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INVESTIGATING TEACHER-FACTORS AFFECTING THE IMPLEMENTATION OF YORUBA LANGUAGE CURRICULUM IN OYO STATE

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ABSTRACT

This study investigated teacher-factors affecting the implementation of Yoruba language curriculum in Oyo state. The study adopted an ex- post facto of survey research type. The population of the study comprised all JSS2 students with their Yorubá teachers in all the junior secondary schools in Oyo State. Simple random technique was used to select three educational zones. From each zone, two local governments were randomly selected. From each of the local government, eight schools were randomly selected consisting of four private schools and four public schools from the rural and urban areas respectively. Three research questions guided the paper.. The Research Instruments used for this study were; Yorubá Language Teachers ‘Questionnaire (YLTO), Teachers’ Attitude Towards Yorubá Language Questionnaire (TAYLQ), Yorubá Language Classroom Interaction Sheet(YLCIS), Students’ interest Towards Yorubá Language Questionnaire (SAYLQ) and Yorubá Language Achievement Test (YLAT). The Method of data analysis was simple percentage and T-Test. The study revealed that teacher’ factors as predictor of students’ interest in the study of Yoruba language. It was also found that teachers’ attitude, competence and classroom management taken together allowed reliable prediction of students’ interest in Yoruba Language. The result also shows that the unique contributions of teachers’ attitude and competence were significant whereas relative contribution of classroom management was not significant. The result also revealed that teachers fairly give attention to students’ area of difficulty. The study recommends that tteachers should arise and sustain students’ interest in the study of Yoruba language. Also, teachers should have positive attitude, show competence and ensure classroom management. Teachers should give more attention to students’ area of difficulty and coordinate individual difference in learning.

Keywords: Teachers’ Attitude, Teacher Competence, Classroom Management.

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INTRODUCTION

Teachers have been shown to have an important influence on students' learning outcome and they play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Ololube (2006) asserted that competence in teaching implies the ability of the teacher to accomplish assigned duties of which teaching is the central part. The academic achievements of learners depend largely on the competence and the dedication of the teacher who has a significant role to play in the lives of his/her pupils (Ololube, 2009). Teachers should therefore, be competent enough to manage logical aspects of their work and exhibit effective written and oral communication skills. However, it is obvious that the need to focus on teachers' competency with respect to their pedagogical practices and mastery of subject content cannot be over stated Stuart (2004).

Teachers should be competent in the discharge of their duties as teachers. Competence refers to ability of the teacher to accomplish assigned duties of which teaching is the central part, this include ability to: inspire, stimulate and influence learning which enables the learners to assimilate instruction. Ayeni (2005) submits that teacher s' competence is determined by his/her methodology, sense of vision and interest in sharing knowledge, that is, active participation in the transmission of knowledge, a process in which the teacher exhibits mastery of the subject matter, while Ololube (2006) asserted that competence in teaching implies the ability of the teacher to accomplish assigned duties of which teaching is the central part. A Yorùbá Language teacher who is competent in discharging his duty would be able to inspire and influence the Yorùbá Language Students thereby achieving his goals (Abidogun, (2012).

A competent teacher is that which encourages students to reflect on social reality and empowers them to transform the existing conditions that shape their lives (Guttek, 2004). Moreover, a competent teacher is one who engages learners in dialogue and manages through dialogue to achieve genuine learning because when learners and teachers are engaged in shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it (Hamilton-Ekeke, 2013). Since they can share their experiences, reflect upon them and finally make critical assessment regarding the way they themselves have obtained that knowledge and those experiences (Guttek, 2004). Teacher's competence refers to the right approach of conveying units of knowledge application and skills to students (Aselmus, 2011). These right approaches comprise knowledge of content, process, strategies, and ways of conveying content. Teacher's competence also refers to teacher's ability to guide and counsel learner to attain good grade (Hamilton-Ekeke, 2013).

