

**EVALUATION OF THE IMPLEMENTATION OF JUNIOR SECONDARY
SCHOOL YÒRÚBA LANGUAGE CURRICULUM IN OYO STATE, NIGERIA
(2014-2018)**

BY

Òlúbukọ̀là Omowumi AKANDE

B.Ed, M.Ed ADULT EDUCATION (COMM. AND LANG. ARTS) IBADAN

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CERTIFICATION

I certify that this work was carried out by Olubukola Omowumi Akande in the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Ibadan.

Supervisor

J. A. Abijo

B.A Ed. (Ilorin), M.Ed, Ph.D. (Ibadan)

Senior Research Fellow, International Centre for Educational Evaluation
Institute of Education, University of Ibadan, Ibadan.

Co - Supervisor

P.A.I. Obanya

B.Ed, Ph.D. (Ibadan),

Emeritus Professor, International Centre for Educational Evaluation
Institute of Education, University of Ibadan.

DEDICATION

I dedicate this work to my dearest Husband, The Best Husband on this planet, Olówó
Orí mi Ọ̀wón, Comrade Joshua Ayodele Akande (United Kingdom)

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To God Almighty alone be the Glory. The LORD who was, the LORD who is and the LORD who shall be for ever more. Without Him, nothing was, nothing is and nothing shall be. Olódùmarè, Ọba tí kò lórogún, Ọba tí kò ní ọ̀bàkan, Ìwọ̀ nìkan ní Ọ̀GO yẹ 000, I thank my creator, The first and the Last, for His mercy, for making my dream come to reality despite all odds.

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ABSTRACT

Yorùbá Language is included in the Nigerian junior secondary school curriculum to enable students acquire the knowledge of language usage in speaking, reading and writing in the indigenous language. However, students' achievement and interest in Yorùbá Language seemed unimpressive, although; Yorùbá is the major indigenous language in Oyo State. Past studies on improving students' interest and achievement in Yorùbá focused largely on students' acquisition of Yorùbá cultural values with little attention on school factors, teacher competence and classroom management. The study was, therefore, designed to evaluate the extent to which Yorùbá curriculum has been implemented with respect to teacher factors, school factors and language usage on students' interest and achievement in Yoruba among Junior Secondary Schools in Oyo State.

The study was anchored to Input, Process and Output Evaluation Model, while survey design was adopted. Three educational zones were randomly selected, while two co-educational junior schools with experienced teachers were purposively selected from each of the LGAs. Simple random sampling technique was used to select 763, 745, 737 JS I, II and III students. Forty-eight Yoruba teachers, 24 each from public and private schools were enumerated. The instruments used were: Yorùbá Language Implementation Questionnaire ($r=0.85$), Teachers Attitude Towards Yorùbá Language Questionnaire, ($r=0.71$), Yorùbá Language Classroom Interaction Checklist Sheet ($r=0.61$), Resource Availability Inventory ($r=0.76$), Resource Adequacy Checklist ($r=0.71$), Yorùbá Language Students Perception Questionnaire ($r=0.73$), Student Interest towards Yoruba Language ($R=0.78$) and Yorùbá Language Achievement Tests: JS1 ($r=0.71$), JS2 ($r=0.82$) and JS3 ($r=0.79$), and interviews were held with teachers. Data were analysed using descriptive statistics and multiple regression at $\alpha \leq 0.05$.

Ten percent of the teachers had at least five years teaching experience, 48.6% specialise in Yorùbá Language while others have different areas of specialisations. Àte kónsònání (73.6%), Ìwé Àkọ̀mọ̀lédè Yorùbá (72.2%) and Ìwé Àṣàyàn Lítírésọ (75.0%) were the most available texts while only Àte kónsònání (35.0%) and Ìwé Àkọ̀mọ̀lédè (44%) were adequate. About JS1 (51.0%), JSII (76.6%) and JS III tr(67.0%) students indicated Yoruba lesson as their acquired major source of Yorùbá speaking ability. Most teachers (75.0%) showed positive attitude towards the teaching of Yorùbá. Adequacy of textual materials ($\beta = 0.34$), and Teacher experience ($\beta = 0.18$) significantly contributed to interest in Yoruba among JS1 students. Teachers' area of specialisation ($\beta = 0.34$), competence, ($\beta = 0.25$), and experience ($\beta = 0.32$) were significant contributors to interest among JS2, while language usage only contributed significantly to interest among JS3. Adequacy of textual materials contributed significantly to Yorùbá achievement among JS1 ($\beta = 0.17$), JS2 ($\beta = 0.14$) and JS3 ($\beta = 0.18$) students. Class management, school location and school type were not significant factors to interest and achievement among JS1, JS2 and JS3 students.

The Yorùbá Language curriculum was not effectively implemented in Oyo State owing to inadequate texts to teach the subject. Therefore, school owners should provide adequate Yorùbá Language texts to sustain students' interest and achievement. Teachers should enhance their areas of specialisation and competence.

Keywords: Yorùbá Language Achievement, Texts Adequacy, Area of Specialisation, Teacher Competence

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LIST OF ACRONYMS

UNESCO	United Nation Education Scientific and Cultural Organisations
NPE	National Policy on Education
NERDC	National Educational Research and Development Council
IPO MODEL	Input, Process, Output Model
WASCE	The West Africa School Certificate Examination
NECO	National Examination Council Organisation
L1	First Language

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Language is an arbitrary system of signs and symbols that is used in human communication. It is a yardstick which distinguishes us from other beings. It is an instrument for working on the feelings of others and a vehicle for self-expression. Language is a phenomenon that is unique to human beings and its primary function is communication. It is mans ability to use language that takes him from the ranks of lower animals, denotes him as a rational creature and places him on a pinnacle above all other animals.

Chomsky (2022) defines language as the inherent capacity of the native speakers to understand and form grammatical sentences and a setof (finite and infinite) sentences, each finite length constructed out of a limit set of elements. Edward (2022) defines language as a social phenomenon which has an underlying structure, a pattern, which serves as the organizing principle of cultural behaviour. To Adeyinka (2015), language is the most valuable possession of the human race. This means that language and culture are seen to be mutually exclusive, interrelated and can be the medium through which a society may be influenced, conditioned or manipulated. It a lso reflects to some degrees, certain dos and donts of a society. Also, Liang (2023) points out that language is an important way of interacting with the people around us. He noted that language is used to let others know how we feel and a medium to make enquiries.

The nature of language according to Chomsky (2022) is that language is learnt. It is related to the culture of the society and it is similar across humanity. Language is for communication and it is governed by a particular set of rules. This is concerned with type and usage of the means of communication in different ways of life and the extent to which it has impact on the people. Means of communication and learning are two interrelated terms as learning is transmitted through communication. Akande and Abijo (2017) learning as well as means of communication rely on each other“. For learning to take place, means of communication is needed in terms of speaking, reading and writing. According to Marland (2010), language helps learning and learning helps language. This means that the kind of language instructor uses to impart knowledge matters a lot in terms of learners performance.

Obanya (2004) also points out that the first language is indeed human kinds first source of learning. To him, learning has to begin with and is anchored to the learners immediate environment, for the development of basic survival skills, a strong feeling of belonging and a deep feeling of self-confidence. United Nation Education Scientific and Cultural Organisation, UNESCO (2008) recommends means of communication that one grew up with tongue in the lower basic level. More importantly, the indispensability and primacy of mother tongue education inspired a number of conventions, declarations, resolutions, national and international legislations, aiming at promotion of education in mother tongue as one practical step to protect and uphold the linguistic rights of children. The 21st of February, is celebrated as the International Mother Tongue Day as declared by UNESCO in 1999. In addition, due to the prominence which ought to be accorded to the use of means of communication that one grew up, UNESCO declared 2006, year for African languages (Okofu, 2013).

The Yorúbàs constitute one of the major ethnic groups in Nigeria and they occupy Ógùn, Òndó, Òyò, Èkítì, Lagos and substantial part of Kwara, Kogi and some parts of Edo State. A large number of Yorùbá people equally dwell in the South Eastern part of the Republic of Benin, former Dahomey, Togo, Sierra Leone, Cuba and Brazil (Babalola, 1988; Oyewole, 2002). The Yorùbá language is regarded as the means of communication for the immediate community

Basic Education Certificate Education as shown in Table 1.1 revealed that learners performance in Yorùbá language have not been impressive. It could be deduced that the learners have not attained mastery level. The fluctuating and non impressive performances of learners in Yorùbá language need to be addressed for improvement and to sustain learners interest in the subject Therefore, it is necessary to examine the curriculum objectives of Yorùbá Language as a medium of instruction at the Upper Basic Level in Oyo State and how it is being implemented to verify if there is any correlation between the objectives and the implementation strategies

Table 1.1: Learners Performance in Yoruba Language Oyo State Basic Examination Certificate Education (BECE) results Yorùbá language (2014-2018)

Year	Total No of Candidates	No of Distinctions	No of Credits	No of Passes	No of Failures
2014	89040	22,246(24.98%)	34,426(38.66%)	22,092(24.81%)	10,276(11.54%)
2015	78528	488(0.629%)	41,276(52.56%)	20,903(26.62%)	15,861(20.20%)
2016	88981	19,083(21.45%)	56,534(63.53%)	11,797(13.26%)	1,567(1.76%)
2017	96183	3,578(3.72%)	64,764(67.33%)	26,144(27.49%)	1,401(1.46%)
2018	95724	18,884(19.73%)	51,926(54.25%)	23,184(24.18%)	1,771(1.05%)

td

Source: Ministry of Science, Education Technology and Evaluation Department, Ministry of Education, Oyo State

