

# Assignees' Factors Affecting The Implementation Of Endogenous Language Curriculum In Akoko South West, Ondo State

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**Abstract:** *The failure of some assignees in contributing their quotas to curriculum implementation may render a curriculum useless. Therefore, this study investigated our some assignees factors affecting implementation of endogenous curriculum in Akoko South West in Ondo State.*

*The research designed for the study was a descriptive survey design type. The population of this study comprised all public secondary school Yoruba teachers and SSSIII students in Akoko South West Local Government Ondo state. One hundred and twenty one (121) sample participated in the study comprising twenty three teachers and ninety eight SSS III students the sampling procedure is simple random sampling. Two research questions and two research hypotheses.*

*Findings of the study revealed that teacher/students interaction and teachers commitment to duty, form the major factor affecting the implementation of curriculum (2.78); Teachers have positive attitude towards teaching of Yoruba Language in Akoko South West (2.71). Teachers feel sorry for coming late to the class is not part of teachers' attitudes toward the teaching of Yoruba Language (2.44). There was no significant difference between the responses of teachers and students on factors affecting the implementation of curriculum  $t\text{-cal } 2.059 > t\text{-crit } 0.042$ . Also, there was no significant difference between the responses of teachers and students on attitude of teachers towards the teaching of Yoruba Language.  $1\text{-cal } 2.447 > t\text{-crit } 0.180$ .*

*Based on the findings of the study, it was concluded that teachers commitment, communication skills, interaction with students, giving assignment to students and workload are teachers factors that militate against the implementation of curriculum. Teachers have positive attitudes towards the teaching of Yoruba Language Teachers and students have statistical difference in their views both on teachers' factors affecting the implementation of curriculum and as well as teachers' attitudes towards the teaching of Yoruba Language. It was recommended that teachers should arise and take cognizant of the identified teachers factors militating against the implementation of Yoruba language curriculum and teachers should have positive attitude, use instructional materials to teach Yoruba Language and ensure they don't come late to class.*

**Keywords:** *Teachers' factors, implementation, curriculum, language, teachers' attitude*

## I. 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 (Otolube, 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 emphasized

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) submitted that teachers' 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 (Gutek, 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 (Gutek, 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 role 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 contribute to effective classroom management by the teacher (Obanya, 2002). In addition, Baiawin (2006) maintained that there should be necessary equipment to help the teacher manage the class with ease. He listed the equipment as follows:

- ✓ 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 among others

Teacher's attitude is also a vital factor to be considered I in the process of teaching and learning of language. Oloaye (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 affects students' academic achievements (Eggen & Kauchak, 2002). Attitude involves emotional and cognitive components that impact a teacher's reaction to a particular situation. Various fundamentals make up teacher's attitude and facilitate 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 achievement.

Laitan 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.

## STATEMENT OF THE PROBLEM

Teachers seem to be one of the key players in curriculum implementations. 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 implementation of curriculum. The failure of teachers in contributing their quotas to curriculum implementation may render a curriculum useless. This is why the present study sought to find out teachers factors and attitudes towards the implementation of curriculum in Ondo State.

## PURPOSE OF THE STUDY

The main purpose of this study is to investigate teachers' factors affecting the implementation of Yoruba curriculum in Akoko South West in Ondo State. Specifically, the study is to:

- ✓ Find out teachers' factor militating against the implementation of Yoruba curriculum in Akoko South West; and
- ✓ Discover teachers' attitude towards the implementation of Yoruba curriculum.

## RESEARCH QUESTIONS

- These research questions were raised to guide the study
- ✓ What are the teachers' factors that affect the implementation of curriculum in Akoko South West?
- ✓ What are the teacher attitudes that are affecting the implementation of curriculum in Akoko South West?

## RESEARCH HYPOTHESES

These research hypotheses were formulated and tested to guide the study

- ✓ There is no significant difference between teachers' and students' respondents on the perceived teachers factors militating the implementation of curriculum Akoko South West
- ✓ There is no significant difference between teachers' and students' respondents on the perceived teachers' attitude towards the implementation of curriculum in Akoko South West

## RESEARCH METHOD

The research designed for the study was a descriptive survey design type which sought to establish teachers' factors in implementing curriculum in secondary schools in Akoko South West. Information was collected through the administration of questionnaire on SSSIII students and Yoruba teachers inferences were drawn from the data collected.

## POPULATION

The population of this study comprises of all public secondary school, Yoruba teachers and SSSI students in Akoko South West Local Government Ondo state.

