ learning process. Instructional media in schools is important for promoting tolerance and activities that allow students to engage in/observe pro-social behaviour, helping others who might belong to a different social group and have the potential to help young people become active and responsible citizens. It is therefore recommended that both students and teachers should perceived instructional media as vital in the teaching-learning process, school administrators should ensure good supply of various media resources and teachers' training on how to use the media resources effectively.

Keywords: *Cultural Diverse, Instructional Media, Classroom, Tolerance, Society.*

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Background to the Study

Instructional Media is one of the important variables that enable teaching and learning process to sail successfully. Thus, students' learning outcomes are highly influenced by its use as revealed by Wambui (2013), who supported that, availability and adequacy of Instructional Media contribute in developing students' participation as it exposes learners to the real world of learning as well as building understanding and retention because when things are seen, they are more remembered than when they are simply heard. In the similar vein, Ngussa (2015), argued that the use of instructional resources that are related to the basic content of a lesson helps learners to understand a particular lesson.

The use of various instructional media makes the learning process more effective because it builds greater understanding, reinforcement and retention of the subject matter (Ayot, in Ngussa, 2015). In the same perspective, Wales in Wambui, (2013), argued that the use of instructional material not only makes discovered facts glue firmly in the memory of learners but also makes learners participate in lessons and motivate them to repeat the activity during their free time. Naz and Akbar (2010), further argued that instructional media have many advantages in terms of repeatability, transportability and increased equity access. Furthermore, Instructional Media assist teachers to transmit the knowledge in an impressive way making learning more effective and interesting as they help learners in greater acquisition of knowledge. They also help to draw student's attention and improve classroom discipline (Reeves, 2008).

The formal education system provides society with a unique opportunity through instructional media to address issues such as tolerance, rights and responsibilities, respect for diversity and civic responsibility in an educational setting. It enables professional educators such as teachers to address students' knowledge, values, attitudes, behaviours and competences (Hargreaves, 2008). Due to a variety of reasons, most efforts to curtail prejudice and promote respect for diversity in schools tend to be temporary, and generally involve specific prevention mechanisms and remedies used to address certain immediate issues perceived as problems. Among the reasons for the lack of sustainable interventions are failure to identify structural causes; lack of resources, knowledge and skills to address such issues; defining education in school exclusively in academic terms and parental resistance among others. While specific measures can be effective in the short term, they rarely translate into the kinds of structural and school culture change that can create a space where all students and teachers feel accepted and safe, where their backgrounds become a lasting source of information for the school, and where conflicts are dealt with in effective ways in the medium- and long-term (Hargreaves, 2008).

It is widely acknowledged that schools through instructional media have the potential to help young people become active and responsible citizens. This implies moving away from traditional monocultures education systems to ones that better connect young people to the multicultural reality around them. In terms of knowledge, this means a broader and more inclusive understanding of the past, including histories of migration, colonialism, slavery, and also shared histories and cooperation between nations and communities. It also means knowing about the increasing diversity in one's own society and community. Active and

responsible citizenship means embracing equality and democracy. Key attitudes related to the focus of this report include openness, being non-prejudiced, tolerance for ambiguity, as well as respect for diversity and human rights.

The various aspects of education intended to combat intolerance and promote respect for diversity as identified above represent the core aspects of what has been termed multicultural education, which according to Adediran, Odunuga and Edewor (2015), aims to develop, among people from different backgrounds, the knowledge, attitudes and skills which are necessary to communicate and collaborate with others who come from a different background. Such an approach to education according to Van-Driel (2008), is embedded in human rights and social justice principles. These considerations also approximate the elements identified by UNESCO in Oguntayo and Adediran (2019), for active citizenship education: 'educating caring and responsible citizens committed to peace, human rights, democracy and sustainable development, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

On the whole, research shows that increased student tolerance is closely associated with providing more opportunities for students to develop interethnic friendships (Godwin, Ausbrooks and Martinez in Oguntayo and Adediran, 2019). There is strong evidence to support the fact that intergroup friendships much more likely in non-segregated environments reduce prejudice toward other racial and/or ethnic groups (Paluck and Green 2009). However, it is too often assumed that simply bringing young people from different backgrounds together is sufficient to reduce prejudice and encourage multicultural relations. Existing research indicates that ethnic desegregation is insufficient to promote increased ethnic tolerance (Thijs and Verkuyten, 2014). Simply placing people together in one space and getting them to interact do not necessarily lead to better relations. Though greater diversity in schools can lead to more positive feelings and feelings of safety if conditions are 'right' (Radke-Yarrow and Zahn-Waxler, 2014), diversity can also increase the threat students perceive from the group which they see as being different from themselves (Godwin, Ausbrooks and Martinez in Oguntayo and Adediran, 2019).

Instructional media in schools also important for promoting activities that allow students to engage in/observe pro-social behaviour, such as helping others who might belong to a different social group. Pro-social behaviour can include tutoring others from a different background intervening to help others, as well as learning and applying conflict resolution skills. All of these are effective mechanisms for reducing prejudice and learning pro-social, helping behaviour. Children who are taught how to be helpful in one situation will be more likely than others to help in other situations (Radke-Yarrow and ZahnWaxler,2014). Also, when children watch others exhibit helping behaviour, this predicts their own future helping behaviour. When students have more opportunities to practice democracy at school, they are more inclined to engage in future political and social activities (Isac, Maslowski, and Van-der, 2012).In view of above mentioned point, this paper therefore tends to assess the role of instructional media in classroom for promoting tolerance in cultural diverse society in Nigerian school system.