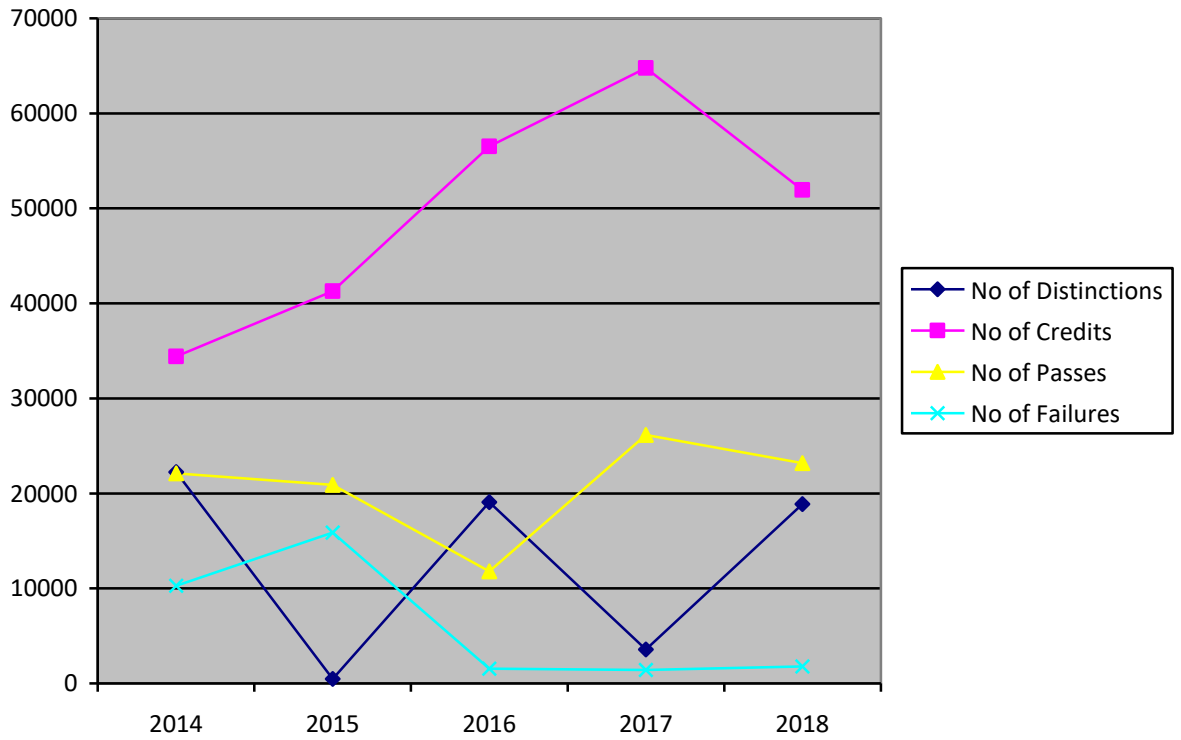


Figure 1.1: A Graph Showing Learners Performance in Yoruba Language, Oyo State Basic Examination Certificate Education (BECE) Results Yorùbá Language (2014-2018)

The Yorùbá Language curriculum was designed based on the philosophy that every learner who has gone through lower basic level education should acquire appropriate levels of the three Rs which include reading, writing and arithmetic, which will empower him to have communication skills as well as the ethical, moral and civic values needed in order to acquire a solid beginning for life-long learning (NERDC, 2012). The importance of curriculum in the process of imparting knowledge into the learners cannot be overstressed. The curriculum serves as the basis for effective teaching and learning. The dynamic nature of human societies justifies regular innovations; this is why the design of teaching and learning curriculum needs to be flexible enough to accommodate the needs and aspirations of the benefactors.

There is a curriculum that contains all the Yorùbá Language contents. It also includes different topics like: The Origin of Yorùbás (Ìtàn ìṣédálé Ìran Yorùbá, Yorùbá Culture (Àsà àti Ìṣe Yorùbá), Àkàyé Nínú Èdè Yorùbá (Comprehension), Yorùbá Language Pronunciation (Ìró Èdè Yorùbá) Literature in Yorùbá Language (Lítíréṣò Èdè Yorùbá) and others, (àti bẹ́ẹ́ bẹ́ẹ́ lọ). The Yorùbá Language curriculum deals with the planning of educational programmes with regard to the subject in schools. These programmes help to bring about the total academic activities in institutions of learning which can be categorized as cognitive, psychomotor and affective activities.

Instructors are known to exert considerable influence on learners learning outcome. Instructor needs to be current in emerging local, national and global issues and be able to accommodate these in the curriculum. Obadara (2013) reiterates that the classroom instructor is one of the chief determinants of educational performance whose academic qualifications, working experience, instructional delivery technique, mastery of the subject matter, competence, area of specialization, among others go a long way in the process of knowledge impartation to the learners.

According to Ololube (2006), academic performance of learners depend largely on the competence and the dedication of the instructor who has a significant role to play in the lives of his or her pupils. Instructors should therefore, be competent enough to manage logical aspects of their duties and exhibit effective written and oral communication skills. Instructor education programmes are meant to train individuals in their subject specializations and to teach them teaching methodologies. It helps to improve the teaching/learning productivities. The trainings equip instructor to be careful and focused thereby, enabling them to focus on the precise subject he or she had undergone required training. Instructors' area of specialization refers to the course or a subject instructor is specialized in. Specialist instructor would know how to captivate and motivate learners to learn by carrying out teaching activities that lessons are understood from simple sssssssto the complex.

Classroom management is another variable in this study. This is the process by which instructor is involved in the maintenance of classroom order and discipline. Classroom management includes instructors' actions that aim at managing learners behaviours in order to engage them in active learning. Effective teaching is not done in a classroom that is not conducive for discipline hence, the handling of classroom is very crucial since it enhances learners performances (Marzano and Pickkering, 2003; Asiyai, 2011).

Again, instructor disposition is another vital factor to be considered in the process of teaching and learning. Olaoye (2005) in Adeyemi (2012) states that instructors' disposition influence learners disposition, since it has a powerful influence on their learning. Negative disposition leads to poor performance and vice-versa .Learners that have poor dispositions towards a subject will definitely have poor performance in such subject . According to Goody Konntz (2011), teaching must be favourable enough to carry children along when they exhibit certain behaviours. Instructor with negative disposition towards a school subject will find it difficult to motivate learners to learn. Therefore, disposition, whether negative or positive, has been found by some researchers to influence learners scholastic performance in various subjects. In other words, instructors' disposition are essential to effective teaching (Oyinlola, 2014).

School location is another major factor to be considered in the implementation of a curriculum. The location of school in this study is categorised into two that is, rural and urban locations of schools. In her study, Odinko (2002) states that home and school factors, determine literacy skills development and establishes that school location has significant influence on the academic performance of a child.

Instructional materials enhance the teaching and learning of Yorùbá Language and other subjects in the junior secondary schools. These include àtẹ́ fàwélì (vowel charts), àtẹ́ kòńsónàńtì (consonant charts), Àtẹ́ àfipẹ́ (pronunciation chart), àtẹ́ ọ̀nà isẹ̀nupẹ́ àti ibi isẹ̀nupẹ́ fàwélì (vowel sounds place of pronunciation), àtẹ́ lífírẹ̀sọ̀ èdè Yorùbá (literature chart), àtẹ́ álífábẹ̀tì èdè Yorùbá (chart for Yoruba language alphabet) and others. The place of instructional materials in the effective implementation of Yorùbá Language curriculum is designed to improve and cultivate understanding of the skills necessary for speaking reading, writing in the mother tongue.

An important factor which is germane in this study is learners language usage. This refers to the kind of language a learner speaks or is familiar with at home. Abijo (2011) opines that language is vital in learning and the kind of language a child uses or the kind of language his or her parents speaks with him or her determines to a great extent the perform ance of such child. Alaba (2010) states that learners home language use is

germane to learners performance. The researcher adds that the home is the child's contact where he learns languages and culture among others. Therefore, to the author, the native language will have impact on learners' performance. Some learners make use of different languages under different encounters or different occasions (Abijo, 2011). The researcher adds that learners may be involved with different languages at school, home or while they are playing with their mates. The kind of home a child is brought up with, determines to a great extent the kind of language he or she speaks.

Interest is another variable of concern in the implementation of the Yoruba Language curriculum. Lai (2010) opines that interest in learning has a personal preference with regards to learning. This sometimes, means why an individual chooses one thing among others - a positive psychological state that occurs during interaction with the circumstances that engender further learning motives. It can be regarded as focusing of the sense organs on or giving attention to some persons, activities, situations or objects.

1.2 Statement of Problem

Yorùbá Language is one of the subjects being taught at the upper basic level and the language of the immediate environment in Oyo State. It is being taught with the aim of making learners communicate in the one they grew up with. Despite the importance of teaching and learning of Yorùbá language, there is a decline in students' interest in speaking, reading, writing and students' achievement in the subject. This implies that the objectives of teaching the subject have not been achieved. The fluctuation in the performance is the indicator of poor performance.

Empirical investigations had concentrated on learners' disposition, learners' characteristics, acquisition and development of entrepreneurship skill. Some studies paid attention to establishing teachers teaching methods and psychological factors as prediction of students' academic performances, but there is a dearth of studies on learners' language usage, interest and instructors variables such as competence and classroom management.

In order to fill this gap, this study has selected to evaluate the extent to which Yorùbá language curriculum at Junior Secondary School one, two and three is being implemented in terms of availability of instructional materials, competence of instructors, availability of specialized Yoruba language teachers and the extent to which Yorùbá Language curriculum has sustained learners interest in speaking, reading and writing in the means of communication in which they grew up with.

1.3 Objectives of the Study

The objectives of the study include (NERDC, 2012)

The learners should be able to:

Think, communicate, read and write in his mother tongue, have the knowledge of language usage in speaking and writing understand and agree with his culture in all ways. Also learners should have interest in reading journals, prose poetry and drama as well as writing Yorùbá language story books, essay while preparing for senior secondary school level.

1.4 Evaluation objectives of the study are:

1. To examine availability of human and material resources for the implementation of Yorùbá Language curriculum in the Junior Secondary School, Oyo State.
2. To examine the extent to which learners can speak, read and write in Yorùbá Language.
3. To determine the extent to which learners have acquired the knowledge of Yorùbá language usage in terms of speaking and writing.
4. To examine learners' interest in reading Yorùbá language documentaries, that is; Yorùbá language magazines, dailies, journals, prose, poetry, and drama.
5. To examine learners interest in writing essay in Yorùbá language

1.5 Research Questions

1. What are the characteristics of Yorùbá language instructors implementing the objectives of the Junior Secondary School one two and three, Yorùbá Language Curriculum?
- 2a. What are the learning resources available for the implementation of the teaching and learning of Yorùbá Language in the Junior Secondary School in Oyo State?
- 2b. Are the available learning resources adequate for the teaching and learning of Yorùbá language in the junior secondary school in Oyo State?
- 3a. To what extent has the teaching and learning of Yorùbá language influenced the learners ability to communicate, read and write in Yorùbá language?
- 3b. What is the source of the speaking ability of the junior secondary school learners one, two and three?
4. What is the disposition of instructors towards the teaching of Yorùbá language in Oyo State?
- 5a. What are the perception of the instructors on the factors militating against the implementation of Junior Secondary School Yorùbá Language curriculum In Oyo State?
- 5b. What are the ways by which implementation of Junior Secondary School Yorùbá Language curriculum could be improved in Oyo State?

