Teachers' Management of Teaching-Learning Process in Selected Senior Secondary Schools in Saki, Oyo State

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Abstract

This study examined teachers' management of teaching-learning process in selected senior secondary schools in Saki Township, Nigeria. Purposive sampling technique was used to select 40 Senior Secondary Schools having two teachers taking Government in Saki West Local Government Area of Oyo State. Two teachers were selected in each school, while forty (40) teachers of Government participated in the study. The instrument used was Government Teachers' Observation Rating Scale (r=0.78) was developed by the researcher for the purpose of eliciting the opinion of the respondents. Data were collected and analyzed using descriptive statistics of mean and standard deviation. Findings revealed that teachers in the selected senior secondary schools had a high level of class control. The study also found out that the selected teachers had high level of the use of questions in the selected schools. The findings also revealed that the selected teachers had low level of use of instructional materials in the selected schools.
It is recommended that instructional materials and resources should be made available to the schools.

Key words: Teacher, management, teaching-learning process, senior secondary schools, Saki Township, Nigeria

Introduction

Teachers' management of teaching learning process include; teacher behaviour (warmth, civility, and clarity), teacher knowledge (of subject matter, of students), method of teaching, use of instructional materials, use of question, classroom management and control, teacher beliefs and so forth. Teachers' management of teaching-learning process is the ability of teachers to improve students' achievement.

Teachers' management of teaching-learning process is defined as the methods and strategies a teacher uses to maintain a classroom environment that is conducive to a student's success and learning.

According to Olujimi (2018) teachers' management of teaching-learning process involves the methods of teaching and learning that actively involve students in their own learning and personal development. Teachers' management of teaching-learning process has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation, evaluation (Onyeachu 2016).

The influence of teachers' management of teaching-learning process on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura and Tayo 2017; Lockhead and Komenan 2018; Schacter and Thum 2019; Starr 2020). The above studies suggest that teachers' management of teaching-learning process correlate students' academic achievement. Therefore, teachers should produce students of higher academic performance.

According to Fashikuetal (2018) all over the world, the tasks performed by the classroom teachers in schools have increased in scope and become more complicated and complex. For instance, they are expected to write lesson notes, lesson plans, mark register, fill school diary and other records, as well, assess and manage students' behavior, while at the same time, control, direct and organise effectively the classroom activities. Hence, classroom control is the ability of the teacher to set the class in order, control the process of learning behaviour through discipline, and be in-charge so as to facilitate effective learning. According to Fashiku (2016) Classroom control as an aspect of the management of teaching-learning process fosters appropriate students' behavior by encouraging them to do the right thing at the right time within and outside the school premises. This can be done when the teachers give clear rules and ethical guidelines to ensure that students understand what is expected of them at a given period of time. Similarly, class control comprised verifying whether everything that occurs in the class is in conformity with the plans, instructions issue and the principles established. It is meant to point out weaknesses and errors in order to rectify them and prevent their future occurrences. In some occasions, it can be regarded as the power and authority of the teacher to direct specific activities of the class and conduct his/her students with a view to ensuring their conformity to the established school rules and regulation for achieving the desired objectives and goals of education.

Classroom control as an important aspect of the management of teaching-learning process is an attempt to set the behaviour of others for goals or purposes that correspond to the attainment of the goals and objectives of the educational system. For example, if a teacher places a notice on the notice board and everyone in the classroom follows it as indicated. This illustration shows that an effective teacher has exercised a mode of effective communication management because students' behaviors are significantly influenced positively by the instruction given. This however indicates that, teaching, learning is synonymous to class control cannot be separated because classroom control is characterized by effective discipline, and discipline is seen as an instruction, training of the mind and subjection of self to school

rules and regulations (Osakwe, 2019). Studies from various research reports and evidence have shown that an effective teacher knows much about his/her learners ability, capacity and personality and tends to achieve better than the one (teacher) who knows little or nothing about his learners.

Ijaya and Oyedeji (2020) posited that, classroom control is about the teachers' behaviour which involves monitoring of classroom activities aided by appropriate decisions at all spheres of the lesson, namely: the pre-active, interactive and evaluation stage, so that student can attain the desired activities. Classroom control according to Ayuba (2019) is one crucial dimension of classroom teaching and the tasks of facilitating learning and establishing orders. Eleojo (2019) posited that classroom management involves a positive classroom environment, appropriate standards of behaviors for students, effective management of daily routine and instructions, as well as engaging the students in classroom activities throughout the lessons. As noted by Mezieobi (2016) it involves application of behavioural principles and policies of discipline that are effective to create an ideal academic system and achievement of targeted goals and objectives of the school system.