The teaching of Yorùbá Language requires a competent and knowledgeable teacher who is versatile in the teaching of the language. Yorùbá Language is a subject with complexities, shaving separate domains and subcomponents which fresh and young graduates may not handle effectively (Abijo, 2009). The success of any teaching hinged on the professional competence of the teacher handling the teaching. It is the general belief that since Yorùbá is our language therefore anybody can handle the teaching. This will grossly affect students' performance in the subject (Abijo, 2009). Thus competent teachers should be allowed to handle the subject for good performances. Citing Kanu and Ukpabi (2007), Adetayo (2011) stated that a competent teacher inspires, stimulates and influences learning which enables the learners to assimilate instruction. He/she encourages learners to actively participate in class activities and even to do more at home to produce high cognitive and affective outcomes in learners.

Classroom management which is another area of a specialized teacher is the process by which a teacher creates and maintains an environment conducive for conducive learning. This includes teachers' actions that aim at managing learners' behaviours in order to engage in learning. Effective teaching cannot take place in a classroom that lacks order, hence, classroom management and organization are important because they enhance productive learning. (Marzano, Marzano and Pickkering, 2003; Asiyai, 2011). As Marzano (2010) noted, good management teachers are not born but made; but awareness and training in these techniques could change a teacher's behaviour which consequently changes the learners' behaviour and would most likely enhance learners' achievement (Daily, 2005, Marzano 2010; Charles; 2011).

There is no human endeavour that does not require proper management for proper functioning. The term classroom management is usually referred to management of physical environment and instructional materials (Olurundare, 2004). It also concerns with the organization of non-academic task such as checking of class attendance, record keeping of class progress, monitoring and regulating the activities and behaviour of students, maintaining order and disorder, which are essential for teaching and learning contributes to effective classroom management by the teacher (Obanya, 2002). In addition, Baiawin (2006) maintained that there should be necessary equipment to help the teacher manages the class with ease. He listed the equipment to include:

- Maintenance of class discipline;
- Giving rewards and punishment;
- Motivation to how to maintain it in the class;
- Vested knowledge of the subject matter methods;
- Individual differences of the students.

Teacher's attitude is also a vital factor to be considered in the process of teaching and learning of Yorùbá language. Olaoye (2005) in Adeyemi (2012) stated that teachers' attitude influence students' attitude, which has a powerful influence on their learning. Negative attitude leads to poor achievement and vice-versa. Students that have poor attitudes towards a subject will have poor achievement in such subject. According to Popham (2005) and GoodyKonntz (2011), teaching must be favorable enough to carry children along when they exhibit certain behaviours. A teacher with negative attitude towards Yorùbá Language will find it difficult to motivate students to learn in school Therefore, attitude whether negative or positive, has been found by some researchers to influence students' scholastic achievement in various subjects. In other words, Teachers attitude are essential to effective teaching (Oyinlola, 2014).

Teacher's attitude denotes teacher's tendency to respond in a particular way which can either be positive or negative towards academic matter which affect students' academic achievements (Eggen & Kauchak, 2002). Research work of Fazzio and Rosskes (1994) revealed that attitude involves emotional and cognitive components that impact a teacher's reaction to a particular situation. Another study by Brunning, Schraw and Roning (1999) suggested various fundamentals which makeup teacher's attitude and facilitates a thoughtful and helpful classroom setting. These include kindness, passion, teaching efficiency, democratic practices to encourage students' responsibility, effective use of lesson note, healthy conversation with students and high expectation to stimulate students' inspiration; all these components are linked to increase in achievements.

Olaitan et al. (2012) in their study observe that teachers with negative attitude to the use of instructional materials should not be allowed to affect the teachings and the use of instructional materials in primary schools. Ogunniyi (2000) and Fakeye (2010) in their study find significant causal relationship between teachers' attitude and students' achievement, while Clark (2001) Huang and Law (2005) added that attitudes towards computer studies influence students' achievement. Okpala (2001) investigates social psychological variables like attitude and found a correlation between attitude and students' achievement.

Statement of the Problem

Teachers are the key player in education sector. Their role is second to none in education. It appears that teachers' factors such as teachers' attitude, teachers' area of specialization, teachers' competency and classroom management predict students' interest and students' achievement in Yorùbá language in Oyo State.