## SAMPLE AND SAMPLING TECHNIQUES

One hundred and twenty one (121) sample participated in the study comprising twenty three Yoruba teachers and ninety eight SSS III students. The sampling procedure is simple random sampling. The researcher randomly selected ten (10) schools out of seventeen (17) secondary schools in the local government. In each of the ten schools, ten (10) students were selected from ten schools and twelve (23) Yoruba teachers from the selected schools constituted the sample for the study.

## INSTRUMENTATION

In order to collect data and provide answers to the research questions and hypotheses, questionnaire on the teachers' factors in implementing curriculum in secondary schools in Akoko South West. The questionnaire was self developed. It has twenty (20) items of which eight (5) items are on teachers' factors militating against the implementation of curriculum and fifteen items on teachers' attitudes to the teaching of English Language with a four-point Likert-scale of "Strongly Agree", 'Agree', 'Disagree' and 'Strongly Disagree'. The students were asked to respond to the items by choosing any of the four responses on the scale.

## II. RESULTS AND FINDINGS

*Research Question One:* What are the factors that affect the implementation of curriculum in Akoko South West

Table 1 answers research question one as shown below:

S/N	ITEM	SA	A	D	SD	X	REM ARK
1.	Teachers' give assignment to students	11(9)	69(57)	32(26)	9(7)	2.67	Agree
2	Teachers' workload	14(12)	53(44)	38(31)	16(13)	2.59	Agree
3	Teachers'/students interaction	32(26)	52(43)	27(22)	7(6)	2.97	Agree
4	Teachers' communication skills	13(11)	57(47)	30(25)	21(18)	2.71	Agree
5	Teachers' commitment to teaching	27(22)	49(41)	29(24)	16(13)	2.97	Agree
<b>Weighted Mean</b>						<b>2.78</b>	<b>Agree</b>

*The result of frequency count, simple percentage and mean*

It was observed from table one that all the factors listed in the table were agreed upon by the respondents as teachers' factors affecting the implementation of Yoruba curriculum. Items 1 and 2 have the highest mean value of 2.97. It means that the respondent agreed that given assignment to students and teachers commitment are most factors' they perceived as teachers' factors that militate against the implementation of curriculum. Other factor which they also perceived as factors are teachers' workload, teachers' interaction with the students and teachers' communication skills.

*Research Question Two:* What are the teacher attitude that are affecting the implementation of curriculum in Akoko South West?

Table 2 answers research question one as shown below

S/N	ITEMS	SA	A	D	SD	X	REMA RK
1.	Teacher ensures that students are actively involved in the Yoruba language teaching learning process	24[20]	39[32]	30[25]	28[23]	2.51	Agree
2.	Teachers motivate high-achieving students.	14[12]	61[50]	33[27]	13[11]	2.63	Agree
3	Teachers give attention to students' areas of difficulty	13[11]	48[40]	47[38]	13[11]	2.50	Agree
4	Teachers are eager to apply knowledge gained in workshops and seminars	35[29]	47[39]	34[28]	5[4]	2.94	Agree
5	Teachers give consideration to individual differences among students in Yoruba language	24[20]	53[44]	33[27]	9[11]	2.73	Agree
6	Teachers feel bad any time they come late to Yoruba language class	23[19]	37(31)	46(38)	15(12)	2.44	Disagree
7	Teachers often vary instructional techniques during lessons	17[14]	44(36)	51(42)	9(7)	2.58	Agree
8	Teachers make efforts to improve my knowledge in Yoruba Language is my priority	62[51]	29(24)	25(21)	5(4)	2.94	Agree
9	Teachers used of instructional materials to teach	11[9]	65(56)	35(29)	7(6)	2.69	Agree

10.	Teachers love giving extra lessons to students on Yoruba language without requesting for extra allowance	18[15]	60(50)	26(22)	17(14)	2.64	Agree
11.	Teachers found strategies that involve students-student activity	21[17]	58(48)	35(29)	7(6)	2.76	Agree
12.	Teacher give assignment to students regularly.	11[9]	60(50)	45(37)	5(4)	2.88	Agree
13.	Teachers use instructional materials facilitate understanding of Yoruba language	42(35)	58(47)	15(12)	6(5)	3.12	Agree
14	Teachers are eager to us modern innovative techniques in Yoruba	20(17)	48(40)	41(33)	12(10)	2.63	Agree
15	Teachers love improvising instructional materials to improve	11(9)	65(56)	35(29)	7(6)	2.69	Agree
Weighted Mean						2.71	Agree

*The result of frequency count, simple percentage and mean*

Table 2 revealed the teachers have positive dispositions to the teaching of Yoruba Language in secondary schools in Akoko South West since the weighted mean is 2.71 which is above the decision mean value of 2.50, the respondents agreed that teachers use instructional materials to facilitate understanding of Yorùbá language with value of 3.12; teachers applied knowledge they gained from workshops and seminars and also, teachers make efforts to improve my knowledge in Yorùbá Language is my priority with mean value of 2.94; teachers gives assignment to students regularly with mean value of 2.88 but the respondents disagreed that teachers felt bad any time they came late to Yorùbá language class.