Ezezobor (2016) characterized classroom control to be the actions taken to create an environment that supports and facilitates academic and socio-emotional learning. They further explained that, teachers must; develop care, supportive relationship with and among students; organize and implement instructions in ways that optimize students' access to learning; use group management methods that encourage students' engagement academic tasks'; promote development of students' social skills and self-regulation; and use appropriate interventions to assist students with behavioural problems.

Management of teaching-learning is the application of behavioral principles and policies that are effective which would bring about ideal classroom standards. This however, assists the teacher to overcome any problem that may arise within the school system. It is expected that, this process will increase the competencies of the teachers to successfully cope with instructional tasks in secondary schools (Ebireri, 2017). Learning according to Osakwe (2016) is a natural process of pursuing meaningful goals, discovery and constructing meaning from information and experience filtered through the learners' unique perceptions, thought and feelings during teaching-learning. In consonance with Ijaya and Oyedeji (2019), Ojerinde (2020) was of the view that, the management of teaching learning process is concerned with operation and control of classroom activities by the teachers.

According to Ojerinde (2020) teaching-learning process in secondary schools resides in the teacher using different approaches and whatever the teacher arrived at, in whatever form, classroom control influences it. However, among the factors affecting teaching and learning in most educational system are matters of the environment, classroom arrangement, students' age and socio-background, teacher mastery of the subject matter, class control, use of instructional materials, use of question. On this note, the Encyclopedia (2014) observed learning to be an act of acquiring new modifying or enforcing existing knowledge, behaviours, skills, values or preferences that may involve the use of different types of information. People can learn through schooling, personal experience and personal development and training. This encourages more participation and interaction of students in the classroom and greater focus in the teaching and learning process. As a result, student learning outcomes are improved.

Teaching-learning may involve sharing of experience between the teacher and the learner through expression of interactions with the aim of bringing about a desirable change in behavior of the learner in the classroom. In view of Salami (2019) teaching-learning involves a kind of communication that has an impression in the mind of the learner in such a way that he/she accepts the desirable new experience. Bryant and Hunton (2020) posited that, this level of interaction allows a wider range of participation by the student, leading to an increased state of engagement in the learning environment. Therefore, improving teaching and learning in school should consist of adoption of good strategies outlined for effective improvement of teaching in Nigerian schools (Federal Ministry of Education, 2007).

Two types of approaches can be observed in teaching-learning process in secondary schools in Saki, Oyo State; teacher-centered and student-centered approaches respectively. According to Oyedeji (2018) teacher-centered approach of instruction is more traditional and didactic as students are only made to listen to teachers' presentation and instructions which make them to be passive recipient of information in the classroom. In contrast, student-centered instructional approach provides a learning environment that invites students to actively participate in, and help to shape their own learning experiences either of the two instructional approaches can be used effectively to bring about effective learning, control and management in the classroom. The researchers perceived teacher-centered approach on one hand as a formal style of teaching with instruction directed to the whole class. For instance, the teacher gives instructions to the student in the classroom with consideration on the content rather than the students learning and making contributions in the class. In the light of this, teacher-centered approach as cited in the training manual of Osun State government's Professional Development Programme for the teachers held in Osun State in 2014 that, the approach puts the teacher literarily in the role of the director of learning and works on the assumption that the teacher knows the best. Furthermore, attention is focused on the subject matter rather than on the learner, so it is seen more as working through the syllabus rather than trying to help

the learners. As a result of this, the learners are found to be passive or inactive in the classroom.

Student-centered approach on the other hand is a way of planning learning activities for all the learners during instruction in such a way that learners have freedom to think, communicate and engage in discovering what they know and can do, instead of what the teacher will say and do. For instance, when students are given a task to perform in the classroom, the teacher moves round and monitors, provides assistance ensuring that the task is achievable. Learner-centered approach includes the methods of teaching such as group discussion, group work and project work.

Teaching-learning in Nigerian secondary schools seems to be a veritable means of ensuring quality education. Observation shows that, the state of teaching-learning process in ensuring quality is fast deteriorating in schools due to the different methods used in imparting knowledge. Consequent upon this, effective teaching underscores the central position as teacher gives instruction in the classroom. Hence, it is expected that education is required to be a natural tool for individual development. It is against this background that, the researchers carried out an investigation on the teachers' management of teaching-learning process in selected senior secondary schools in Saki, Oyo State.

Statement of the Problem

The drastic deterioration in the school performance of students generally these days calls for an immediate solution to forestall and contained the intellectual virus before it eats deep into the fiber of our education system. This is as a result of poor management of teaching-learning process among the senior secondary schoolteachers in the area of class control, method of teaching, non-utilisation of instructional materials and poor evaluation techniques adopted by teachers. One of the unique ways of doing this is to encourage researchers to investigate the teachers' management of teaching-learning process in a bid to recommend lasting solution to the menace. It is against this background that the present study examines teachers' management of teaching-learning process in selected senior secondary schools in Saki, Oyo State.

