



Investigating School–Factors Affecting the Implementation of Yoruba Language Curriculum in Oyo State

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Abstract

This study investigated school-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 study. The research Instruments used for this study were; Resource Availability, Adequacy and Utilization Checklist (RAAUC), Students' Interest in Yorubá Language Questionnaire (SIYLO) and Yorubá Language Achievement Test (YLAT). The Method of data analysis was simple percentage and regression analysis was used to analyse the data collected. The study revealed that most of Yoruba language teaching materials are available and those that are available are less utilized. It was also found that the combination of school factors allowed reliable prediction of students' interest in Yoruba language. The result revealed that school type, school location and availability of teaching-learning resources taken together allowed reliable prediction of students' achievement in Yoruba language. The study therefore recommends that government should provide relevant Yoruba language teaching materials while teachers on their part should utilize the Yoruba language teaching materials adequately.

Keywords: School Location, School Type, Resource Availability, Students' Interest.

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INTRODUCTION

Instructional materials seem to be one of the major determining variables that control the pace of students' performance. They make teaching more effective and make students understand more easily. Instructional materials are materials that when one introduced can enhance the teaching and learning of Yorùbá Language and other subjects in the junior secondary schools Abijo (2011). These include flip charts, audio visual materials like radio, tape, television, DVD player, computer devices, games, diagrams, and others. The fundamental components of instructional design are: the learners outcomes to be developed and demonstrated, the particular needs and characteristics of the students, the instructional strategies to be chosen and the methods that will be used to determine the extent to which learning is achieved, Morrison, Ross, & Kemp, (2011).

The place of resource materials in the effective implementation of any curriculum (like Yorùbá Language Curriculum) designed to better improve and cultivate understanding of the skills necessary for the changing technical world is paramount and cannot be overemphasized according to Abijo (2009). The availability and utilization of resource materials in our secondary schools in the country is a major concern to the researcher because it is one objectives of the curriculum. Mbadu and Dorgu (2014), while expressing their concern in terms of the level of infrastructural decay in our schools said, there is serious shortage of physical and psychological infrastructures in almost all the public primary and secondary schools in the country. According to the duo, most of books in our public primary and secondary school libraries have become obsolete which cannot appeal to learners' interest. They said. if nothing is done urgently as regards the deplorable conditions of our school environment, the hope and full expectations of achieving human development capacity in 2020 becomes only but a mere dream.

Supporting their position on the state of infrastructures in Nigerian schools, Puyate (2006) noted that most of the equipment, tools, workshop facilities are either broken down, damaged or dilapidated and they are neither replaced nor renovated. Anyakogu (2012) opined that a relationship exists between the availability of school resource materials and implementation of school curriculum. According to him, without the availability of functional infrastructures or resource materials, the skill-based curriculum will not be effectively implemented and the students would lack skill acquisition and economic empowerment.

The availability of infrastructure in our secondary schools is basic booster of educational development. Infrastructures refers to such basic requirement needed to support structure without which the functioning and growth of education especially at a fast pace is not possible. While infrastructural facilities are those physical resources put in place in the school system, which are used for the benefit of teaching learning processes and for effective academic goals achieve achievement. Instructional facilities are provided for the enhancement and promotion of teaching and learning activities, and the quality and quantity of educational facilities within an educational system have positive relationships with the standard and quality of educational system.

Alabi (2017) studied the relationship between availability, adequacy and utilization of instructional materials of human and non-human resources in the teaching and learning processes and students' performances in science subjects in Eldoret Municipal of Kenya. Brendle-Corum and Anita (2010) in their study, examined teachers' working conditions in relation to instructional facilities. The facilities are divided into three namely; clusters technology, facilities and instructional materials. All discriminant function analysis was conducted to predict teachers' stated intentions to return to the same assignment or to change positions. They found out that teachers want to work in an environment that is safe and has sufficient access to appropriate

instructional materials and resources to teach effectively. The need for the use of instructional materials should not be ignored.