Variables	N	X	Sd	df	t-cal	t-crit	Decision
<b>Students</b>	98	35.74	5.44	119	2.059	0.042	Rejected
<b>Teachers</b>	28	38.18	5.65				

*Table 3: Independent t-test analysis of respondents' on Teachers Factors Affecting the Implementation of Curriculum*

It was observed in table 3 that there was a difference in the mean values of students, 35.74 and that of teachers 38.18. The value of calculated t-test is 2.059 which is greater than the value of t- critical 0.042 at 0.05 level of significant. This



means that there is a significant difference on the views of respondents on teachers' factors affecting the implementation of curriculum in Akoko South West. Hence, the null hypothesis stated is hereby rejected.

Variables	N	X	Sd	df	t-cal	t-crit	Decision
<b>Students</b>	93	22.16	5.30	119	2.447	0.180	Rejected
<b>Teachers</b>	28	24.57	4.32				

Table 4: *Independents t-test analysis of respondents' on Teachers to the Teaching of Yoruba Language*

It was observed in table 4 that there was a difference in the mean values of students, 22.16 and that of teachers 24.57. The value of calculated t-test is 2.447 which is greater than the value of t critical 0.180 at 0.05 level of significant. This means that there is a significant difference on the views of respondents on teachers' attitude towards teaching of Yoruba Language in Akoko South West. Hence, the null hypothesis stated is hereby rejected.

### III. DISCUSSIONS OF FINDINGS

In answers to research question one, all the teachers' factors raised were agreed upon by the respondents as teachers' factors that militate against the implementation of curriculum. The factors are: teachers' workload, teachers' competency, teachers' communication skills and of course teachers students interactions. This finding corroborates (Abidogun, (2012) who posited that a Yorùbá Language teacher who is competent in discharging his duty would be able to inspire and influence the Yoruba Language Students thereby achieving his goals. The finding also support Adetayo, (2011) stated that a competent teacher inspires, stimulates and influences learning which enables the learners to assimilate instruction.

It was revealed from table 2 which answered research question two that Yoruba teachers have positive attitudes towards the teaching of Yoruba Language. This could be linked with the interactions of teachers with students and the way teachers delivered instructions and managed classrooms during teachings. This finding aligns with Popham (2005) and GoodyKonntz (2011) who submitted that teaching must be favorable enough to carry children along when they exhibit certain behaviours. The finding also buttress Omowumi & Abijo, (2021) in a study that teachers' attitude and competence are valid predictors of students' interest towards the teaching and learning of Yoruba Language.

It was observed in hypothesis one that there was a significant difference in the responses of students and teachers on factors affecting the implementation of curriculum considering teachers as one of the key holders in implementing curriculum. The difference in their view could be as a result of fact that teachers directly show concern and know where the shoe pinches, but students only see teachers while discharging their duties. This finding supports Adetayo, (2011) 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.

Table four indicated that there was a significant difference in the responses of teachers and students. The students rated the attitudes towards teachers towards the implementation of curriculum high. Teachers on their part may have seen lapses within their colleagues which made them to rate teachers attitude towards teaching lower than that of students. This finding aligns with the finding of 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.

### IV. CONCLUSION

Based on the findings of the study, it can be concluded that teachers commitment, communication skills, interaction with students, giving assignment to students and workload are teachers' factors that militate against the implementation of curriculum. Teachers have positive attitudes towards the teaching of Yoruba Language but have negative attitudes towards feeling sorry to the habit of coming late to the class. Teachers and students have statistical difference in their views both on teachers' factors affecting the implementation of curriculum and as well as teachers' attitudes towards the teaching of Yoruba Language,

### V. RECOMMENDATIONS

The following recommendations were made based on the findings of the study

- ✓ Teachers should arise and take cognizant of the identified teachers' factors militating against the implementation of Yoruba language curriculum.
- ✓ Teachers should have positive attitude, use instructional materials to teach Yoruba Language and ensure they don't come late to class.
- ✓ Teachers should give more attention to students area of difficulties and coordinate individual difference in learning.

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