Objectives of the Study

The main objective of the research is to evaluate the role of instructional media in classroom for promoting tolerance in cultural diverse society in Nigerian school system. Specifically, the objectives of the study are to:

Objectives of the study

1. Examine the roles of instructional media in classroom setting
2. Assess the roles of instructional media in promoting tolerance in cultural diverse society

Research Questions

1. What are the roles of instructional media in classroom setting?
2. What are the roles of instructional media for promoting tolerance in cultural diverse society?

Methodology

The study adopted a descriptive survey research design. Population comprises of all secondary schools in Ife Central Local Government, Osun State. Simple random sampling technique was used to select ten (10) secondary schools in Ife Central Local Government, Osun State. Fifteen (15) students were randomly selected from each of the chosen school to make a total of one hundred and fifty(150) students as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of the study. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected were analyzed using simple percentage, mean and standard deviation statistical tool.

Presentation of Data Analysis and Results

Research Question one: What are the roles of instructional media in classroom setting?

Table 1.

S/N	ITEMS	YES		NO		Mean (\bar{x})	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Instructional media improve pupils' understanding	108	72	42	28	3.8	.79
2.	Instructional media help to draw pupil's attention	81	54	69	46	3.5	.77
3.	Instructional media motivate pupils' interest in learning	77	51.3	73	48.6	3.4	.75
4.	The use of instructional media makes the learning process more effective	90	60	60	40	3.5	.77
Overall Total		Mean (\bar{x}) = 3.57 and STD = 0.79					

Table 1 above shows the role of instructional media in classroom. This findings indicate that Instructional media improve pupils' understanding($\bar{x} = 3.8$, $SD = 0.79$), Instructional media help to draw pupil's attention($\bar{x} = 3.5$, $SD = 0.77$), Instructional media motivate pupils' interest in learning($\bar{x} = 3.4$, $SD = 0.75$),and the use of instructional media makes the learning process more effective ($\bar{x} = 3.5$, $SD = 0.77$)This reveals that the mean and standard deviation of the items listed above is very high ($\bar{x} = 3.57$, $SD = 0.79$)showing the extent of the role of instructional media in classroom. The result is in line with the findings of Ngussa, (2015), that the use of instructional media makes the learning process more effective interesting because it builds greater understanding, reinforcement and retention of the subject matter. This is supported by Schofield in Wambui, (2013), that instructional media are incorporated in the teaching and learning process in which students can easily and effectively understand and retain what is being taught in the classroom.

Research Question Two: What are the roles of instructional media for promoting tolerance in cultural diverse society?

Table 2.

S/N	ITEMS	YES		NO		Mean (\bar{x})	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Communicate and collaborate with others who come from a different background'	101	67.3	49	32.7	3.7	.77
2.	Student tolerance is closely associated with providing more opportunities for students to develop interethnic friendships	107	71.3	43	28.7	3.9	.78
3.	Instructional media have the potential to help young people become active and responsible citizens	85	56.7	65	43.3	3.5	.76
Overall Total		Mean (\bar{x}) = 3.57 and STD = 0.77					

Table 1 above shows the role of instructional media for promoting tolerance in cultural diverse society. This finding indicate communication and collaboration with others who come from a different background($\bar{x} = 3.7$, $SD = 0.77$), student tolerance is closely associated with providing more opportunities for students to develop interethnic friendships ($\bar{x} = 3.9$, $SD = 0.78$), and instructional media have the potential to help young people become active and responsible citizens($\bar{x} = 3.5$, $SD = 0.76$).This reveals that the mean and standard deviation of the items listed above is very high ($\bar{x} = 3.5$, $SD = 0.77$)showing the various role of instructional media for promoting tolerance in cultural diverse society. These findings agree with the finding of Hargreaves, (2008) that the formal education system provides society with a unique opportunity through instructional media to address issues such as tolerance, rights and responsibilities, respect for diversity and civic responsibility in an educational setting. It enables professional educators such as teachers to address students' knowledge, values, attitudes, behaviours and competences.

Conclusions

Based on the findings, instructional media are vital in the teaching learning process that enables students to learn better in the classroom. Such teaching instruction is important for promoting tolerance and activities that allow students to engage in discussion, brainstorming that help them to have the potential to perform well and become active and responsible members in the society.

Recommendations

In line with the findings of this study, the following recommendations are made.

1. Since both students and teachers perceived instructional media to be vital in the teaching-learning process, school administrators should ensure good supply of various media resources and teachers' training on how to use the media resources effectively.
2. Particularly, school managements should increase pieces of woods (slates), learning corners with book shelves, reading cards, bulletin boards, video clips, hearing aids for learners with special needs, voice recorders, and Braille machines are inadequate
3. Education policy makers and school leaders should promote diversity through clear policy measures within schools and classrooms to avoid inequitable schools.
4. School admission/enrolment policies should ensure equal access to all students to good quality education, irrespective of their ethnic, religious, socio-economic status or gender and should promote diversity.
5. Policy makers should establish monitoring mechanisms to ensure that measures are implemented in practice and integration measures are supported by stakeholders.

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