School type is a major factor to be considered in the implementation of a curriculum. School type has great influence on students' achievement. It is believed that the private schools are better in terms of the availability of human capital, physical facilities and consequently students' performances in such schools are better than their counterparts in the public schools.. School types make a difference in students' academic performance (Adepoju & Oluchukwu 2011; Ajayi 1998). Yusuf and Adigun (2010), added that it appears most of the public secondary schools cannot compete favourably with Government Colleges (State Unity colleges) in terms of students' academic performance as a result of their inefficiency; but their study revealed that school type had no significant influence on students' academic performance.

School type refers to the type of school in which a particular school falls into. Schools can be categorised into public and private ones. The public ones are the government owned schools while the private are owned by private individuals who are being referred to as proprietors and proprietries .In most public schools in Oyo State, Yoruba Language is being offered as one of the subject since it has been stipulated by the National Policy of Education(FRN2004) that in the Junior Secondary Schools, one Nigerian major languages or the language of the immediate environment should be among the basic subjects to be offered but since the indigenous languages are restricted to primary education and the cultural domain, Yoruba Language has been prescribed in the National Policy on Education(FRN2004) as a medium of instruction in primary schools and to be studied as a second language in junior secondary schools in Nigeria.

Private schools are owned by individuals basically for the purpose of making profit, while public schools are established by local, state and federal government and are opened to general public. Berkelley Parents' Network (2010) affirmed that private schools differ in term of academic achievement and parental involvement. Parents/caregivers pay for teaching their wards and thus, participate in determining what the school offers their children (Olatoye & Agbatogunn, 2009). Lubiensski, Lubiensski and Crae (2009), Igbinedion and Epumeppu (2010) were of the view that public school students do well academically compared to private schools, while Olatoye and Agbatogun (2009) argue that private schools students perform better compared to their counterparts in public schools. The argument on achievements and type of school is inconclusive since different researchers employed diverse variables and different study settings. Studies on Private and government schools system in some developed countries were conducted by Eze (2010) and Schacter and Thum (2004) found private schools appear to be more effective with achievements than in public schools. Akomolafe (2012) and Etuk (2005) claimed privately owned schools are better in promoting achievements and this was as a result of commitment to work. Etuk (2005) added that private schools tend to do better with less spending on teachers.

It was discovered by Alt and Peter (2002) that administrators of private schools are more disciplined compared with what is found in government schools. Ubbeku (1994), claimed that negative disposition to duties is found in government offices than in private sector, emphasizing that master-servant relationship was responsible in addition with stiff rules and regulations that depict leaders' activities in the public sector. Nevertheless, Abiodun-Oyebaji (2004), and Akomolafe (2012) in their work affirmed that there was no significant difference between teachers' job effectiveness in government and private schools in Ekiti state. Adegun (2005) also discovered that administratively, there was no significant difference between government and

private schools. Likewise, Baasey, Udom and Ekpuoh, (2005) found similarities existed in teachers' supervision and assessment of achievements between the government and private schools.

The location of school can be termed as rural and urban. The location where a school is cited can influence the activities of teachers and students as it relate to their academic achievement. The differences between schools can be explained by the different structures that surrounded the different kinds of schools. The location of school could influence the levels of academic achievement of students. Owoeye (2001) opined that school location has a significant effect on the academic performance of students. This agrees with the view of Odinko (2002) that schools in the urban areas are better positioned to attract more quality students and teachers than rural schools. This is also in line with the view of Boit (2012) who submitted that teachers who insist on teaching in urban schools are usually those with higher qualifications. Highly qualified teachers may hardly accept offers to teach in rural areas because they believe they are highly qualified and will therefore be posted to their preferred location of school, if they insist. Qualified teachers are hardly ready to endure the lack of social amenities in rural areas. On the other hand, unqualified teacher may easily accept posting to rural areas and be ready to endure the hardship in such places because they cannot insist on teaching in urban schools since they are not qualified.