Research Questions

- To what extent will teacher factors predict Junior Secondary school students' interest towards Yorùbá Language in Oyo State?
- To what extent will teacher factors predict Junior Secondary school students' achievement in Yorùbá Language in Oyo State?
- What is the attitude of teachers towards the teaching of Yorùbá language in Oyo State?

METHODOLOGY

The study adopted an ex- post facto of survey research type. The population of the study comprised all JSS2 students with their Yorubá teachers in all the junior secondary schools in Oyo State. Simple random technique was used to select three educational zones. From each zone, two local governments were randomly selected. From each of the local government, 210 students from eight schools which were randomly selected consisting of four private schools and four public schools from the rural and urban areas respectively. The research instruments used for this study were; Yorubá Language Teachers 'Questionnaire (YLTQ), Teachers' Attitude Towards Yorubá Language Questionnaire (TAYLQ), Yorubá Language Classroom Interaction Sheet(YLCIS), Students' interest Towards Yorubá Language Questionnaire (SAYLQ) and Yorubá Language Achievement Test (YLAT). The Method of data analysis was simple percentage and T-Test.

RESULTS AND DISCUSSION

Research Question 1: To what extent will teacher factors predict Junior Secondary school students' interest towards Yorùbá Language in Oyo State?

Table 1: Teachers' Factors Predicting Students' Interest in Yoruba Language

Dependent	Predictors	β	T	P	R	R ²	F	P
Interest in Yoruba	Teacher's Attitude	-.142	-3.512	>.05	.219	.048	2.694	<.05
	Teacher's Competence	.128	2.393	>.05				
	Classroom Management	.031	2.525	<.05				

Table 1 shows the teachers' factors predicting students' interest in the study of Yoruba language. The result revealed that teachers' attitude, competence and classroom management taken together allowed reliable prediction of students' interest in Yoruba Language ($R = .219$, $R^2 = .048$; $F_{(3,206)} = 2.694$; $p < .05$). Beside, relative contribution of teachers' attitude ($\beta = .142$; $t = -3.512$; $p > .05$) and Competence ($\beta = .128$; $t = 2.393$; $p > .05$) are significant whereas the contribution of teachers' classroom management was not significant ($\beta = .031$; $t = 1.525$; $p > .05$). Therefore, teachers' attitude and competence are valid predictors of students' interest towards the teaching and learning of Yoruba Language.

Research Question 2: To what extent will teacher factors predict Junior Secondary school students' achievement in Yorùbá Language in Oyo State?

Table 2: Teachers' Factors Predicting Students' Achievement in Yoruba Language

Dependent	Predictors	β	T	P	R	R ²	F	P
Achievement	Teacher's Attitude	0.10	3.83	>.05	0.83	0.69	9.35	>.05
	Teacher's Competence	0.08	3.61	>.05				
	Classroom Management	0.03	1.40	<.05				

Table 2 presents the teachers factors influencing students' achievement in Yoruba Language. The result shows that the joint contribution of teachers' factors taken together was significant ($R = 0.83$, $R^2 = 0.69$; $F_{(3,206)} = 9.35$; $p < .05$). The result also shows that the unique contributions of teachers' attitude ($\beta = 0.10$; $t = 3.83$; $p > .05$), and competence ($\beta = 0.08$; $t = 3.61$; $p > .05$) were significant whereas relative contribution of classroom management was not significant ($\beta = 0.03$; $t = 1.40$; $p > .05$). From the result, it could be observed that teachers' attitude and competence are two germane factors in explaining students' achievement among junior secondary school.

Research Question 3: What is the attitude of teachers towards the teaching of Yorùbá language in Oyo State?

