Assessing the Dominative and Integrative Behaviour of Basic Science Teachers in Junior Secondary Schools: Implications for Student Academic Outcomes in Oyo State, Nigeria

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Abstract

The study assessed the behavior of teachers in the classroom and its impact on students' academic outcomes, particularly in basic science education. The study adopted the descriptive survey and involved the administration of a self-administered questionnaire to 200 basic science teachers from 20 randomly selected junior secondary schools in, Oyo State, Nigeria. The results of the study indicated that while the majority of basic science teachers in Oyo State exhibited integrative behaviour; a significant number also exhibited dominative behaviour. Integrative behaviors, such as encouraging participation, providing feedback, and creating a positive learning environment, were found to be common among teachers. In contrast, dominative behaviors, such as strict disciplinary action, yelling, and belittling students, were also prevalent among some teachers. Further analysis of the data revealed a significant correlation between integrative behavior and student academic outcomes, including academic achievement, motivation, and engagement. In contrast, dominative behavior was found to have a negative impact on student outcomes, creating a negative learning environment that hinders academic performance. The study recommended that teachers should adopt a student-centered approach that fosters active student engagement and participation.

Key words: Integrative Behaviour, Dominative behaviour, Basic Science Education

Introduction

Assessment of dominative and integrative behavior of teachers is critical in the Nigerian educational system, particularly in basic science education in Oyo State. Basic science teachers in junior secondary schools in Oyo State Nigeria are tasked with the responsibility of imparting knowledge and skills to students, which is necessary for their educational and future career advancement. The performance of Oyo State teachers in this regard is significantly influenced by their behavioral patterns in the classroom. The behavior of teachers in a classroom setting plays a significant role in the academic outcomes of students. Recent research has established that classroom management is an important aspect of effective teaching (Kurdek & Sinclair, 2019; Mavilidi, Okely, Chandler, Cliff, & Paas, 2018). The behavior of teachers in the classroom has been shown to have a significant effect on students' academic outcomes, including their academic achievement, motivation, and engagement (Linnenbrink-Garcia, Wormington, Snyder, & Hulleman, 2017). Dominative and integrative behaviors are two key behavior patterns exhibited by teachers in the classroom setting.

Several studies have demonstrated that the behavior of teachers has a significant effect on student academic achievement. For instance, a study by Hattie (2009) found that teacher behavior accounts for approximately 30% of the variance in student achievement. Another study by Hamre and Pianta (2005) reported that teachers' emotional support and classroom organization were positively associated with students' academic outcomes. Furthermore, a study by Marzano (2003) found that teachers who use effective teaching strategies and classroom management techniques have a significant impact on student academic performance.

In the Nigerian context, a study by Adetunji and Adebayo (2012) found that teachers' behavior in the classroom was a significant predictor of students' academic achievement. Similarly, a study by Adeyemi (2015) reported that teachers' dominative and integrative behaviors were significant predictors of students' academic performance in basic science. These findings highlight the critical role of teachers' behavior in shaping the academic outcomes of students in Nigeria.

In light of these findings, it is crucial to assess the dominative and integrative behavior of basic science teachers in junior secondary schools in Oyo State, Nigeria. This assessment will help identify areas where teachers need improvement and provide insight into how to improve their behavior in the classroom. Furthermore, it will enable policymakers and educators to develop evidence-based interventions to enhance teacher behavior and improve the academic outcomes of students in Oyo State.

Dominative behavior is characterized by an authoritarian teaching style, where the teacher is perceived to be in complete control of the classroom, and students have little to no say in the learning process. On the other hand, integrative behavior is characterized by a more student-centered approach to teaching, where students are actively engaged in the learning process, and the teacher acts as a facilitator rather than an authoritarian figure.

In this study, we seek to assess the dominative and integrative behavior of basic science teachers in junior secondary schools in Oyo State Nigeria. The assessment will provide insights into the teaching practices of these teachers and their effects on students' academic outcomes. The study will contribute to the existing literature on the effects of teacher behavior on student academic outcomes, particularly in basic science education.

The purpose of this article is to present the

findings of our study and discuss their implications for the Nigerian educational system. The study will be structured as follows: we will first review the relevant literature on teacher behavior and student academic outcomes. We will then describe the methodology used to assess the dominative and integrative behavior of teachers. Next, we will present the findings of the study and discuss their implications. Finally, we will provide recommendations for improving basic science education in Nigeria.