6. Is there any significant difference in the mean scores of male and female learners grammar, comprehension and essay writing performance in Junior Secondary School Yorùbá Language in Oyo State?
7. To what extent will language usage, school factors (school location, school type, availability and adequacy of instructional materials) and instructor factors (instructors disposition, instructors area of specialisation, instructors competency, instructors classroom management and instructors teaching experience) jointly predict Junior Secondary school learners interest and learners performance in Yorùbá Language, Oyo State?
8. What are the relative contributions of language usage, school factors and instructor factors in the prediction of Junior Secondary school learners 'interest and learners performance in Yorùbá Language, Oyo State?

1.6 Significance of the Study

Findings of the study will provide information to curriculum planners (NERDC) on the state of Yorùbá Language curriculum implementation in the JSS one, two and three in Oyo State. It will also provide information on the constraints and possible solutions the methods of imparting knowledge in the mother tongue in Oyo State. It will also highlight factors responsible for lack of specialised Yorùbá Language instructors. The findings equally provide feedbacks for educational stakeholders such as Government, Ministry of Education and curriculum planners on how to improve the teaching and learning of Yorùbá Language in Oyo State Junior Secondary Schools. It helps the parents in joining hands with the instructors in achieving the goal of education. It updates the knowledge and widens horizon of researchers as regards curriculum implementation strategies. It is useful for the government to make adequate plans for effective teaching of Yorùba language at various levels of education. Finally, the study will be a great benefit to educational evaluators in judging the value of Yorùbá language implementation in schools.

1.7 Scope of the Study

The study is limited to public and private schools at junior secondary schools 1,2 and 3 in three educational zones (Ìbàdàn zone 1 (city), Ìbàdàn zone 2 (less city) and Oyo Educational zone) Oyo State. The participants in the study include Upper Basic Level with the Yorùbá Language instructors in all the participated colleges in the State. The variables include language usage, school factors (school location, school type, availability and adequacy of learning resources), instructors factors (instructors disposition, instructors area of specialization, instructors competency and classroom management). The criteria were learners' interest and performance in Yorùbá Language in Oyo State. Also, Input, Process and Output (IPO) Three Evaluation Model was used.

1.8 Conceptual Definition of Terms

The Mother Tongue: Language of the Immediate Environment: This refers to the language used by the environment in which one found himself or herself

School Location: This refers to whether schools are situated in rural or urban areas

School Type: This refers to whether schools are government owned or private owned

Learners Interest in Yorùbá Language: interest is a feeling of identification with a person and some conditions, things or persons.

Instructors Disposition to Yorùbá Language: This refers to instructors personality disposition to the teaching of Yorùbá language (positive or negative)

Yorùbá Language Curriculum: This refers to the topics in the Yorùbá syllabus for Junior Secondary School one, two and three learners.

Yorùbá Language Learning Resources: These are materials that aid learning of the Language.

Curriculum Implementation in Yorùbá Language: This is the method or strategy of teaching the topics in Yorùbá Language

Instructors Area of Specialization: This refers to the aspect of training exposed to by Yorùbá Language instructors.

Instructors Competency: This is the ability of Yorùbá Language instructors to apply their knowledge, skills, on the content of instruction and classroom practices in the selected contents from Yorùbá language curriculum

Instructors' Teaching Experience ; This refers to number of years an instructor has spent in service

Clasasroom Management This is the process by which the instructor involves in the maintainance of classroom order and discipline

1.9 Operational Definition of Terms

Learners Performance: This refers to the measurable behavioural expectations of learners (that is, scores obtained in Yoruba language) after they have been exposed to teaching and learning of Yorùbá language at the Junior Secondary School. JS1 (objectives=80,Theory =20(100%), JS2 Objectives =80 ,Theory=20 (100%), JS 3 Objectives = 60, Theory = 40 (100%)

Language Usage: This refers to the kind of language or the means of communication a student speaks or is familiar with at home. It is also the means a child learns about his or her culture among others. A Yoruba Language child who grew up with the language makes use of Yoruba language to communicate in terms of speaking, reading and writing Yoruba Language.

CHAPTER TWO

LITERATURE REVIEW

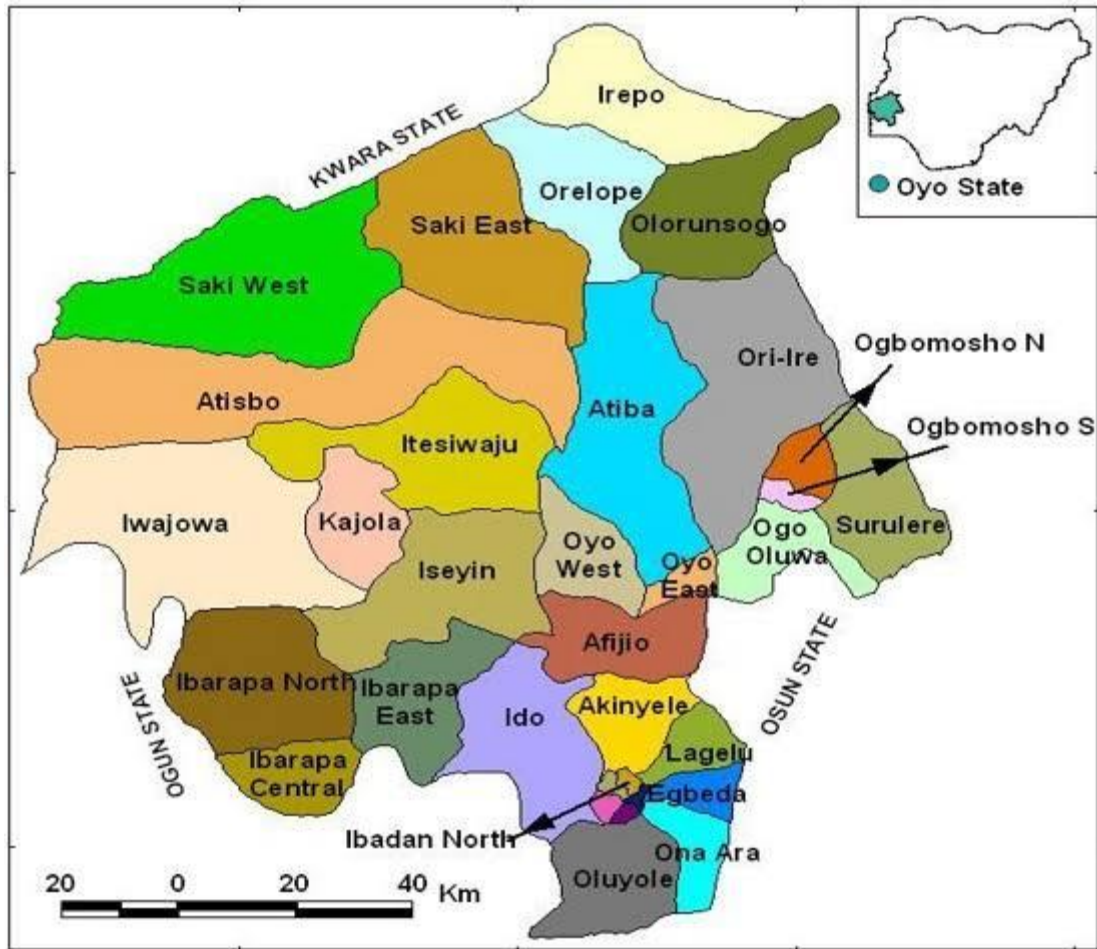
2.1 Conceptual Review

2.1.1 Origin of Yorùbá Language

The Yorùbá language is typically used by the human beings dwelling in the South-Western location of Nigeria and it is seemed to be the language of the instant surroundings. Yorùbá is likewise spoken by a few elements of Brazil and Cuba (Akande, Obanya and Abijo, 2021). The language has been written since 1800, though there were many modifications in elements of its orthographic representation. It must be mentioned that Nigeria has three major languages namely; Hausa, Igbo and Yorùbá. However, there are different minority languages because of the multilingual nature of Nigeria as a unified state.

Scholars of Yorùbá records have discovered it hard to kingdom how and whilst the Yorùbá occupied those regions. Indeed, they seemed the query as interesting which can not be responded with precision mainly because the ancestors of the humans left no written facts in their sports. Historians through the years have primarily based totally the ancient starting place problem of this race under present theories which have been primarily based totally on oral lifestyle. Yorùbá oral traditions of starting place gathered and popularized, gift reputedly records approximately the beginning of the humans. In all the gamut of historic episodes, one of this that is of maximum famous and similarly principal to all of the bodies of culture is the one which claims that the Yorùbás have been nhabiting their

Father land since conception (Akinkoutu and Ambrose, 2022)



The Map of Oyo State showing the composite major Local Government of the study

According to Yoruba culture, right from the start when the earth was filled with water only, Oduduwa was sent from heaven by God in order to form the hearth for humans. Oduduwa descended together with his lieutenants wherein he executed his tasks, consequently via way of means of these traditions, Ile-Ife become the cradle for all and sundry be it Yoruba and other tribes. Regardless of anything doubt that surrounds the diverse variations, Yorúbás appear unanimous as the Yorúbás; thereby invalidating all different variations of ancient origins. The emergence of the language is similar to that of the race which has some historic proof credited to it. One of such is the one which claims that Yorúbá is used to connote the race and the speaking— peoples since the language is a tonal language. The tones, according to Abijo (2011), play a position that is given extra significance via way of means of the truth with the aid of using tone.