Table 3: Teachers' Attitude to Teaching Yoruba Language

Statement	ATM	TM	FTM	NTM	Mean
I ensure that students are actively involved in the Yorùbá language teaching learning process.	16 6.6%	63 25.9%	114 46.9%	50 16.5%	2.21
I give attention to students' areas of difficulty.	22 9.1%	45 18.5%	75 30.9%	61 41.6%	1.85
I give consideration to individual differences among students in Yorùbá language.	22 9.0%	29 11.9%	77 31.7%	115 47.3%	1.76
I motivate high- achieving students.	10 4.1%	59 24.3%	110 45.3%	64 26.3%	2.79

I ensure that students interact with the instructional materials in Yorùbá language.	10	108	86	39	2.67
Disposition to teaching	4.1%	44.3%	35.4%	16.0%	
	22	43	65	113	2.76
	9.1%	17.7%	26.7%	46.5%	
I Feel bad anytime I come late to Yorùbá language class.	29	40	81	116	2.93
	11.9%	16.5%	33.3%	48.0%	
Making efforts to improve my knowledge in Yorùbá language is my priority.	29	49	80	103	3.02
	11.9%	20.2%	32.9%	42.4%	
I love giving extra lessons to students on Yorùbá language without requesting for extra allowance.	17	59	88	79	3.00
	7.0%	24.3%	36.2%	32.5%	
Attending workshops and seminars in Yorùbá language makes me delighted.	21	71	71	80	3.05
	8.6%	29.2%	29.2%	34.0%	
I am eager to apply knowledge gained in workshops and seminars.	32	50	81	80	2.99
	13.2%	20.6%	33.3%	32.9%	
Use of Instructional materials	46	102	36	59	3.45
	18.9%	42.0%	14.8%	24.3%	
I use instructional materials to facilitate understanding of Yorùbá language.	16	63	114	58	3.31
	6.6%	25.9%	46.9%	23.8%	
I love improvising instructional materials to improve	22	45	75	89	3.21
	9.1%	18.5%	30.9%	36.6%	
Attitudes to Teaching Techniques	22	29	77	119	2.85
	9.0%	11.9%	31.7%	49.0%	
I found strategies that involve student- student activity difficult to achieve.	10	59	64	110	2.76
	4.1%	24.3%	26.3%	45.2%	
I am eager to use modern innovative techniques in Yorùbá language.	10	39	86	96	2.79
	4.1%	16.0%	35.4%	39.5%	
I give assignment regularly.	22	43	65	113	2.67
	9.1%	17.7%	26.7%	46.5%	
I often vary instructional techniques during lessons.	29	40	81	102	2.76
	11.9%	16.5%	33.3%	42.0%	
I give feedback to students.	29	49	80	90	2.93
	11.9%	20.2%	32.9%	37.2%	

Note: Always true of me (ATM), True of me (TM), Fairly true of me (FTM) and Not true of me

Table 3 shows the result on teachers' attitude to teaching and learning of Yoruba language. The result shows mean, frequency and percentages of the teachers' disposition to the students and school activities. From the result It could be observed that attitude of most teachers to the classroom process is fair with frequency distribution of 114(46.9%) and the mean response of (3.21). The result also revealed that teachers fairly give attention to students' area of difficulty 75 (30.9%) with the mean response of (1.85). The result also revealed that teachers rarely coordinate individual difference in learning 115 (47.3%). In the same vein, majority of about 110(45.3%) motivate high-achieving students. More so, majority of about 108(44.3%) ensured that students interact with instructional materials. General, the mean responses of the teachers on their attitude to teaching of Yoruba Language tends to 2.00 which is an indication that teachers attitude towards teaching of Yoruba language is fair.

CONCLUSION AND RECOMMENDATION

The study concludes that teachers' attitude and competence are valid predictors of students' interest towards the teaching and learning of Yoruba Language. Also, teachers' attitude and competence are two germane factors in explaining students' achievement among junior

secondary school. More importantly, teachers' attitude towards teaching of Yoruba language is fair. The study recommends that teachers should arise and sustain students' interest towards the teaching and learning of Yoruba language. Also, teachers should have positive attitude, show competence and ensure classroom management. Teachers should give more attention to students' area of difficulties and coordinate individual difference in learning.

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