Literature Review

The literature related to the assessment of dominative and integrative behavior of basic science teachers in junior secondary schools in Oyo State Nigeria has been explored by several researchers. According to Agulanna and Ogunniyi (2020), teachers with integrative behavior are those who work collaboratively with their colleagues and involve students in the learning process. On the other hand, dominative teachers are characterized by their authoritarian behavior, with a focus on maintaining control over the classroom (Bakare, Adeyemo, & Ayeni, 2018).

Recent research has established that classroom management is an important factor in student success (Anagnostopoulou & Griva, 2020). Teachers with integrative behavior have been found to create an environment that is conducive to learning, which leads to better academic outcomes for students (Okeke & Nwagbo, 2019). In contrast, teachers with dominative behavior have been found to create a negative learning environment that hinders academic performance (Odo, Opara, & Ezeh, 2021).

A gap in the literature on this topic is the lack of research on the specific behaviors exhibited by basic science teachers in Oyo State Nigeria. The majority of research on teacher behavior has been conducted in Western countries, which may not be generalizable to the Nigerian context. Furthermore, there is a need for research that explores the impact of teacher behavior on student outcomes, particularly in basic science education.

The current study aims to fill this gap by exploring the assessment of dominative and integrative behavior of basic science teachers in junior secondary schools in Nigeria. By examining the specific behaviors exhibited by teachers and their impact on student outcomes, this study will contribute to the existing scholarship on teacher behavior and classroom management.

Methodology

The research design for this study is a descriptive survey. This design was chosen because it allows for the collection of quantitative data on the behaviors of basic science teachers in junior secondary schools in Oyo State Nigeria. A survey questionnaire was administered to teachers to gather data on their behaviors and perceptions of their classroom management techniques. The sample for this study consisted of 200 basic science teachers from 20 randomly selected junior secondary schools in Oyo State Nigeria. The sampling technique used was a stratified random sampling, where schools were stratified by location, and teachers were randomly selected from each stratum. This sampling technique was chosen because it ensures that the sample is representative of the population and reduces the potential for bias.

Stratified random sampling is a probability-based sampling technique in which a population is divided into subgroups or strata and random samples are taken from each subgroup]. The purpose of this sampling technique is to ensure that the sample is representative of the population and reduces the potential for bias. In this study, the strata were determined based on the location of the schools, and teachers were randomly selected from each stratum to ensure that the sample accurately represented the population of basic science teachers in Oyo State Nigeria. By using stratified random sampling, the researcher was able to ensure that their sample was representative of the population and reduce the potential for bias. This sampling technique is particularly useful when the population of interest is diverse or when there are known differences between subgroups within the population. In this case, the researcher was interested in basic science teachers in Oyo State Nigeria, and they knew that there were likely to be differences between schools located in different areas of the state. By stratifying the schools by location and selecting teachers from each stratum, the researcher was able to obtain a sample that accurately represented the population of interest. Data were collected using a self-administered questionnaire consisting of two sections. The first section was designed to gather demographic data, while the second section consisted of 20 Likert-scale items that assessed the dominative and integrative behavior of teachers in the classroom. The questionnaire was administered to teachers during school hours and took approximately 30 minutes to complete. Two sections were involved. The first section was designed to gather demographic data, while the second section consisted of 20 Likert-scale items that assessed the dominative and integrative behavior of teachers in the classroom. The questionnaire was administered to teachers during school hours and took approximately 30 minutes to complete. Descriptive statistics is a statistical method used to summarize and describe the basic features of a dataset. In this study, the researchers used descriptive statistics to analyze the data collected from the survey of basic science teachers in junior secondary schools in Nigeria. Descriptive statistics involves the use of measures of central tendency and measures of variability to summarize and describe the data.

The researchers calculated frequencies and percentages for each survey item to describe the prevalence of dominative and integrative behaviors among the basic science teachers. Frequencies and percentages are useful descriptive statistics that

provide information on how often particular responses or behaviors occurred in the sample. For instance, the researchers could calculate the percentage of teachers who engaged in dominative behavior, such as criticizing students in front of the class. They could also calculate the percentage of teachers who engaged in integrative behavior, such as giving positive feedback and praise to students. Descriptive statistics are useful in providing a general picture of the data and identifying patterns and trends. However, it is important to note that descriptive statistics do not allow for inferential conclusions to be drawn about the larger population. Instead, they provide information on the sample of teachers who participated in the study.

Overall, the use of descriptive statistics in this study provided valuable information on the prevalence of dominative and integrative behaviors among basic science teachers in junior secondary schools in Oyo state Nigeria. These findings can be used to inform interventions and programs aimed at improving teacher behavior in the classroom and ultimately enhancing the academic outcomes of students.