Linguistic proofs had revealed that the time word Yorúbá or Yoòbá as the case can be (following the elision of r, u) that is assimilated to o) is in line with Awoniyi (1978) is of doubtful source because from all indications from existing sources, it appears to indicate that it was not a Yoruba word. It has been asserted that the word Yorúbá has no meaning in the language of the Yorúbás. Some prominent researchers had traced origin of the word to Ulkami/Ulkum/Alkamy which is in agreement with Awoniyi (1978), quoting the writings of Dapper and John Barbot to be contraction of the nominal Oluku mi which actually means my confidant. In real utilization, it became a connection with my fellow tribesman or “a near friend”; which remains used in the language as metonymy that is, when name the addressee is avoided or unknown. It can be that this word becomes often utilized by a number of Yorúbás when addressing one another. The early explorers possibly take few Yorúbás as informants, and often listening to the word Oluku mi, supposedly misconstrued the word to intend Yoruba names in addition to their language.

Given this background, it is apparent that the Yorúbá origin as a language that is similar to that of the race is not only of disbelieved foundation nonetheless, it continues to be shrouded in obscurity. Against the backdrop of records of veiled foundation of Yorúbá as a language, prominent historians of Yorúbá records and linguists have concluded the reality that Yorúbás had being earlier than the arrival of Oduduwa to Ile-Ife contrary to the held view of shrouded origin (Atanda, 1980).

The prominent roles played with the aid of using Fourah Bey Educational Outfit, a residential institution for the liberated Africans, could not be underrated in the evolution system. It became taken into consideration a completely unique Yorúbá centre for language research wherein the literary seeds of the Yorúbá language might be sown. Prominent amongst these include Christian Missionaries, Bowdich, Kilham, Raban, Ajayi Crowther and others — all of whom had a few worth contributions credited to this great

development. Bowdich, the English Diplomat, who in step with Awoniyi (1978), accumulated the primary Yorùbá vocabulary that were published (numerals 1-10) in Ashanti (Ghana) and posted in 1819. This series marked a substantial starting in the literary study of the Yorùbá Language.

2.1.2 Yorùbá Language as a Teaching Subject

The aspiration of Yorùbá Language to attain the status of a subject to be taught in schools seems to be a consequence of the pioneering efforts of the evolutionary activities of the earlier missionaries whose efforts had sown the seed of further development of the language. Abijo (2014), in his study, traced the history to the insistence of Christian Missionaries and converts to go beyond limiting their knowledge as learners to read the Bible as being promoted by the Colonial government who was actively opposed to the teaching of the local language. However, Yorùbá continued to be taught at the lower levels of primary school where it was also used as a medium of instruction.

The visitation of the American Phelps-stokes Commission to Africa between 1922 and 1925 rekindled the interest in the study of African languages and Yorùbá benefited tremendously as it began to be studied as a subject in the secondary school and much later it became available at the Cambridge school certificate and London University's Matriculation Examinations-the predecessor of the modern West African School certificate (WASCE) the National Examination Council Certificate (NECO) and London University's General Certificate of Education.

These examinations helped to maintain some interest in Yorùbá language studies which later received greater impetus in the late 1960's when the University of Ìbàdàn and the University of Lagos (both in Nigeria) approved Yorùbá language as a major subject for their degree examinations in 1966. To complete the picture, Yorùbá can now be taken as a subject at the Advanced level in the General Certificate of Education examinations conducted by the West African Examinations Council even the Local polytechnics in affiliation with Cambridge University London. At present, Yorùbá language is intensively studied in Universities like University of Ìbàdàn, Obafemi Awolowo Ile-Ife, University of Ilorin, University of Adó Èkìtì and Olabisi Onabanjo University.

2.1.3 Factors Militating Against the Effective Implementation of Yorùbá Curriculum Language in Oyo State

Literature established that numerous elements militate against the use of Yorùbá Language curriculum in Oyo State. These encompass negative dispositions of a few Yorùbá instructors and college learners. To Ola Olorun, Ikotun, Adeosun (2013), lack of adequate studying sources, globalization Raheem (2013), code shifting, Adeyinka and Awolere (2013), inadequate textbooks, insufficient college facilities Mkadawire (2010),

non-compliance on the usage of local dialect or language of the immediate community especially private schools Abijo (2014), Formal studying of Yorùbá Language is going through numerous challenges. Despite the obvious truth that the language is indigenous; it is our personal local language; it is nonetheless being confronted with a whole lot of challenges because of which a few schools now revel in scarcity of educated Yorùbá language instructors.

Some privately owned primary schools no longer offer Yorùbá as a school subject, only a handful of such private schools begin to teach it at primary four due to the fact that the implementation is not always enforced as though it had been now no longer intended to serve a cause at inception. Abijo (2014) discovered no sizeable variations. Yorùbá Language is hardly allowed in schools, in the course of the teaching while English Language is welcomed anywhere and always. The disposition given to the teaching of Yorùbá communication allows learners understand Yorùbá Language as much less essential. Ola Olorun, Ikonta and Adeosun (2013) opined that if a dialect is undervalued and the users are made not to have a high belief of it, intellectual disability sets in. These issues and lots of others result in poor mental consequences and poor instructional performances in Yorùbá Language.

Globalisation is apparently posing some threats to using Yorùbá Language in communication mainly amongst youths. Raheem (2013) discovered that globalization is shaping our global in distinctive approaches and generating negative outcomes in our interplay on the character, interpersonal societal and global tiers. The researcher found that it has untoward effects on the language preference, dispositions to languages, language replacement and language use amongst younger generations in Southwest Nigeria. There must be a meaningful interaction among the instructor, learners, and instructional materials to bring about effective teaching and learning. Famuyiwa (2009) supported this statement saying that acquisition of significant instruction calls for the interplay of the instructor — the instructor and the learner. The form of interplay can result in everlasting suited modifications in the learner. The hassle of coaching and gaining knowledge of Yorùbá language is multi-dimensional. The issue is linked with instructors, college learners, school surroundings and the useful resource substances. With the present unfavourable circumstances, instructors can be unnecessary critical. Instructors who are the primary executors of the teaching and learning process in Oyo State are inadequate. They are therefore saddled with excessive workload.

Mkadawire (2010) indexed a number of the troubles confronting educational sector which encompass insufficient school amenities such as classrooms, libraries, aid centres, offices, desks, school halls. Country's economic situation is another major constraint. This

determines, to a completely massive volume, cash to be dedicated to schooling. The availability of all assets required in the schooling activities to facilitate enduring instructional processes are hinged on the available financial resources. Onifade (2008) highlighted a number of the issues facing schooling process, which consist of old curriculum, which means, the curriculum is due for evaluation to satisfy with the contemporary-day wishes of the society, overloading of the curriculum, an excessive amount of workload for instructors and political instability. These result in inconsistency in curriculum implementation, (instructional coverage continually dies with authorities that introduces it due to special governmental ideology).

In our schools today, no speaking in Yoruba language is penalty punishment for the disobedient learners in class. Yorùbá Language is hardly permitted in the course of its lesson whilst English Language is welcomed anywhere and each time. This disposition given to the teaching of Yorùbá language makes learners understand Yorùbá Language as much less essential. Akande, Abijo and Obanya (2021) opined that if Yoruba language is not given the actual accord, low cognitive functioning affects the learners and this invariably affect the performance of students. This issues and lots of others are fundamental issues affecting students' academic performance in Yorùbá Language. Majority of the parents hardly ever purchase Yorùbá Language textbooks for their children, they don't encourage their children at home concerning the usage of Yoruba communication, be it assisting in doing assignment, giving them money for oral practicals, buying *iwe akomolede Yoruba*, *iwe litireso ede Yoruba* and a lot of others

These days, our young generations also prefer communicating, gisting, talking and even memorising in the English language among themselves. seeing somebody communicating in Yoruba language, they see the person as an inferior person, a person who is an illiterate, a low esteem fellow who doesn't understand what is really going on in town. In the higher institutions of learning, hardly will you see any of them speaking to his course mates, friends or even room mates in Yoruba language. Even when they are outside the class, they do the same thing. Most of our young learners do not see anything pleasant in Yoruba communication, they take pleasantries in communicating in the foreign language at the expense of their own native language in which they grew up with. To some, pidgin is even preferable to Yoruba language

Adeyinka (2015) opines that the young learners believes that learning in Yoruba language will not fetch them any regard among their counterparts. Even when they are informed to buy any Yoruba textbook, they may even feel reluctant to inform their parents because they don't like the subjects themselves, thus feeling uncomfortable to inform their parents because of their lack of interest in the subject. While singing, dancing, may be in the party, among their mates, they prefer using English language as a means of

communication. They prefer dancing to English music, even in their dressings, hardly will you see any of them in the native wears as they believe that those with the native wears are nothing but old school people.

The school environment matters a lot, a conducive environment helps in the teaching and learning process. Therefore, an environment which is void of this, affect learners' performance. To Akande (2014), when learners see themselves in cool environments, such environment that is soothing to them, environment that is inviting, such ginger the spirit of learning in them. This brings academic excellence as the environment invites them and wishes them success already. In a situation where learners found themselves in buildings and environments that are not conducive nor comfortable for imparting knowledge, hostile environment, sitting arrangement not good enough for learning, it is not an understatement to say that such students' academic performance would not be encouraging.

Mkadawire (2010) listed availability of instructional resources, qualities and amount of assets as school amenities which could affect instructional material usage and eventually instructional overall performance. In his personal submissions, Ogunwuyi (2009) said that instructors who are the principle implementers of this system who ought to be nicely-educated no longer, simply as a way to teach facts and figures but to choose fact that relates to different fact and concepts. The school surroundings need to be conducive in order that the principals, instructors and supervisors have to be capable of acquire statistics occasionally with a purpose to decide the fulfillment or weak spot of the programme.

2.1.4. The Ife Six-Year Primary Education Research Project (1970-1976)

The Ife six years project that was introduced through Fafunwa in 1970 intended to cater for the training of the learners using the mother tongue for the six years in primary school level of education in South-West Nigeria. The experimentation was conducted within 1971 and 1983 and it was revealed that that the experimental clusters recorded higher scores than the control clusters in all subjects at the completion of the project (Fafunwa, 1986). The end result of the project really called for publicity and it was recommended that Yorùbá Language must be adopted as the medium of teaching during the six years duration of primary education (Fafunwa, 1986).