Research Questions

The following questions guided this study.

1. What are the levels of teachers' class control in selected senior secondary schools in Saki, Oyo State?
2. What are levels of the use of question among the teachers in selected senior secondary schools in Saki, Oyo State?
3. What are the levels of the use of instructional materials in teaching and learning of Government in senior secondary school in Saki, Oyo State?

Methodology

This chapter described the procedures that were adopted in the study under these sub-headings: research design, population of the study, sample and sampling techniques, research instrument, procedure for data collection and method of data analysis. The study adopted the survey research design because it sought the opinion of teachers on the management of their teaching learning process. The survey research design was adopted because the researcher makes use of teachers' observational instrument which is surveying instrument and a sample was selected out of the whole population. **The population for this study comprised all the teachers of Government in Senior Secondary Schools in Saki Town. Purposive sampling technique was used in selecting forty (40) Senior Secondary Schools having two teachers taking Government. Two teachers were selected in each school and Forty (40) teachers of Government participated in the study.** Government Teachers' Observation Rating Scale **(r=0.78)** was used in data collection. **The researcher obtained a letter of introduction from the department of Arts and Social Sciences Education to the respective schools. This enabled the researcher to carry out the research the research work bearing in mind, the need to get the approval of the school principal and the cordial attention of staff. The researcher engaged two research assistants. An induction session was conducted by the researcher for the research assistants to enable them get familiar with their assignments. The researcher and the research assistants observed and scored the teachers differently.** Descriptive statistics of mean and standard deviation were used to answer the research questions.

Answering the Research Questions

Research Question 1: What are the Levels of Teachers' Class Control in selected Senior Secondary School in Saki, Oyo State.

Table 2: Level of Teachers' Class Control in selected Senior Secondary School in Saki, Oyo State.

S/N	Statements	EX	VG	G	F	P	$\tilde{X}$	St. dev.
1	Maintaining good eye contact with students	15 (37.5)	10 (25)	10 (25)	5 (12.5)	-	3.88	3.50
2	Maintaining good classroom voice	20 (50)	10 (25)	10 (25)	-	-	4.25	3.81
3	Use of clear, simple and unambiguous words with students during teaching	30 (75)	5 (12.5)	5 (12.5)	-	-	4.63	4.15
4	Use both writing and oral communication	25 (62.5)	13 (32.5)	2 (5)	-	-	4.56	4.09
5	Permits students to freely express themselves during teaching in the classroom	10 (25)	20 (50)	10 (25)	-	-	4.00	3.54
		Weighted Mean =4.26 ; Threshold = 3.00						

Table 2 shows the level of teachers' class control in selected school. The result indicates a weighted mean of 4.26 which is greater than the threshold set at 3.00. This implies that the selected teachers had high level of class control in selected schools.

Research Question 2: What are the Level of Use of Question among Teachers in selected Senior Secondary Schools in Saki Oyo State.

Table 4.3: Level of Use of Question among Teachers in selected Senior Secondary Schools in Saki, Oyo State.

S/N	Statements	EX	VG	G	F	P	$\tilde{\chi}$	Sd
1	Conducts pre-test/diagnostic test	-	-	-	30 (75)	10 (25)	1.75	1.22
2	Asking students the background knowledge they have about the topic to be taught	18 (45)	12 (30)	10 (25)	-	-	4.20	3.75
3	Using rubrics when and where applicable	10 (25)	13 (32.5)	12 (30)	5 (12.5)	-	3.70	3.31
4	Use of assignment	26 (65)	10 (25)	4 (10)	-	-	4.55	4.07
5	Oral classroom questioning	32 (80)	5 (12.5)	3 (7.5)	-	-	4.73	4.24
		Weighted Mean =3.79; Threshold = 3.00						

Table 4.3 shows the level of teachers' use of question in the selected school. The result indicates a weighted mean of 3.79 which is greater than the threshold set at 3.00. This implies that the selected teachers had high level of use of questions in the selected schools.

Research Question 3: What are the Level of Teachers' Use of Instructional Materials in Selected Senior Secondary Schools in Saki, Oyo State.

Table 4.4: Level of Teachers' Use of Instructional Materials in Selected Senior Secondary Schools in Saki, Oyo State.

S/N	Statement	EX	VG	G	F	P	$\tilde{\chi}$	Sd
1	Use of maps and diagrams during instruction	5 (12.5)	15 (37.5)	10 (25)	10 (25)	-	3.38	3.00
2	Use of simulation and games during instruction	-	-	10 (25)	15 (37.5)	15 (37.5)	1.88	1.50
3	Use of slides during instruction	-	-	10 (25)	15 (37.5)	15 (37.5)	1.88	1.50
4	Use of computers during instruction	-	-	15 (37.5)	10 (25)	15 (37.5)	2.00	1.66
5	Use of charts during instruction	20 (50)	15 (37.5)	5 (12.5	-	-	4.38	3.91
		Weighted Mean =2.70; Threshold = 3.00						

Table 4.4 shows the level of teachers' use of instructional materials in selected school. The result indicates a weighted mean of 2.70 which is lesser than the threshold set at 3.00. This implies that the selected teachers had low level of use of instructional materials in the selected schools.

