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REMODELING CLASSROOM MANAGEMENT THROUGH TECHNOLOGY DRIVEN CURRICULUM IN NIGERIA: A SOCIOLOGICAL ANALYSIS

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ABSTRACT

Remodeling the classroom management through technology driven curriculum will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. In Nigeria, Remodeling the classroom management through technology driven curriculum is considered as one of the main elements in transforming the country to the future development. The conceptual clarification utilizes the remodeling of the classroom management, technology, and education as the tools affecting remodeling classroom management through technology driven curriculum in Nigeria. The theoretical perspectives that is used for the paper is Humanist choice theory by William Glasser in the year 1998. The concept of remodeling classroom management and relevance of technology driven curriculum in Nigeria is the basic or fundamental impact to the success of this paper. The Ministry of Education, through the latest Education Blue print (2013-2025), insights the importance of technology-based teaching and learning into the schools' national curriculum. This study of the paper aims to analyze teachers' perceptions on effectiveness of upgrading the classroom management through technology driven curriculum to support teaching and learning process in classroom. The results indicate that remodeling the classroom through technology driven curriculum has a great effectiveness for both teachers and the students. Findings indicate that teachers' well-equipped preparation with technology driven curriculum tools and facilities is one the main factors in success of technology-based in remodeling the classroom management for sound teaching and learning. It was also found that professional development training programs for teachers also played a key role in enhancing students' quality learning. For the future studies, there is a need for consideration of other aspects of remodeling classroom especially from management point of view in regard to strategic planning and policy making through technology driven curriculum.

KEYWORDS: Remodeling classroom management, Technology, Technology driven curriculum, education, Nigeria

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INTRODUCTION

Remodeling the classroom management through technology driven curriculum will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. In Nigeria, Remodeling the classroom management through technology driven curriculum is considered as one of the main elements in transforming the country to the future development.

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2011). Although universities create and acquire knowledge through changing their approaches in curriculum redesign, they are seldom successful in applying that knowledge to their own activities (Datarand & Garvin, 2013). In fact, academic institutions typically lag businesses by roughly a decade in the adoption of new technologies.

This is certainly true in terms of the application of information technology (IT) to foster technology driven curriculum to aid proper learning process: the blackboard and chalk remain the primary teaching technologies in many business schools even while the merits of information technology to improve communication, efficiency, and decision making in organizations are recognized and inculcated by IS researchers. However, as business schools experience increased competitive pressures, information technology is one area that schools might use to differentiate or compete with or, more importantly, to use as a catalyst for transforming educational processes (U.S. Congress Office of Technology Assessment, 2018). IT is not heralded as a miraculous yet unpredictable means of mitigating educational attrition, but as an efficacious means of enabling intentional changes in teaching and learning processes. Some business schools have already begun building classroom facilities that incorporate information technologies in hopes of improving the learning and teaching processes. For example, the University of Maryland houses an electronic classroom that enables groups of students to work together while communicating electronically and anonymously (Alavi, 2014). At Harvard Business School, a pilot program was conducted where each student's dormitory room was equipped with a personal computer networked to share laser printers and scanners in common living spaces. Interactive computer applications and simulation exercises were used to supplement the traditional case study preparation. Students had access to digitized videos on factories, production processes, marketing campaigns, and interviews with protagonists from the case study firms, allowing the students "to 'visit' the factory they were studying and 'meet' the key players in the case" before going to class. The students also had access to Headline News, a consolidation of major news from leading magazines and newspapers across the world, and a plethora of economic and financial databases from commercial providers to augment the industry analysis (The Harbus News, 2014).

Remodeling by the prospect of greater economic, social, educational and technological gains, both developing and developed countries, are bringing about education reform, with a clear focus on technology driven curriculum in education. Countries have been investing considerably in terms of money, expertise, resources and research to integrate technology in education as smoothly as possible so that the classroom environment is made more conducive for enhanced teaching and learning. Meda & Makura (2017) suggested that there is great relevance for technology driven curriculum for 21st century higher education students in Africa. Moreso, Nations have recognized not only the positive effects of technology in education, but also the pivotal roles that it plays in securing jobs in the competitive job market of the 21st century. Prospective job applicants increasingly need to be computer-literate in order to qualify for job positions. Moreover, for countries to compete with each other in the global information-based and knowledge-based economy, they need a workforce that is skilled in the use of technology to gain the necessary competitive edge over one another. Hence, it is no longer a question of if technology should be integrated in the school setting, but a question of when and how to remodeling classroom management through technology curriculum that is driven so that it benefits all the parties concerned students, teachers, administrators, parents and the

community. Countries that fail to recognize and act according to the trends in new content and new methodologies in education and training may find it very hard to compete in the global economy (Christensen, 2017; Delannoy, 2010).