It may be deduced from this study that it would be a real understatement to mention that the domestic or the language of the surroundings is of incredible significance particularly at some point of the early degrees of schooling. Studies have found that six to eight years of schooling in an indigeneous language is vital to increasing the cognitive and competence of new entrants required for academic performance in colleges. Therefore, in the implementation of the Junior Secondary School Yorùbá Language Curriculum in Oyo

State, all the stakeholders must put efforts together in promoting our common legacy that is, our language for us to reap our instructional purpose.

2.1.5 The Concept of Mother Tongue and Its Implications

Based totally on inner identification, it implies that someone may be born into a specific indigenous language populace. However, it is going to be hinged on that individual being internally satisfied to recognise such language and communicate with it. (Abijo and Akande, 2017). Mother tongue is likewise considered as a language an infant learns earlier than another language or languages. Therefore, an infant acquires the mother-tongue mechanically and evidently from those who speak it within his/her social environments (Buck, 2001).

Findings have proven that persisted improvement of a primary language in bilingual education for minority language learners results in the improvement of competency in other language (Obanya, 2004). To supplement the significance attached to using the mother-tongue, the British Broadcasting Cooperation (BBC) News has launched Yorùbá and Igbo Languages as extension in indigenous language in February 14th, 2018. This is achieved as a part of an extension of indigenous languages and to reveal the significance attached to the mother-tongue of the Yorùbá Diasporas. Presently in Oyo State, meeting programmes in the public secondary schools are being performed in Yorùbá Language on Wednesdays and this additionally spreads to the Legislative arm in which Yorùbá Language is the language of verbal exchange. At the tertiary degree level, the Authority of Oyo State Higher Institution of Learning, situated at Oyo Town, noticed the need for scholars to be knowledgeable in Yorùbá Language. In view of this, Yorùbá Language Proficiency (YLP) has been taken as a major subject to foster college learners' capacity in speaking, reading, writing and listening in Yorùbá Language.

Also, in Lagos State, Former Governor, Akinwumi Ambode endorsed the policy in all public and private secondary schools Vanguard, 25th February, 2018 and any violator of the regulation is to pay the sum of Fifty-Thousand Naira as a fine. This indicates the relevance of mother-tongue in our society. All those are new improvements which indicate the significance of the mother-tongue. Obanya (2004) opined that the primary language is certainly humankind's first origin of gaining knowledge. To the author, real learning must commence with, and is hinged on, the learners' immediate community, for the improvement of simple survival abilities, a robust feeling of belonging, and a deep feeling of self-confidence. Research has proven that kids' first language is the optimum language for literacy and studying at some stages in primary level of education (UNESCO, 2008a). Obanya (2004) established that educational sector at the African continent has since failed the majority of her learners. To the researcher, this systemic

failure may be measured in excessive drop-out and repeater rates, low learners participation and negative educational outcomes and that the primary reason of this failure has been the below-utilization of learners' indigenous or first languages in schooling, in favour of the previous colonial languages.

The Nigeria Policy on Education emphasises the significance of the means of communication of the immediate environment in the teaching of a learner as a method of keeping the subculture of humans and for countrywide harmony. Patrick and Gyang (2013) learners use their mother-tongue to set up and keep proper relationships with own circle of relatives (in particular grandparents and relatives and children recognize their tradition and increase organised interpersonal relations). In Nigeria, much like different former Commonwealth of Nations. English Language is accepted as a legitimate means of communication of the cultural area and the language of instruction in schools. In assessing the interrelationship of English Language and learners' immediate language, Obanya (2004) said that many capabilities received in the language of the immediate community may be transferred to the English Language. For instance, if a baby has evolved true analyzing competencies in the Yorùbá Language, she or he is possible to use the competencies whilst studying the English Language. This implies that the learner will understand English language successfully in the event that they maintain to expand their first language simultaneously.

Adegbije (2000) argued that the indigenous language has many natural elements which are rich in oral tradition that may be tapped into in order to benefit real information in the lecture room. The learners are already aware with such elements while connection with them during instruction can stimulate assimilation of information. Weiner (2000) argued that teaching and learning is a process of deducing meaning and being involved actively during the teaching/learning processes. His knowledge places learning as being actively involved in a social context which is crucial component and is valued during teaching. The junior secondary school instructors similarly should do everything possible not to make learners think that their cultural assets and everyday practices are inferior.

2.2 Empirical Review

2.2.1 Resource Availability/Adequacy and Learners Performances in Yorùbá Language

Teaching aids appear to be the major variable which regulate the tempo of instruction and that they make instruction superfluous or effective and as well make college learners more active and involved (Abijo, 2010). Instructional aids are materials that when used can stimulate active teaching of Yorùbá Language and the rest of the school subjects in the junior secondary schools. These instructional resources comprise computer systems,

pictures, educational games, diagrams charts, radio, tape, television, DVD player, and so on. The significance of audio visual (AV) during instructions must now no longer be underestimated due to the fact instruction through Audio Visual creates a stimulating and interactive learning that is very favourable to teaching and learning process (Jaja, 2014). Paris (2002) cited that with the use of information technology in teaching and learning activities, instruction may be learners-targeted and individualized.

Alaba (2010) studied the connection among availability, adequacy and usage of educational materials non-human and human resources during instructions and learners performances in Science subjects in Eldoret Municipal of Kenya. Brendle-Corum and Anita (2010), investigated instructors working condition in relation to teaching resources. The instructional resources were categorised into 3 namely; clusters technologies, facilities and educational resources. All discriminant function analysis was observed to predict instructors said intentions to go back to the same task or to alternate positions. They discovered that instructors want to work in environments which is secure and has enough have suitable educational resources at their disposal to teach the learners successfully.

The Yorùbá Language instructor must utilize academic resources in order to effectively assist his learners (Abijo, 2010). Adeyemi (2012) believed that academic resources like charts, pictures cassette, radio, illustrated books, are categorized as visual resources, at the same time, movie slide is an audio-visual resource. All those educational resources if well harnessed will positively affect teaching of Yorùbá Language (Abijo, 2010). Instructional resources for teaching Yorùbá Language like Atẹ́ Fáwẹ̀lì (Vowel Charts,) Àpẹ̀júwe Ìró Fáwẹ̀lì. Atẹ́ Kòńsónáńtì (consonant chart), Àpẹ̀júwe Ìró Kòńsónáńtì, Álífábẹ̀ẹ̀tì èdè Yorùbá (Yorùbá Language Alphabets, Atẹ́ Ìró Èdè, Atẹ́ Ìsọ̀rì Ọ̀rọ̀ (Charts for Parts of Speech) to say however some. Any school this is handicapped of those academic resources might not be of advantage to Yorùbá Language learners particularly in the area of performances.

Nkagbor (2002) affirmed that the challenge of Nigerian Secondary School learners is not only negative treatments received but there are other problems which include appalling environment and facilities which they must experience or endure to elevate the standards of instruction. This, then, implies that instructional resources appear to be a key variable that determines the tempo of knowledge acquisition. They make instruction greatly effective as well as make learners acquire knowledge without problems. Instructional resources are resources that when applied will smoothen or ease assimilation of Yorùbá Language and different subjects in the junior secondary school. These comprise harts, audio visual resources such as tape, Television, radio, DVD player, diagrams, games and

so on. The significance of audio visual devices in schooling is no longer underestimated due to the fact that learning via it creates a stimulating and interactive atmosphere that is conducive to acquire knowledge (Jaja, 2014).

Instructors have additionally been proven to have essential impacts on college learners academic performance and that they play vital roles in the overall educational attainments due to the fact the instructor will in the long run accountable for translating policies into actions and principle primarily based on practices in the course of interplay with the learners. Onocha (1997) established that since learners are the recipients of the teachings, their evaluation and assessment serve as feedbacks (formative assessment) that make instructors observe their personal teaching through remediating their weaknesses for further developments and curriculum improvement. Similarly, Obanya (2002) and Okwilagwe (2011) stated that instructors are curriculum implementers who interpret, execute the curriculum or even regulate learners activities. The instructor should be conversant with emerging domestic, state and international happenings and be capable of integrate such the curriculum

2.2.2 Learners Interest and Performance in Yoruba Language

Adeosun (2010) stated that it is far caustic that majority of Yorùbá caregivers and parents desire that their wards to communicate using English Language than to communicate using their mother-tongue. Adeniyi and Bello (2007) talked about incompetence while analyzing instructors dispositions and learners performances in Yorùbá Language in most primary school in Lagos City. It will be hard for them to train them the simple principles they simply missed while in the basic lower classes. Therefore, a number of them generally lost concentration and basically declare that Yorùbá Language is a tough one. This always impacts their learning outcomes negatively (Adeyinka, 2015).

There are numerous variables that can be answerable for differing interests of learners in school subjects. For instance; researches carried out to this point have revealed six fundamental elements that have been observed to have effects on learners interest in mathematics: instructors dispositions and belief Uusimaki and Nason (2004); Beswick (2007), teaching styles and behaviours; Hermmings and Kay,(2010); Schweinle, Meyer, and Turner, (2006), teaching strategies, learning outcomes (Hannula, 2002), Tapia and Marsh (2001), parents beliefs and dispositions Papanastasiou (2000;), and learners' classrooms experiences, Fisher and Rickards (1998) as being influential in making female learners internalise the sensation that they may be not as good as boys in mathematics.

Adeagbo (2005) claimed in a study carried out on learners Yorùbá language reading comprehension. The author concluded that learners loss of interest in Yorùbá Language

had a negative influence on their reading capabilities. It is a normal thing for each learner to show interest in studying Yorùbá Language. Learners interest is essential bearing in mind the tepid mind-set the society has towards teaching and learning of Yorùbá Language (Bamigbose, 1985; Oyetade, 1990). The learners and the public generally tend to think that Yoruba language is inferior to other school subjects. In addition to this, they do not appreciate or respect learners and instructors of Yorùbá language. Their dispositions are so negative to Yoruba language (Adeyinka 2015; Adegbiye, 2000). This finding, possibly, has resulted in lots of studies that targeted at enhancing academic performances in Yorùbá Language.

Further researches on the impact of learners interests on their instructional performances had claimed a significant relationship between learners interest and scholastic attainment. (Olaoye, 2005). In a work carried out by Abijo (2010) which investigated the correlation between interest and learning outcomes in Yoruba language amongst four hundred senior secondary learners picked randomly from 5 secondary colleges, in South-Western Nigeria. It was found that there has been a substantial correlation between interests and learning outcomes. Moreover, Alaba (2010) additionally talked about interests and overall performance have a reciprocal impact of their correlation in the sense that interest impacts overall performance and overall performance impacts interests .Abijo (2010) indicated that interest and scholastic outcomes are positively and considerably correlated. Consequently, interest whether or not conceived as a method or a product of instruction, has been established by a few researchers to positively affect learners scholastic attainments in several school subject (Abijo, 2010).

