

Teachers' Classroom Management Techniques As Determinants Of Students' Learning Outcomes In Yoruba Language

Kehinde Olufemi Ogunyemi

*Department of Arts Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria.
kehinde.ogunyemi@aaau.edu.ng*

Abstract

This study was conducted to examine teachers' classroom management techniques as determinants of senior secondary school students' learning outcomes in Yoruba language in Ijebu North Local Government Area of Ogun State. One research question and two hypotheses were formulated as guide for the study. The study made use of an ex-post-facto type of descriptive research design. The purposive sampling technique was used to select 364 students from 10 intact classes and 10 Yoruba language teachers from 10 secondary schools in the local government. A self-designed Yoruba language attitude questionnaire ($r=0.73$), students' examination scores, and observation checklist were used to generate data from the respondents. Data collected were analysed using simple percentage and frequency counts as well as t-test statistics. Results showed that the indulgent classroom management technique is the most prevalent among Yoruba language teachers which does not guarantee effective learning. The classroom management technique used by the teacher has no significant effect on students' attitude to Yoruba language. It is therefore recommended that teachers should always adopt supportive classroom management techniques.

Keywords: Authoritative technique, classroom management, indulgent technique, Yoruba language

Introduction

Yoruba language is one of the subjects in the Nigerian school curriculum which is taught right from primary school up to the university level. In the opinion of Omowumi and Abijo (2021), the teaching of Yoruba language requires not just a competent teacher but also a knowledgeable teacher. A competent teacher according to them is a teacher who is versatile in the teaching of Yoruba language and also capable of handling the separate domains and subcomponents of the language. This is perhaps the reason behind Abijo (2009) submission that students can only perform well in the subject if the subject is handled by a competent teacher.

One of the defining characteristics of a competent teacher is the ability to effectively manage his classroom in such a way that will ensure meaningful learning takes place all the time. This is in line with the observation of Okeowo (2009) that the task of teaching is too complex to be left in the hands of individuals who are not knowledgeable to help students acquire knowledge by means of systematic method of instruction and good classroom management techniques.

Classroom management according to Umoren (2010) goes beyond being able to control and discipline students, rather it includes

everything the teacher must do in the classroom to bring about students' academic involvement and cooperation during classroom activities in order to foster conducive learning environment. Akosugbo-Ogori, Nwakwo and Nweke (2020) note that effective classroom management will put the teacher in firm control of the classroom and provide orderliness and safety needed for instruction and learning. This implies that an effective classroom management technique is such that encourages appropriate behaviour in the classroom.

There are different classroom management techniques which include but not limited to the authoritarian technique, authoritative technique, indulgent technique and the permissive technique. The authoritative teacher according to Chang (2012) is a supportive teacher who is more interested in building a classroom environment that ensures students' independence in decision making. According to Thuong and Hong-Thu (2021), these type of teachers usually have high expectations of suitable behaviours while also taking time to explain the reasons for the expected behaviour. These teachers also give premium to the maintenance of harmonious relationship with students.

Authoritarian teachers on the other hand are domineering teachers that Chang (2012)

described as highly controlling teachers. These type of teachers may be "too strict", harsh and sometimes unapproachable and often resort to the use of punishment when students do not adhere to the laid down rules and regulations. Indulgent teachers also known as laissez-faire teachers (Dunbar, 2004) are those who do not care about so much about the enforcement of the laid down rules and regulations. This implies that students are given permission to do whatever they like in the classroom. These types of teachers are also too friendly to the point where students often take them for granted. Permissive teachers according to Thuong and Hong-Thu (2021) are teachers characterized by an obvious lack of interest and dedication to the teaching profession. These type of teachers set few or no rules meant to control the behaviour of students.

Yoruba language as a school subject is the only subject in the south western part of Nigeria where the language of the immediate community (Yoruba language) is officially recognised as the language of instruction. Hence students are likely to be more willing to participate and contribute to classroom discussions. In this case, it is easy for an inexperienced teacher to lose control of the class. To prevent this, teachers must use appropriate classroom management technique. To this end, this study is designed to investigate teachers' management techniques as determinants of students' learning outcomes

Statement of the Problem

The main aim of teaching is to facilitate learning. Hence, everything the teacher does in the classroom should be geared towards ensuring that meaningful learning takes place. It has however been observed that some teachers employ some classroom management techniques that do not support effective learning particularly in the teaching of Yoruba language. Being a subject taught with the language of wider communication, the classroom is usually highly interactive. Students are always free to express themselves in their indigenous language. In this type of situation, the class may become rowdy if not well managed. Some teachers may resort to the authoritarian management technique while other may adopt unfriendly techniques to deal with the situation. Hence, this study examines the effects of different

classroom management techniques on students' learning outcomes in Yoruba language.

Research Question

1. What are the classroom management techniques prevalent among Yoruba language teachers in Ijebu North Local Government?

Hypotheses

- H01:** There is no significant difference in the Yoruba language achievement of students taught by teachers using authoritative and indulgent classroom management techniques.
- H02:** There is no significant difference in the attitude scores of students taught by teachers using authoritative and indulgent techniques.

Methodology

The study made use of an ex-post-facto type of descriptive research design. The population for this study includes all senior secondary school students taking Yoruba language as a school subject and all Yoruba language teachers in Ijebu North Local Government Area of Ogun State. The purposive sampling technique was used to select SSS 2 Arts students from 10 secondary schools in the local government. SSS 2 Arts students were considered for the study for two main reasons.

1. SSS 3 students were under the pressure of preparation for Senior School Certificate Examination
2. A significant percentage of students in science and commercial classes no longer take Yoruba language as a school subject.