Some agencies or state government make efforts to improve the quality of education in different location to cater for all citizens. As an example, the partnership between Lagos State Government and the World Bank has the overall objective of improving the quality of education and enhancing learning outcomes in public junior and secondary schools in the State (Lagos Eko Project, 2013a). The Project is an intervention targeted at addressing the deteriorating quality of education in the state particularly the West African Examination Council Examination (WASSCE) results and by focusing on learning outcomes in core subjects (English, Mathematics and the Sciences). Many other states across the country have not had a robust intervention program as this. As such, it can be adduced that such efforts should commensurate with the educational outcomes and thus bridge the gap of educational disparities among different States, hence, they may be at an advantage over other states like Ondo and Oyo states, where the interventions have majorly been capacity buildings and not high stake projects.

Considine and Zappala (2002) and Brown (2003), in their study find out that. school location significantly predict achievement of students, adding that, the significant difference is as a result of some rural schools lacking qualified teachers in their subject areas but the children still exhibit good academic performances. Ndukwe (2002) confirmed that in most cases, the economic conditions of schools could be better in urban location than in the rural areas. Fasan (2010) buttressed this by saying that schools cited in the cities typically have better resources than those in rural location. Adding that a school that is located some distance away from the children's home would affect their academic achievement, which is because the children have to trek a distance every day to the school.

Akpan's (2008) study also showed that schools in urban areas have more teachers. More facilities, electricity and good water supply. Owoeye and Yara (2011) examined school location and academic achievement of secondary school students and found out that there is a significant difference between the academic performance of students in rural and urban areas. From their study on school factors as correlates of students' achievement in Chemistry, Oginni, Awobudu, Alaka and Saidu (2013) also reported that school location made the highest contribution to students' achievement.

Another study conducted by Onoyase (2015), reveals that the academic performance among students in urban, semi urban and rural secondary schools was significantly different, favouring students in urban schools. In the same vein, Oladokun,(2010), Onah (2011) and Ellah and Ita (2017), conducted a study on the correlational relationship between school location and students' academic performance and found out that students' performance in urban schools was better than that of their performance in rural schools. Okorie and Ezeh (2016) investigated the influence of gender and location on students' achievement in chemical bonding.

Odinko (2002), in her study, on how home and school factors determine literacy skills development, establishes that school location has influence on the academic achievement of the child. She adds that most of the learners in urban schools are exposed to better and modern infrastructural facilities to make them perform better than their counterparts in the rural areas. However, Trickett in Freeman and Anderman (2005) found that students in the urban schools were significantly more focused on mastering the materials required in their schools' work than those in the rural settings. This however contradicts some findings which noted that school location has no significant effect on academic performance of students Omahand Ugwu (2010).

Statement of the Problem

There are concern from scholars and researchers on how to sustain students' interest and improve academic achievement in Yorùbá language. It appears that school factor may critically be necessary for the sustenance and improvement of students' academic achievement in Yoruba language. Therefore, this study investigated school factors affecting the implementation of Yoruba language curriculum in Oyo state.

Research Questions

- What are available and utilized learning resources for the teaching and learning of Yorubá Language in the Junior Secondary School in Oyo State?
- To what extent will school factors predict Junior Secondary school students' interest towards Yorubá Language in Oyo State?
- To what extent will school factors predict Junior Secondary school students' achievement in Yorubá 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, eight schools 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; Resource Availability, Adequacy and Utilization Checklist (RAAUC), Students' Interest in Yorubá Language Questionnaire (SIYLQ) and Yorubá Language Achievement Test (YLAT). The Method of data analysis was simple percentage and T-Test.

RESULTS AND DISCUSSION

Research Question 1: What are available and utilized learning resources for the teaching and learning of Yorubá Language in the Junior Secondary School in Oyo State?