In a research carried out by Babajide (2012) on Instructors Perceptions and value on Yorùbá as a medium of instructions in basic three level of education, finding revealed that, if opportunity is given to learners to receive instructions through their mother-tongue, learners will be much more likely to achieve better in their performances, this will also change and enhance their orientation and interests to Yorùbá Language. Taiwo (2008) discussed the health connection between the school settings with educational overall performance. He asserted that such forms of healthy classroom relationships are considered to be that of the learners and instructors. According to the author, if the relationships are cordial, active learning is bound to be achieved however if otherwise, learning could be disrupted and could result in negative overall performances.

2.2.3 School Type and Performance in Yoruba Language

Type of School means ownership of school wherein a school falls into which could be classified into private or public. The private schools are owned by private individuals who are referred to as proprietors and proprietresses, while the public ones are owned by the

government. In majority of the government owned schools in Oyo State, Yoruba Language is being taken as one of the school subjects that has been stipulated by the Federal Republic of Nigeria (2013) that in the Upper Basic Level , Nigerian primary languages or the mother tongue should be among the school subjects to be taught.

However, for the reason that indigenous languages are confined to primary level of schooling and the cultural aspect, Yoruba Language had been stipulated in the revised edition of the curriculum. Yoruba Language is not always being accorded the needed status like other school subjects in majority of privately owned schools. It is assumed that in view that it is the mother-tongue, it should be used at home and not in the school and that it has to also be the duty of the parents and the grandparents alone (Abijo, 2010).

Researches about type of school and impacts on learners' success revealed that ownership type has nothing to do with the overall performance of learners. Generally, it is usually believed that learners in private schools have higher overall performance than their colleagues in the government schools. However, conclusion has not been reached particularly about what is responsible for the variations in the learners performances in both types of schools. However, some likely reasons behind these differences in the performance of learners at both private and public schools may include; learning environments, academic bodies, differences in resources level (Akande and Abijo 2021).

A cursory examination of government and non government institutions, the following elements come to mind. Educational ethics and institutional programmes, width of the institution, precaution measures, special programmes, cost, ethical with religious teachings, ideology and locations and others depend on the environment in which the school is situated. However, Ajayi (2006) in his work established that type of school makes a big distinction on learners instructional performances.

2.2.4 School Location and Performance in Yorùbá Language

School location may be regarded as urban and rural locations of schools. It is said to be real location of where a school is situated. School locations can really affect learners learning outcomes. This similarly tells on the learners academic performance of the learners due to the fact the type of locations a learner receives instruction has an effect on the instructional overall performance. Owoeye (2004) opined that location of school has an extensive impact on the educational overall performance of learners. Stating that due to this reason, parents and caregivers take their wards to schools located in the city with the notion of improved overall performance. This contradicts a few findings which cited that location of schools has no large impact on instructional overall performance of learners (Orsmond 2011).

Many States government and non-governmental agencies had made and still making huge efforts to enhance educational quality at various locations to cater for all citizens. As an instance, the general goal of enhancing the educational quality and improving the overall academic performances in public upper basic level. The work is focused at looking into the unyielding exceptional training in the country in particular, the West African Examinations Council (WASSCE) examinations by concentrating on academic performances in key subject areas. Some states throughout the federation do not have such project opportunity. As such, it may be adduced that such efforts need to commensurate with the academic performances and accordingly bridge the gaps of academic disparities amongst all States, as a result, they will have an advantage over others like Ondo and Oyo States, wherein the interventions have majorly been trainings and not high-profile projects.

Owoeye and Yara (2001) investigated the impacts of the interactions of school location, class width and facilities in upper basic level learning outcomes. The study population was SS 2 learners. The participants were picked randomly from fifty secondary school of twenty nine (29) urban and twenty one (21) rural, out of the existing (151) secondary school in the state then. The findings confirmed that there have been sizable variations among the educational overall performance of urban and rural secondary schools location of schools (urban and rural) is considered a variable which can affect learners learning outcomes schools located in the cities do have more civilized learners with robust cognitive support and have higher chance to study. Again, schools in the urban centres have adequate qualified instructors at their disposal and quality amenities than colleges in the rural regions.

This is in line with the view of Odinko (2002) that schools in the cities have better chance to recruit good or refined learners and instructors than rural colleges. Akpans (2008) work as well revealed further that schools in the cities have enough instructors, more resources, average power supply and supply of good water. Owoeye and Yara (2011) investigated location of school and learning outcomes of secondary school learners and concluded that there may be a considerable distinction among the instructional overall performance of learners in urban and rural settings. From their findings on school variables as determinants learners performance in Chemistry, Oginni, Awobudu, Alaka and Saidu (2013) additionally said that location of schools made the very best contribution to learner success.

Another research carried out by Onoyase (2015) found that the instructional overall performance amongst learners in city, semi urban and less city upper basic level were

appreciably distinct, favouring learners in urban schools. Similarly, Oladosu (2012), Onah (2011) and Ellah and Ita (2017) analysed the concensus of location of school and learners educational overall performance and found that learners overall performance in city schools was higher than that of overall performance in less city ones. Okorie and Ezeh (2016) investigated the impact of gender and school location on learners success in chemical bonding.

The work employed a quasi—experimental design and a population of 311 SS1 learners participated in the research. Learners' interest scale on chemical bonding and chemical bonding performance test was administered for data gathering series. Data were analysed through usage of analysis of covariance (ANCOVA). It was found that location of school had a major impact on learners learning outcome in chemical bonding and the learners in the city had higher average marks than their mates in the urban location. Majority of the researches sited so far found that learners in the cities achieved academically higher than their colleagues in rural locations. Nevertheless, Okonkwo (2002), Yusuf and Adigun (2010) through their separate researches said that was no substantial relationship between location of school and learning outcomes of learners.

Eze (2010) also made the same submission. The study was on the impacts of sex on and vicinity of colleges on Chemistry teaching outcomes. Ex-po facto of survey design was employed. A study population of 827 learners participated in the study. Learners past records were used as the main data collection instrument, while mean, standard deviation and t- test were used to analyze the collected data. The result showed that there was no major difference in the mean score of pupils in the city and those of the pupils in the less city. Summarily, majority of the literature reviewed in this regard established that learners in the city centres achieved higher scores compared to their counterparts in the less schools. This is likely due to the fact schools in the rural location generally lack certified instructors.

This is consistent with the view of Boit (2012) who submitted that instructors who insist on working in urban schools are generally people with better qualifications. Highly certified instructors will never accept to teach in schools located in rural locations due to the fact they are extremely skilled and consequently go to teach in their preferred or desired areas in the event that they insist. Qualified instructors are rarely prepared to undergo the shortage of social facilities in rural regions. On the opposite, unqualified instructor can also effortlessly be given posting to rural regions and be prepared to bear the hassle in such locations due to the fact they cannot insist on working in urban schools considering the fact that they are not that skilled.

Location of school can affect instructors and learners activities in relation to educational success. Considine and Zapata (2002) and Brown (2003) established that location of schools notably predicted learners learning outcomes including. They further affirmed that the distinction is due schools in the rural locations are deficient in the area of certified instructors especially in their area of specializations however the learners nonetheless achieve high instructional overall performance. Ndukwe (2002) confirmed that in some instances, the monetary situations of schools can be higher in schools located in the cities than in the rural regions. Fasan (2010) buttressed this through pronouncing that schools sited in the cities usually have higher assets than the ones in rural region. Adding that schools sited far away from the learners homes might have an effect on their educational successes since the learners must trek a distance before getting to their schools.

Adepoju (2001) submitted in a research work that learners in schools located in the cities achieve higher academic success than colleagues in the rural area. This can be due to nearness or closeness of the schools. Akande, Obanya and Abijo (2021) discovered that instructors in rural region work much less their colleagues in cities due to little or no supervision and accountability, they spend a great deal time touring instead of staying at their primary place of assignments (schools) either to visit relatives or to attend seminars outside their normal jobs which sooner or later will become a distraction to them

2.2.5 Instructors Area of Specialization and Performances in Yorùbá Language

A Yorùbá Language instructor could be flexible in discharging his obligation might be capable of encouraging and affect the Yorùbá Language learners thereby attaining his dreams (Babajide, 2012). Yorùbá Language is a subject with complexities, having separate domains and subcomponents which any instructor whose area of specialization is not Yorùbá Language will not teach efficiently (Abijo, 2009). Therefore, majoring in Yorùbá Language makes the Yorùbá Language instructors to teach the depths of the subject. Abijo (2009) stated how properly equipped instructors of Yorùbá Language is remains a major issue. If majoring in Yorùbá Language does now no longer assure the depths of the subject matter required for teaching then, instructors without Yorùbá Language major teaching the subject definitely calls for serious concern.

In a similar work carried out, Osuafor and Okigbo (2014) in establishing mean difference of learners taught using experts in Science and that of learners taught through non-professional in the same subject. Findings showed that there was tremendous distinction in the meant scores of learners taught by experts and learners that were taught by non-experts in Science and Mathematics. Deliberately allocating instructors to some school courses like English, science, mathematics and behavioural courses promote learners performances in lower levels, Studies on instructors area of study argued that placing

instructors through strength jurisdictions affords such to grasp contents of the subjects and dedicate much time on planning the course of study. It also improves instructors memory (Osuafor and Okigbo, 2014).

Furthermore, a few argued that early specialisation can also make easy the movement into lower level and college, wherein a course of study is vital. Others suggested that at the same time as specialised instructors take much less contents, they take huge number of learners. Teaching becomes more difficult and make learning outcomes suffer when instructors specialised do not get to understand their learners well and tailor their teaching accordingly. Fryer (2016), explored those abilities tradeoffs through randomly assigned fifty basic schools in Houston to control and treatment parts (through a “method of picking them at intervals” controlling for learners previous Mathematics and English marks). The colleges that were picked randomly used methods strategically placed instructors to course of study wherein they demonstrated academic excellence (primarily based on extra marks obtained, vital information or different recommendations), at the same time as instructors in the control schools continued with normal teaching wherein usually instructors remained with their same sets of learners all day.