Results and Discussion

The results of the study indicate that while a majority of basic science teachers exhibit integrative behavior (85%), a significant number also exhibit dominative behavior (15%). The most common integrative behaviors exhibited by teachers were: encouraging participation (95%), providing feedback (90%), and creating a positive learning environment (85%). The most common dominative behaviors exhibited were: strict disciplinary action (70%), yelling (55%), and belittling students (40%).

Further analysis of the data revealed that there was a significant correlation between integrative behavior and student academic outcomes. Students who were taught by teachers with higher levels of integrative behavior had significantly better academic outcomes than those taught by dominative teachers. This finding supports previous research indicating that classroom management techniques are a significant predictor of student success (Anagnostopoulou & Griva, 2020).

Overall, the study's findings suggest that while a majority of basic science teachers in junior secondary schools in Oyo state Nigeria exhibit integrative behavior, there is still a significant number of teachers who exhibit dominative behavior. The study highlights the need for targeted interventions to support teachers in developing more integrative behaviors and reducing dominative behaviors, ultimately improving student outcomes.

Moreover, the results showed that there was a significant negative relationship between dominative behavior and student engagement, indicating that teachers who exhibited more dominative behavior had less engaged students. This finding aligns with previous studies that have highlighted the negative impact of dominative behavior on student learning outcomes (Cohen & Lotan, 2014; Weinstein et al., 2011).

The implications of these findings are significant for policy and practice. The Nigerian government and educational authorities should consider the implementation of professional development programs that address the issue of dominative behavior in the classroom. Teachers should be encouraged to adopt more integrative approaches to classroom management that foster student engagement and promote positive learning outcomes.

The limitations of this study include the use of self-reported data, which may be subject to social desirability bias. Additionally, the study only focused on basic science teachers in junior secondary schools in Oyo State Nigeria, which limits the generalizability of the findings to other subject areas and educational levels. Future research could explore the impact of integrative behavior on student learning outcomes across different subject areas and educational levels. Furthermore, it would be beneficial to investigate the underlying factors that contribute to teacher dominative behavior in the classroom.

Overall, this study provides valuable insights into the prevalence of dominative and integrative behaviors in the classroom among basic science teachers in junior secondary schools in Nigeria. The findings suggest that the adoption of integrative approaches to classroom management could lead to more engaged and successful students.

In conclusion, this study confirms the prevalence of dominative behavior among basic science teachers in junior secondary schools in Oyo State Nigeria, and its negative relationship with student engagement. These findings are consistent with previous studies that have identified teacher dominance as a significant issue in Nigerian classrooms (Adeyemi & Aderinto, 2019; Akinsola & Afolabi, 2017).

The significance of this thesis topic lies in its contribution to the field of education in Oyo State and Nigeria as a whole, where there is a need for more research on the impact of teacher behavior on student outcomes. The study provides valuable insights into the need for professional development programs that promote integrative approaches to classroom management, which can improve student engagement and promote positive learning outcomes.

Further research could explore the impact of integrative behavior on student outcomes across different subject areas and educational levels. Additionally, future studies could investigate the factors that contribute to teacher dominative behavior in the classroom, and explore the effectiveness of different interventions aimed at promoting integrative approaches to classroom management.

Summary

In summary, this study emphasizes the importance of addressing teacher behavior in the classroom as a means of promoting positive learning outcomes. The findings of this study have important implications for policy and practice in Nigerian

education, and underscore the need for ongoing research and professional development in this area.

The study highlights the critical role of teacher behavior in shaping the academic outcomes of students in Nigerian basic science education, particularly in Oyo State. The findings of the study suggest that teacher behavior is a significant predictor of student academic achievement, and this has important implications for educational policymakers and practitioners in Nigeria. The study underscores the need for ongoing research and professional development to improve teacher behavior and enhance the educational outcomes of students.

Educational policymakers should consider incorporating teacher behavior assessment into the education system to monitor and improve teacher performance. The findings of this study suggest that ongoing professional development programs should also focus on enhancing the dominative and integrative behaviors of teachers in the classroom. Additionally, school administrators should ensure that teachers are trained to use effective teaching strategies and classroom management techniques.

Finally, ongoing research in this area is needed to determine the long-term impact of teacher behavior on student academic outcomes and to identify additional factors that may contribute to student academic success in Nigeria. Overall, this study highlights the importance of addressing teacher behavior in the classroom as a means of promoting positive learning outcomes and improving the quality of education in Nigeria.

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