Table 1: Teaching-Learning Resources for Yoruba Language in Junior Secondary Schools

Resources	Usable	Available Not Usable	Not Available	Mean
Àtẹ̀ fàwẹ̀lì(Vowel charts)	20 9.6%	281 86.6%	8 3.8%	2.00
Àtẹ̀ kónsónàntì (consonant chart)	8 3.8%	194 92.9%	7 3.3%	1.69
Àtẹ̀cẹ̀yà ara fún irò èdè(charts for Pronunciation)	36 17.2%	164 78.5%	9 4.3%	2.28
Àtẹ̀ isòrì ọ̀rò(charts for parts of speech)	10 4.8%	17 8.1%	182 87.1%	1.23
Àtẹ̀ àmì ohùn (accent chart)	15 7.2%	170 81.3%	24 11.5%	2.04
Àtẹ̀ lítírẹ̀ṣọ̀ èdè Yorùbá(Yorùbá Literature charts)	8 3.8%	14 6.7%	187 89.4%	1.64
Àtẹ̀ àlífábẹ̀tì èdè Yorùbá (for Yorùbá Language alphabets)	26 12.4%	63 30.1%	120 57.4%	2.39
Ate onka edse Yorùbá (charts for Yorùbá numberings)	13 6.2%	12 5.7%	184 88.1%	1.71
Àwọ̀n ohun àfihàn ilẹ̀ isẹ̀nbáyé lórìṣìrìṣìí.	24 11.5%	17 8.1%	168 80.4%	2.10
Èrẹ̀ tàbí àwòrán tí ó n ẹ̀ àfihàn àwọ̀n ọ̀ba aláyé tí wọ̀n tí jẹ̀ rí ní ilẹ̀ Yorùbá.	34 16.3%	14 6.7%	161 77.1%	2.30
Èrẹ̀ tàbí àwòrán tó n ẹ̀ àfihàn ọ̀rìṣà ibejì.	29 13.9%	26 12.4%	154 73.6%	2.34
Ojúbọ̀ ọ̀rìṣà tàbí àwòrán tó n ẹ̀ àfihàn rẹ̀.	132 63.2%	35 16.7%	42 20.1%	3.37
Àwòrán tó n ẹ̀ àfihàn àwọ̀n isẹ̀ isẹ̀nbáyé bí i isẹ̀ àgbé, alágbẹ̀dẹ̀, onídirí, ọ̀dẹ̀, awakò, abbl.	39 18.7%	104 49.8%	66 31.6%	2.69
Àwòrán tó n ẹ̀ àfihàn àṣà ìgbéyáwò nílẹ̀ Yorùbá.	41 19.6%	40 19.1%	52 24.9%	2.22
Àwòrán tó n ẹ̀ àfihàn àṣà isọ̀mọ̀lórúko nílẹ̀ Yorùbá.	90 43.1%	7 3.3%	128 53.6%	2.77
Àwòrán tó n ẹ̀ àfihàn àṣà isọ̀mọ̀lórúko.	35 16.7%	6 2.9%	168 80.4%	2.16
Àfihàn àwọ̀n èròjà oge ẹ̀ṣe.	50 23.9%	8 3.8%	151 72.2%	2.48
Journals and Periodicals on Yorùbá	26 12.4%	61 23.5%	120 70.8%	2.93
Ìwé àtigbàdẹ̀gbà èdè Yorùbá	13 6.2%	12 5.7%	182 88.1%	1.71
Teachers' Reference Books on Yorùbá e.g. different Yorùbá textbooks Iwe itokasi ede Yorùbá	10 4.8%	17 8.1%	182 87.1%	1.53
Teacher's unit plan on Yorùbá(Ìwé Akọ̀mọ̀lédè Yorùbá)	34 16.3%	14 6.7%	161 77.1%	2.16
Scheme of Work for Yorùbá:Ìwé àkòónú isẹ̀ṣòṣòṣé èdè Yorùbá	8 3.8%	7 3.3%	194 92.9%	1.24
Continuous Assessment Record Book for Yorùbá	8 3.8%	7 3.3%	194 92.9%	1.24
Ìwéidánwò ránpé	8 3.8%	7 3.3%	194 92.9%	1.24