In all, 364 students from 10 intact classes and 10 Yoruba language teachers participated in the study. A self-designed Yoruba language Attitude Questionnaire ($r=0.73$) was used to collect data on students' attitude to Yoruba language. The instrument contains 20 items on a four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The examination scores of students in the last unified examination were used to determine their achievement in Yoruba language. A self-designed observation checklist was used to determine teachers' classroom management technique. The descriptive statistics

of frequency counts and percentage as well as the inferential statistics of t-test were used to analyse data collected for the study. The hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What are the classroom management techniques prevalent among Yoruba language teachers in Ijebu North LGA?

Table 1: Frequency table showing classroom management techniques employed by Yoruba language teachers

Classroom mgt techniques	Frequency	Percentage
Authoritarian	1	10%
Authoritative	3	30%
Indulgent	6	60%
Permissive	0	0%

Table 1 above shows that 10% of the teachers observed are authoritarian in nature. These are the highly controlling teachers who often resort to punishment during classroom instruction. 30% of the teachers are authoritative in nature. This implies that they exercise control over the students while still giving room for active participation of students during classroom instruction. 60% of the teachers are indulgent which implies that majority

of the teachers observed prioritized being friendly with the students over maintaining discipline and control in the classroom.

Hypothesis 1: There is no significant difference in the Yoruba language achievement of students taught by teachers using authoritative and indulgent classroom management techniques.

Table 2: T-test showing the difference in the Yoruba language achievement of students taught by authoritative and indulgent teachers.

Technique	Mean	SD	n	Df	t-cal	t-crit.	remarks
Authoritative	59.9	6.11	108	320	5.61	1.96	Sig.
Indulgent	54.6	10.65	214				

*significant at $p < 0.05$

Table 2 above shows that there is a significant difference in the mean scores of students taught by teachers using the authoritative technique and indulgent technique in favour of the former ($t=5.61$, $df=320$, $p < 0.05$). The null hypothesis is therefore rejected.

Hypothesis 2: There is no significant difference in the attitude score of students taught by authoritative and indulgent teachers.

Table 3: T-test showing the difference in the attitude scores of students taught by authoritative and indulgent teachers.

Technique	Mean	SD	n	Df	t-cal	t-crit.	remarks
Authoritative	63.2	4.95	108	320	1.78	1.96	Not Sig.
Indulgent	62.11	5.43	214				

*significant at $p < 0.05$

Table 3 above shows that there is no significant difference in the attitude scores of students taught by authoritative and indulgent teachers ($t=1.78$,

$df=320$, $p < 0.05$). The null hypothesis is therefore retained.

Discussion of Findings

This study was designed to examine teachers' classroom management techniques as determinants of students' learning outcomes in Yoruba language. One research question and two null hypotheses were formulated and tested at 0.05 level of significance. The research question sought to find out the prevalent classroom management techniques among Yoruba language teachers in Ijebu North Local Government Area of Ogun State. Findings of the study revealed that most teachers observed use the indulgent classroom management technique (60%). 30% of the teachers under investigation use the authoritative classroom management technique while 10% use the authoritarian management technique. None of the teachers observed used the permissive classroom management technique.

The implication of the findings above is that most Yoruba language teachers in the local government do not care so much about enforcing the laid down rules and regulations. This is one of the reasons their classes are always rowdy with many students talking at the same time. The reason for this could be because majority of the students are very comfortable and "are at home" with the use of Yoruba language as the medium of instruction. Hence, they all want to contribute to the classroom discourse, albeit at once.

The findings above agree with that of Thuong and Hong-Thu (2021) who also found that students of Grade 10 determined that indulgent style is the most preferred class management technique favoured by their teachers than other types. The findings however contradict that of Adedigba and Sulaiman (2020) who found in their study that most teachers under investigation adopted the authoritarian management technique. Interestingly, the least used technique as found in their study is the indulgent technique. One reason that could be adduced for the stark difference is the fact that their study focused on subjects taught through the medium of English language (Mathematics, English language and Basic Science) while the present study focused on Yoruba language.

Results from hypothesis one revealed that there is a significant difference in the achievement of students taught by authoritative teachers and

those taught by indulgent teachers in favour of the authoritative group. This is in line with the findings of Iqba (2005), Waterman (2007) and Adedigba and Sulaiman (2020) who all reported significant influence of the authoritative management technique on students' academic achievement. This implies that when students are taught by supportive teachers, they become willing to be engaged and participate more during classroom discussions. They are also motivated to effectively attend to their home works and other school tasks (Wessler, 2003).

The result of the study on hypothesis three showed that there is no significant influence of classroom management technique on students' attitude to Yoruba language. This clearly negates the findings of Thuong and Hong-Thu (2021) who reported a positive impact of classroom management technique on students' attitude and motivation. It also contradicts the findings of Jones and Jones (2012) and Adedigba and Sulaiman (2020) who all reported significant relationship between teachers' classroom management style and pupils' motivation for learning. The reason for the divergent finding recorded in the present study may likely be because while the previous studies focused on subjects taught in English, the present study focused on Yoruba language, a subject naturally loved by students who speak the language fluently as their mother tongue.

Conclusion and Recommendations

The main findings of this study revealed that the most commonly used classroom management technique by Yoruba language teachers is the indulgent technique which does not aid effective learning of the subject by the learners. As a result of this, it is recommended that:

1. Yoruba language teachers should always adopt a supportive classroom management technique that will not only ensure cooperation and active participation in class but also aid effective learning of the subject;
2. Workshops and seminars on appropriate class management technique should be organised frequently for Yoruba language teachers.

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