Discussion of Findings

Level of Teachers' Class Control in Selected Senior Secondary Schools in Saki, Oyo State.

The results of this finding showed that selected teachers had good classroom control. The finding here corroborates the view of Oyedeji (2018) who was able to show that majority of the teachers have good classroom management and control, he also said that teachers have good sitting arrangement. The finding is also in agreement with Ozigi (2019) who found out that teachers good eye contact with students and good communication skills have positive influence on teachers' management of teaching learning process. The findings of this study also take credence to the research conducted by Ijaya and Oyedeji (2020) where it was posited that the use of clear, simple and unambiguous words with students during teaching has greater influence on students' academic achievement and that students ability to freely express themselves during teaching and learning in the classroom is equally part of the management of teaching learning process which was observed to be available among the teachers of government in senior secondary in Saki, Oyo State.

However, the study negates the findings of Onyemerekeya(2018) and Jones, Bagford&Wallen (2019) which revealed that the classroom regular eyes contact, well arranged classroom are not enough to measure the teachers management of teaching learning process but teachers mastery of the subject matter and method of instructional delivery. But it is obvious from the result that teachers in Saki Town have good classroom control as a yardstick to measure management of teaching learning process.

Level of the use of Question among Teachers in selected Senior Secondary Schools in Saki, Oyo State

The research question two examined the level of the use of question among teachers in selected senior secondary schools. The result indicates a weighted mean of 3.79 which is greater than the threshold set at 3.00. This implies that the selected teachers had a proper use of questions during teaching-learning process in senior secondary schools in Saki, Oyo State. The result revealed that the respondents do conduct diagonistic test for students immediately they came to class, it was also revealed that teachers do ask students the native or background knowledge they have about the topic to be taught, it was also discovered that teachers do use rubric when and where applicable, the study also revealed that assignment as a means of assessing students is not neglected by teachers and oral classroom questioning becomes the norm in the class.

As a result of this, majority of the teachers are skillful in using questions during teaching-learning process. To support this, Olaogun (2020) is of the opinion that teachers' use of questions have significant influence on students' academic performance in senior secondary schools. This view is supported by Bryant and Hunton (2020) who opined that giving students' feedback is also an effective management of teaching-learning process by teachers, this will enable the students to identify their strengths and weaknesses. They went further to assert that positive or effective use of question brings about serious interest which in turn leads to students' academic performance.

The level of the use of Instructional Materials in Teaching and Learning of Government in Senior Secondary School in Saki, Oyo State.

Research question three focused on the level of the use of instructional materials in teaching and learning of Government in senior secondary schools. The results indicates a weighted mean of 2.70 which is lesser than this implies that the elected teachers had low level of the use of instructional materials, majority of them are found to be using charts, maps and diagrams as traditional types of instructional materials but neglected the use of modern instructional materials such as slides, games, stimulations and computer. The finding here corroborates the view of Ezeike (2017) who was able to show that majority of the teachers still adopts old instructional materials. The finding is also in agreement with Yasin (2017), Ojukwu et al (2019) and Agabi (2020)who found out that teachers used instructional materials but didn't use modern instructional materials that can aid students learning.

However, the study negates the findings of Adeyoyin (2015); Ali, (2016) which revealed that the teacher use judiciously the available instructional materials and sometimes improvised, they should not be bothered about the instructional materials that are not accessible to them.

Conclusion

The study examined the teachers' management of teaching-learning process in selected senior secondary schools in Saki, Oyo State and it was revealed that the teachers of the selected senior secondary schools had effective management of teaching-learning process.It could be concluded from the study that selected teachers had good class control which constitute parts of teachers' management of teaching-learning process.

Recommendations

Based on the summary of the findings above, the following recommendations are hereby made:

1. Teaching facilities are all the things that are needed for effective teaching and learning process to take place, school administrators and government urgently need to upgrade teaching facilities to meet up with modern demands of secondary school education. Digital facilities should be provided in schools.
2. Teachers of government in senior secondary school need to be conversant with the appropriate and innovative teaching methods and strategies and as well employ them while teaching
3. To reduce the attrition rate of qualified and experienced teachers and to encourage other qualified teachers to take teaching as a vocation, government should give good remuneration and incentives to teachers. This will no doubt encourage and motivate them to put more effort in their teaching.

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