A Yorùbá Language instructor who genuinely specializes in Yorùbá Language could be flexible in discharging his obligation, could be capable of encouraging and have impacts on the Yorùbá Language learners thus accomplishing his goal (Babajide 2012). Yorùbá Language is a field with complexities, having separate domain and sub components such that any instructor whose field is not Yorùbá Language may not handle effectively (Abijo 2009). Therefore, majoring in Yorùbá Language makes the Yorùbá Language instructor to teach the depths of the subject matter. Abijo (2009) stated how well equipped instructors of Yorùbá Language calls for a serious concern. If majoring in Yorùbá Language as a school subject does now no longer assure teaching its depths then, instructors who are not Yorùbá Language specialists taking the subject must not be permitted to teach it.

Instructors, who are specialists in a specific field, have the capacity to teach or transmit the knowledge which they have received over the years, guide educational activities and be able to inspire the learners (Afolabi, 2002). Scholars had established that Yorùbá Language is not like other fields since it is full of complexities. Consequently, its teaching calls for specialists who are self-assured, bodily and mentally alert, in addition to emotionally solid to be able to impart knowledge successfully and correctly (Abijo, 2010). Hence, professionals in a specific field are usually viewed to be strongly efficient and informed than those who are not mainly in teaching profession (Afolabi, 2002). The author is of the opinion that instructor knowledge of the area of study and the techniques needed are understood to be exceptionally essential in bringing improved learners learning

outcomes. As instructors venture into field where they have adequate knowledge of the subject matter, they make the environment conducive for learners to learn better.

Ndukwe (2002) said that the instructors are viewed to be experts if they are knowledgeable in the fields they teach, that can have great impacts on learners learning outcomes. Since instructors training programmes in Nigeria are intended to train instructors in their field of specialisations and equip them with all pedagogical procedures as a way to assist them to make contributions to the development and growth of learners. Studies had proven that instructors who major in the specific field teach effectively, especially in contents-based pedagogy with enormous contributions to learners learning outcomes (Nicholas and Miller, 2005). An instructor might possess technological understanding however, without knowledge of the subject, the lessons may lack focus. Knowledge of subject also referred to as situation competence is crucial for success in lesson delivery (Nicholas and Miller, 2005). The capacity to discover and use technological information could go a long way in assisting instructors to pick out what is really well worth understanding and what not to be learnt, desire of suitable techniques for its presentation and a way to facilitate for the talented and proficient and the much less proficient learners (Nicholas and Miller, 2005) .

2.2.6 Instructors Competence and Performances in Yorùbá language

Instructors must be proficient in the discharge their responsibilities as instructors. Competence refers to capacity of the instructor to perform assigned responsibilities of which teaching is the crucial element. This involves capacity to: encourage, stimulate and impart knowledge which permits the learners to assimilate information. Ayeni (2005) submitted that instructors' competence is decided through their teaching techniques, intelligence and interests in imparting knowledge, this is, participating actively in the transmission of information, a method wherein the instructor understands what is to be taught. A Yorùbá Language instructor who is effective in discharging his obligation might be capable of encouraging and really impart the Yorùbá Language learners thus accomplishing his objectives (Babajide, 2012).

Competent instructor is that instructors who inspires learners to mirror on social realities and enables them to convert the present situations that form their lives (Gutek, 2004). Instructors who are capable of imparting knowledge are those that engage learners in dialogues and manage through dialogues to gain authentic knowledge due to the fact when learners and instructors are engaged in shared vital dialogues, they collectively create and gather information in terms of knowledge rather than inertly communicating it (Hamilton-Ekeke, 2013). Since all are able to state their experiences, mirror upon them and in the

end, make important evaluation concerning the manner they themselves have acquired that expertise and members experiences (Guttek, 2004).

Instructors' competence refers to the proper method of communicating knowledge, information and skills to learners (Aselmus, 2011). These proper methodologies include content knowledge, method, techniques, and methods of conveying content material. Instructors competence also refers to instructors capacity to direct and advice learners to achieve high scores (Hamilton-Ekeke, 2013). Teaching of Yorùbá Language calls for competent and informed instructors who are flexible in imparting of knowledge the means of communication. It is a course of study with complexities, having separate domains and sub-areas which fresh graduates might not take successfully (Abijo, 2009). The performance of teaching it is hinged on the competence of the instructor taking the subject. It is the overall perception that given that Yorùbá is our language consequently anyone can teach it effectively. This will grossly have an effect on learners overall performance in it (Abijo, 2009). Thus, qualified instructors ought to be allowed to teach it for improved learning outcomes. Adetayo (2011) affirmed that instructors who are competent inspire, stimulate and impact teaching and learning processes which allows the learners to assimilate facts and knowledge. Such instructors encourage learners to vigorously take part during teaching or even to do extra in assignment which eventually leads to quality cognitive and affective effects in learners.

The instructional accomplishments of learners in primary and secondary schools are hinged basically on the instructors' competence and commitment who play major roles in the lives of learners. Instructors must consequently, be able to handle logical elements in their works and demonstrate strong written and oral communication capabilities. Ugbbe (2000) termed competent instructors as person who deviates from the traditional means of dumping, receiving, memorising and repeating facts to the learners however as a substitute encourage understanding in the learners and facilitate them embrace a concept of awareness. Bovina (2002) while describing a competent instructor, laid prominence upon the basic areas of the instructors competence which encompass having full knowledge of the couse, being aware of the enviroment and interests in continuous update development. Akinbobola (2004) asserted that a competent instructor is person who attends workshops, seminars and conferences to improve himself or herself so as to be more equipped thereby discharging their responsibilities effectively.

Adetayo (2011) described competence in instruction as an approach or the capacity to perform assigned responsibilities of which teaching is the important component. Competencies are the necessities which comprise information, abilities and values the instructors should exhibit for a success of entirety of the instructors training programmes. Sotonwa in Adetayo (2011) proposed three decisions that should be made which will

confirm an instructor as being competent. These consist of: the requirements that someone have to meet to train satisfactorily instead of minimally, the abilities which might be required in preferred for someone to carry out as a competent instructor and the possession of the considered necessary ability of the instructor. Thus, recruitment and selection of instructors must be primarily based totally on their abilities in addition to their qualification.

Instructors are critical factors in the teaching and learning activities through the knowledge impartation, skills, information, thoughts, dispositions and morals on learners. Instructors are imperative catalysts who through teaching transform the objectives and policy of education to realities (Adu, 2005). The instructors roles in the implementations and disseminations of knowledge in teaching and learning cannot be down-played because it includes a detailed information, competence and knowledge for one to impart knowledge as contained in the curriculum. Instructors competence complements instructors capacities to create a conducive learning environment which is participatory, understanding and considering numerous learners, opinions, experiences and upbringings.

Competence simply means ability, potential and/or skills to carry out some assigned tasks. Competency usually revolves round ones real overall performance in all situations. It then means that competence is needed even before you can attain competency. Competence is the capacity to carry out a particular assignment, task or operation successfully. Competence is employed to produce or create precise requirements in any field and spheres. This encompasses instructors, learners and specialists. Verma, Paterson and Medves (2006), assert that, competence creates a conducive atmosphere which promotes accountability, empowerments and overall performance assessments, that is equitable and constant. The acquisition of competence may be through experience, skills or trainings.

Competence is better defined as the aggregate of skills, knowledge, capabilities, understanding, dispositions, values, and desire which transform to significant, embodied human deeds in a particular manner (Crick, 2008). Ability is different from competence that is described as the capacity to perform multipart activities with ease, correctness and flexibilities. Teaching/learning is more than a mere activity. The variety and levels of competence needed for imparting knowledge is amazing. It is also vital to differentiate between teaching competence and instructor competence. Teaching competence focuses on the functions of the instructor.

Instructor competence means a wider, systemic view of instructors' professionalism on more than one range which include; the people, the schools, the communities and profession links. Though, dispositions are essential for each competence units, they play a pivotal function for instructors competencies, embracing positive dispositions to non-stop

profession improvement, innovations and collaborations. The descriptions of the two types of competencies overlay and interrelated as they are frequently associated theory and practice as each is involved with the profession live and know-hows of instructors.

Competencies are routine styles of behaving and reasoning that allow instructors to enhance learners learning outcomes. Teaching competence and knowledge of the contents greatly contribute to an instructors overall performance. Seeking unique competence which include; inventiveness and persistence can assist instructors to enhance learners overall performance. The two major methods to explain component of instructors knowledge. The first considers component of instructors' knowledge as a kind of personal training abilities and skills which helps an instructor to be efficient and effective. On the other hand, competence is seen in the context of adaptability, distinctiveness of each instructional situation, a collection of knowledge, individual features (obligation and moral engagement) and academic strategies (Czerepaiak-Walczak, 1997); Goldhaber, 2003). This technique conceptualises competencies in terms of developing through reflective exercise.

Clear competence mirrors specificities of teaching as a profession. The specificities comprise organisational abilities (capacity of an instructor to efficaciously organise instructional activity for learners), didactic competence (ability of an instructor' to impart knowledge into learners such that learners could be greatly motivated to learn), academic intelligence competence (natural competence of an instructor connected to his/her organized activities), mental-innovative competence (ability of an instructor in organizing instructions, integrating mental competencies of learners with teaching objectives). Other mental abilities encompass (ability of an instructor to identify and appreciate distinctive characteristic in a learner during instruction), evaluation abilities (abilities of an instructor to correctly examine learners' performances and instruction, instructor's activities, co-employees' duties, conducive and non-conducive environment of instruction generally), counselling competence (abilities of an instructor to broaden learners' career knowledge and competencies, this later leads to life-long education).

Exceptional competence represents the extent of the theme an instructor handles and the findings of his discipline for personal approach of imparting knowlegde for improved learners' learning outcomes. Akande, Abijo and Obanya (2021) opines that instructor's knowledge involves the application of teaching experiences into practicals and real life information which includes s combination of several interrelated factors which aims at transforming the lives of the learners. Past studies carried out Hamilton Ekeke (2013), Adediwura and Tayo (2007), Adu (2005) discovered that diverse factors of instructor's competence consist of subject knowledge of instructor, skills of teaching, disposition to work and attendance.