This research aims to analyze teachers' perceptions on effectiveness of upgrading the classroom management through technology driven curriculum to support teaching and learning process in classroom. looks at how developing countries and poorer nations can adopt, adapt, and apply the knowledge gleaned by countries that have already embarked on the remodeling classroom management through technology driven curriculum in their own educational systems. It is hoped that the insights put forward in this paper will enable such countries to make better plans on how to create their own pool of skilled and expert educational technologists. The paper first establishes a ground for technology integration in education to aid proper classroom management; then, it highlights various ideas and insights on planning this integration process; and finally, it recommends what can be done in the context of developing and poorer nations, bearing in mind that many of them have very few or no computers in their schools and limited infrastructural, technological, and financial resources. For the purpose of this document, technologically advanced countries and developed countries are regarded as synonymous, and developing and poorer countries are collectively referred to as developing countries unless explicitly stated otherwise. Also, policy makers refer to the people who are decision makers in education such as school principals, education superintendents, regional education directors and, district-level or state-level educational administrators. Also, unless stated otherwise, technology is used to include the computer system, Internet and World Wide Web, networks and communication devices, and software.

Remodeling classroom management: Remodeling Classroom management refers to the changing of the structure or form of wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. It is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices through improvement to foster better system of education, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Teachers do not focus on learning classroom management, because higher education programs do not put an emphasis on the teacher attaining classroom management; indeed, the focus is on creating a conducive learning atmosphere for the. These tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz & Hayman (2016), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

Technology: Technology is the sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings. Systems (e.g., machines) applying technology by taking an input, changing it according to the system's use, and then producing an outcome are referred to as technology systems or technological systems.

Technology has many effects. It has helped develop more advanced economies (including today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products known as pollution and deplete natural resources to the detriment of Earth's environment. Innovations have always influenced the values of a society and raised new questions in the ethics of technology. Examples include the rise of the notion of efficiency in terms of human productivity, and the challenges of bioethics.

Philosophical debates have arisen over the use of technology, with disagreements over whether technology improves the human condition or worsens it. Neo-Luddism, anarcho-primitivism, and similar reactionary movements criticize the pervasiveness of technology, arguing that it harms the environment and alienates people; proponents of ideologies such as transhumanism and techno-progressivism view continued technological progress as beneficial to society and the human condition.

Education: Education is a term that has a wide range of connotations. It has been defined from the ancient time down to the present age; various concepts of education have been put forth by different scholars based on their philosophies of life, complex nature of human environment, different educational theories and practices as well as personality difference. Etymologically, education is coined out of two Latin words: educere and educare which means to 'draw out' or 'lead out' and to 'nourish or bring up'. In drawing out or leading out, education helps to call out the innate tendencies, capabilities of a child for his benefit and the environment around him (Akinsanya, 2015).

The Ministry of Education, through the latest Education Blue print (2013-2025), insights the importance of technology-based teaching and learning into the schools' national curriculum. The National Policy on Education (2014) Section 1(7)(d) stated categorically that education is the process that helps to develop a total man, both physically, mentally, morally, politically, socially and environment in which he or she found himself. In Section 1(9) the policy states that; education shall be highly rated in the national development plans because education is the most important instrument of change, all fundamental change in the intellectual and social outlook of any society, has to be preceded by educational revolution. Therefore, FRN (2014) explained that education is an instrument par excellence for effecting sustainable development while Obot (2015) asserts that education is a form of learning in which the knowledge, skills, attitude and habits of a group of people are transmitted from one generation to another through teaching, training or research either with autodidact or the guidance of an informal teacher. According to Akinsanya (2015), education is also considered as a social process which takes place in the society for the benefit of the society. Education is the transmission from one generation to another, the accumulated wisdom, knowledge, skills, values and attitudes of the society (Udoh, 2010). Education is viewed as having the capacity to perform corrective functions in the society. This is because, every wrong in the society is expected to be corrected by education. Education therefore aims at helping the individual develop a critical mind thus being able to attack any social problem intelligently. Programmed popularly called "Better Life" Apprenticeship Trainings, family support programme, etc came on board to reduce poverty to zero level but these programmes have not fully addressed the issue of poverty in the contemporary society. This paper advocates the need to emancipate, educate and empower the girl child to eradicate poverty in Nigeria.

Nigeria

Theoretical perspectives

Humanist choice theory by William Glasser (1998)

This paper adopted Humanist choice theory. The humanist choice-theory holds that the process of development is modernization and revolutionary with good human choice. It focuses on giving students maximum choice in the classroom with the trust that they will make decisions that enhance their own wellbeing and the wellbeing of others in the class for proper advance technological influence and development. Glasser believes all our behavior is designed to satisfy five basic needs, which are survival, love and belonging, power, freedom and finally, fun. Teachers should be aware of these five needs and make sure the classroom meets all five of these needs. When these needs are not met, students may misbehave. It involves a dramatic change from tradition to modernism. This theory holds that societies and civilization develop because most of the people have individual values that makes the society open to economic and technological change. For any society to become modern, there are three ways to help children's needs be met, which are: (i) to fulfill intrinsic needs: meet students' intrinsic needs rather than providing extrinsic rewards and punishments. If we just provide rewards and punishments, we're not looking at the reduce cause of issues; (ii) to create active learning scenarios: create engaging, exciting and relevant lessons so that students are excited about learning ('fun' and 'freedom'). By making class a comfortable and enjoyable

experience that meets students' needs, misbehavior will decline; and lastly (iii) to promote choice and ownership over actions: Students should be given free choice to take ownership of their own actions. If students have their own free choice, they need to learn decision-making skills and take ownership of those decisions. Furthermore, this population must have good attitude toward work, quality life and the ability of controlling the environment. Such things participation, community development, objective judgements, observance of the rules and conduct in the working place, a time orientation towards the present and future for quest for information and coordination are all necessary for any nation (Glasser, 1998).