Table 1 presents the result of analysis on the available instructional/teaching-learning materials in the sampled junior secondary schools. The result shows that 9.6% of the respondents agreed that the Vowel charts are available and useable, 86.6% agreed that they are available but not useable while 3.8% said they were not available (Mean=2.00). In the same vein, 92.9% of the teachers said that the consonant charts were available (Mean=1.69). More so, it could be observed that majority of the teachers 164(78.5%) said that charts for pronunciation was available but not utilized with the mean response of (Mean=2.28). The result also revealed that charts for part of speech was not available 183(87.1%) with mean response of (Mean=1.23). The result also revealed that accent chart was available but not utilized 170(81.3%) with the mean response of (Mean=2.04). From the result, inference could be made that most of Yoruba language teaching materials are available and those that are available are less utilized.

Research Question 2

To what extent will school factors predict Junior Secondary school students' interest towards Yorubá Language in Oyo State?

Table 2: School Factors Predicting Interest in Yoruba language

Dependent	Predictors	B	t	P	R	R ²	F	P
Interest in Yoruba	School Type	-0.09	-2.619	>.05				
	School Location	0.024	0.69	>.05	0.38	0.147	22.20	<.05
	Available Resources	-0.031	-0.764	<.05				

Table 2 presents the result of the analysis on the school factors predicting students' interest in Yoruba language among junior secondary school students. The result revealed that the combination of school factors allowed reliable prediction of students' interest in Yoruba language ($R = 0.38$, $R^2 = 0.147$; $F_{(3,206)} = 2.694$; $p < .05$). Also the relative contribution of individual predictor shows that school type made ($\beta = -0.09$; $t = -2.62$; $p > .05$) which was significant, School location made ($\beta = 0.024$; $t = 0.69$; $p > .05$) which was also significant while the relative contribution of Available resources in the sample school is not significant ($\beta = -0.031$; $t = -0.764$; $p < .05$). Inference could be made from the result that school type and location constituted major determinant of students' interest in Yoruba Language. But the resource for teaching-learning activities are not favourable.

Research Question 3

To what extent will school factors predict Junior Secondary school students' achievement in Yorubá Language in Oyo State?

Table 3: School Factors Predicting Achievement in Yoruba language

Dependent	Predictors	B	t	P	R	R ²	F	P
Achievement in Yoruba	School Type	0.206	29.41	>.05				
	School Location	.519	4.34	>.05	.968	.938	7.74	>.05
	Available Resources	.044	2.025	>.05				

Table 3 shows the composite and relative contribution of school factors to the students' achievement in Yoruba language. The result revealed that school type, school location and availability of teaching-learning resources taken together allowed reliable prediction of students' achievement in Yoruba language ($R = .968$, $R^2 = .938$; $F_{(3,206)} = 7.74$; $p < .05$). The result revealed further that the unique contribution of school type to students' achievement in Yoruba language is ($\beta = 0.206$; $t = 29.41$; $p > .05$). Also, school location and resources availability made relative contribution of ($\beta = .519$; $t = 4.34$; $p > .05$) and ($\beta = .044$; $t = 2.025$; $p > .05$) respectively which were significant. From the result, it could be concluded that school type, school location and availability of teaching-learning resources are germane factors to students' achievement in Yoruba language.

CONCLUSION AND RECOMMENDATION

It can be concluded that Yoruba language teaching materials are available and those that are available are less utilized. It can also be concluded that school type, school location and availability of teaching-learning resources are germane factors to students' achievement in Yoruba language. Finally, it can be concluded that school type, school location and availability of teaching-learning resources taken together allowed reliable prediction of students' achievement in Yoruba language. The study therefore recommends that Government should provide relevant Yoruba language teaching materials while teachers on their part should utilize the Yoruba language teaching materials adequately.

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