The concept of remodeling classroom management

In recent years, classroom management has received an increasing amount of attention from education leaders, reformers, and researchers, who have begun to investigate, analyze, and document the effective strategies used by successful teachers. The concept of remodeling classroom management becomes the only option of growing emphasis on classroom management, which is based on the general recognition that effective instruction with well orderly arrangement requires effective classroom management, and that strong management skills are the foundation of strong teaching. In addition, there are now more professional development opportunities related to classroom management being offered to teachers, and there have been discussions about the role of practical teaching techniques in teacher education and certification programs, and about whether such programs have overemphasized education theory at the expense of practical, applied skills that teachers will need in the classroom, such as classroom-management strategies.

Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective classroom management may focus largely on "compliance rules and strategies that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, etc, a more encompassing or updated view of classroom management extends to everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), environment (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organized to support specific learning activities), expectations (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), materials (the types of texts, equipment, and other learning resources that teachers use), or activities (the kinds of learning experiences that teachers design to engage student interests, passions, and intellectual curiosity).

Relevance of technology driven curriculum in Nigeria

Technology driven curriculum are electronic curriculum used for guiding the students and teachers bon the subjects comprising a course of study in a school or college. Storage and retrieval development is partly determined by the ability to establish a synergistic interaction between technological innovation and human values. The rapid rate at which technology driven curriculum have evolved since the mid-20th century, the convergence and pervasiveness of technology driven curriculum, give them a strong role in development and globalization (Nwagwu, 2016). technology driven curriculum have a significant impact on all areas of human activity (Brakel and Chisenga, 2013).

The field of education has been affected by technology driven curriculum, which have undoubtedly affected teaching, learning, and research (Yusuf, 2015). A great deal of research has proven the benefits to the quality of education (Al-Ansari, 2016). technology driven curriculum have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 2019; Lemke and Coughlin, 2018; cited by Yusuf, 2015).

In a rapidly changing world, basic education is essential for an individual be able to access and

apply information. Such ability must find include technology driven curriculum in the global village. The Economic Commission for Africa has indicated that the ability to access and use information is no longer a luxury, but a necessity for development. Unfortunately, many developing counties, especially in Africa, are still low in technology driven curriculum application and use (Aduwa-Ogiegbean and Iyamu, 2015).

This paper focuses on remodeling classroom management through technology driven curriculum application in Nigerian secondary schools. It particularly dwells on the importance of technology driven curriculum and the causes of low levels of technology driven curriculum application in Nigerian secondary schools. Recommendations for improvement are offered.

CONCLUSION

The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place.

Educators, policymakers, administrators, and teacher preparation and professional development programs now should embed these tools and resources into their practices. Working in collaboration with families, researchers, cultural institutions, and all other stakeholders, these groups can eliminate inefficiencies, reach beyond the walls of traditional classrooms, and form strong partnerships to support everywhere, all-the-time learning.

Although the presence of technology does not ensure equity and accessibility in learning, it has the power to lower barriers to both in ways previously impossible. No matter their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and information that can set them on a path to acquiring expertise unimaginable a generation ago.

All of this can work to augment the knowledge, skills, and competencies of educators. Tools and data systems can be integrated seamlessly to provide information on student learning progress beyond the static and dated scores of traditional assessments. Learning dashboards and collaboration and communication tools can help connect teachers and families with instantaneous ease. This all is made more likely with the guidance of strong vision and leadership at all levels from teacher-leaders to school, district, and state administrators. For these roles, too, technology allows greater communication, resource sharing, and improved practice so that the vision is owned by all and dedicated to helping every individual in the system improve learning for students.

It is a time of great possibility and progress for the use of technology to support learning.

SUGGESTION

1. To eradicate ancient classroom management style, the Nigerian government should rid their bodies of the virus of corruption and download the latest software of development and promotes technological driven curriculum to combat time taken and old pattern by strengthen her capacity to provide quality education to all citizenry. This is by extending, visible education programme for all and should be relevant to state and community.
2. The Nigerian government should stop playing politics, but improve politics so as to provide access to education, by investing significant percentage of public budget for standardized provision in education. This will enhance educational efficiency by improving on skills, learning, entrepreneurship, and building of critical and objective reasoning in students to prevent passive attitude. Education should help to meet survival at any place regardless of the location and level of local development.

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