Instructors ability to perform dutifully is vital in the process of teaching includes several interrelated factors towards knowledge transformation learners. Studies discovered that diverse factors of instructors competence consist subject knowledge of instructor, skills of teaching, disposition to work and attendance.. Scholars like Al-Mutari (2011) Newhouse (2002) of the numerous elements influencing learners instructional overall performance including school type, school environments, location of school, instructors competence, dispositions of learners and so on, instructors competence remains one of the principal determinants of learners learning (Bedilu, 2015; Odumbe, Simatwa and Anyolo, 2015). In this work, instructors' competence is taken as the first moderator variable.

Instructors' capability could be seen as a proper technique of delivering knowledge steps and ways of delivering them to the learners (Aselmus, 2011). These right techniques include; content knowledge, strategy, process, and methods of conveying contents. Instructors' competence also refers to instructors' ability to monitor and direct learners to achieve high scores (Hamilton-Ekeke, 2013). A competent instructor is that which inspires learners to mirror on vivid experiences and establish them to convert the present situations that form their lives (Gutek, 2004).

A capable instructor is one that gathers learners in conversations and through interaction they were able to achieve meaningful ideas due to the fact while learners and instructors are engaged in shared vital conversations they jointly create and vital knowledge in preference to instructors' centerdness (Hamilton-Ekeke, 2013). They share ideas, think on them and ultimately make crucial evaluation judgement concerning the manner they themselves have acquired that expertise and others opinions (Gutek, 2004).

2.2.7 Instructors Disposition and Learners Academic Performances

Disposition is likewise a crucial component in the learning of Yorùbá language. Olaoye (2005) in Adeyemi (2012) said that instructors dispositions have an effect on learners disposition and hence has significant impact on their learning outcomes. Negative disposition results in negative learning outcomes and vice-versa. Learners who demonstrates negative dispositions to a school subject may have negative learning outcomes in such a subject., To Araromi, Abdulmalik and Sulman (2020), instruction ought to be beneficial enough to encourage learners once they showcase particular behaviours. An instructor with poor dispositions to Yorùbá Language will definitely find it problematic in encouraging learners to study consequently, disposition, whether positive or negative, has been discovered by many scholars to affect learning outcomes in diverse school subjects. Simply put, instructors disposition is vital to efficient instruction (Oyinlola, 2014).

The unique connections which occur between learning outcomes and dispositions is frequently moderated by motivations in producing improved learning outcomes when confounded with prejudice (Apara, 2012). Olaoye (2005) established that instructors dispositions encourage learners dispositions which have a significant effect on their learning outcomes. In different term, dispositions can function as motivational element that could to a greater extent decide learners positive or negative performance. Olaitan (2012) and others, in their work, established that instructors with poor disposition to the usage of instructional resources must not be allowed to affect the instruction and use educational resources in early schools. Ogunwuyi (2000) and Falaye (2015) in their works revealed great causal among instructors dispositions learners learning outcomes, while Clark (2001), Huang and Law (2005) affirmed that dispositions towards Computer Study affected learning outcomes. Prakash (2016) carried out a study on social psychological variables like disposition and revealed a correlation among dispositions and learners learning outcomes.

Instructors had been proven to bring remarkable value on learners' academic attainment. As a implementers of curriculum and learners guide consequently, it is important instructors dispositions indicates instructors intention to respond in a specific manner that could be either negative or positive to teaching which have an effect learners learning outcomes Fazzio and Rosskes (1994) assert that disposition includes emotional and cognitive variables that effect an instructors suggested diverse basics which makeup instructors disposition and encourages a considerate and beneficial instructional set-up. These comprise passion, kindness, teaching effectiveness, democratic practices to inspire learners duty, powerful use of lesson notes, effective communication with them and stimulate them. These types of factors linked to improved learning outcomes. Oladosu (2012) asserted that instructors' dispositions play a crucial function in teaching as it has the capacity to influence learners to be involved in activities which can be measured as whether positive or negative.

In a research work carried out by Babajide (2012), the researcher revealed that when learners are confronted with the opportunity to acquire knowledge through achieve academically while this changes and enhance their orientation and interests towards Yorùbá Language. Taiwo (2008) examined correlations in the school setting with instructional overall performance. The researcher asserted that majority of the forms of the relationships may be considered to be that of the learners and instructor in the classroom conditions. The researcher believes that if the relationship is a positive one, positive learning is predicted to take place however, if it is far otherwise, learning could be disrupted and could result in negative overall performance or failure.

2.2.8 Classroom Management and Academic Performances

Instructors' effective classroom management is similarly useful to his teaching. Classroom control or management is the procedure through which an instructor creates and keeps an environment conducive for effecting learning. This consists of instructors activities targeted at managing learners behaviours with a purpose of engaging them in active learning. In a classroom that lacks orderliness, effective teaching cannot take place. Therefore, classroom organization and control are critical due to the fact they boost efficient instruction and learning (Marzano and Pickkering, 2003), (Asiyai, 2011). As Marzano (2010) affirmed, effective management instructors are not born but made; however training and awareness in those strategies can change an instructors behaviour which therefore changes learners behaviours and could probably improve learning outcomes (Marzano, 2010; Sowell, 2013).

Management of classroom embodies making guidelines to organise the classroom, planning the instructional materials and other things and explaining information and facts and consequence of answers given by learners. Akande, Obanya and Abijo (2021) described classroom management as “the totality of what an instructor put in place to prepare learners which include; time, place and teaching resources in order that teaching in contents and learners learning can occur” In addition, they duos established, all of the customs and methods an instructor uses to achieve a conducive teaching and learning atmosphere wherein effective teaching could occur is associated with classroom management. In achieving this, instructors need to introduce set of techniques to really prepare the classroom, instructional materials and time.

Some apprentice instructors view teaching as mere depositing knowledge and facts to receivers (Torff, 2003). Most of the time, they do not understand the importance of classroom discipline techniques and impacts on learners social and educational conduct. Consequently, instructors must be extra cautious concerning the techniques and strategies of controlling their classrooms. Geiger (2000) claimed that in most cases, half of the teaching time is allotted to instruction and instructional activities, while the remaining teaching time is spent on management of classroom. There may be little chaos, disorder, and poor conduct in the lecture room when instructors really manage the teaching environment, pointless to mention, in unorganized environments, effective instruction might not occur.

Classroom control involves the activities to organise and control learners to attain particular desires. Advocated and advanced through Canter and Canter (2010), assertive field is a method to classroom control, this is to help instructors to have an organized, instructor-in-charge rate classroom atmosphere which prevents subjects challenges.

Emmer and Stough (2011) established that course tutors must first acquire, then introduce class control/management techniques. Although, Edwards (2014) considered study room control as a troubling aspect of teaching, McCormack (2007) and Bromfield (2006) noted that instructing and the usage of study room control strategies are of remarkable importance to the tutors

Akande, Abijo and Obanya (2021) viewed management of classrooms as a process whereby instructors ability to control class, learners conducts and their learning. The activities encompass giving directive, handling learners' misbehaviours, imparting necessary knowledge, and looking after learners cognitive and emotional requirements (Emmer and Stough, 2001). Akande (2014) asserted that a Yoruba language instructors classroom management level determines to a great extent the level of Yoruba language students achievement as one complements the other.

Shawer (2006) argued that the instructors who employ a set of classrooms management techniques like organising, instructional managements, instructor—learners relationships, and instructors punishment—rewards as “effective instructors.” These instructors simply and firmly communicate their wishes. They have learners' positive expectations. They are affirmative in their actions and stand by what they say all the times. They are relentless and impartial. Contrastingly, instructors who are much less assertive fail to make their desires or desires known. They seem irresolute which confuses the learners almost all the time. Such instructors intimidate however their learners understand that there could be no firm decisions (Canter and Canter, 2010).

Brophy (1983) established that classrooms management places greater emphasis on offering supportive atmosphere to learners to effectively learn as opposed to that which revolves round controlling learners conducts. Also, Charles and Senter (2008) said that suitable coaching control takes area thru an lively and applicable curriculum. Orsmord (2011) believed that effective instructional management contributes considerably to learners learning outcomes and improvement. Adding more details to this definition, Burden (2003) said that pupil—teachers' relationship is likewise crucial in the classrooms managements conversations. The researcher was of the opinion that effective lecture room management should inspire high quality social interplay and energetic engagement during instructions. Charles and Senter (2008) supported Burdens submission and confirmed a direct correlation between effective instructional strategy and study room management.

Akande and Abijo (2021) examined instructors' perceptions of leadership practices in colleges. Their results revealed that instructors demographic characteristics such as

gender, age, and years of teaching experience are not principal variables in instructors perception of instructors leadership practices. In a similar research, Aliakbari and Elham (2013) explored the correlation among classroom management efficacy, instructors personality and transformational leadership style. The findings revealed that there was a positive correlation among personality factors, efficacy of the classroom management and transformational leadership style. The findings also reveal that there was a significant relationship among efficacy of class management and instructors Extraversion, Openness, and Neuroticism personality factors but very weak. Likewise, a substantial correlation among instructors' educational qualifications and classroom management efficacy was reported.

Adeyemo (2012) "Effective school room management can assist to make certain safety of learners from bodily assaults from outsiders and other learners, risky environmental situations including moving round electric device, and from mental abuse from friends or adults". The researcher in addition established that good lecture room management strategies or approaches have robust and wonderful effects on learners learning outcomes in Physics. Similarly, Nunan (1995) was of the opinion that establishing the way learners view their instructors study room managements is of greater significance, on account that there can be a poor effect on imparting knowledge should there be a discrepancy among what instructors and learners assume to manifest in the study room. Yet, as referred to previously, little interest has been paid to this place in language training.

2.2.9 Instructors Teaching Experience and Learners Performances in Yoruba Language

This research work discovered a great impact of teaching experience on Yoruba Language reading academic performance in basic school, with large outcomes for later elementary school than early outcomes. In a similar research, Ogunwuyi (2000) examined a 13 variable model on learning outcomes and found unintended influence learning outcomes in the subject. Olojede (2013) carried out a research on the impact of instructors and learners dispositions in Basic Science as establishing learners learning outcomes. The study involved hundred learners and fifty instructors. The collected data were analyzed using descriptive statistics. It was found that 30% had 0 to 5 years number of years spent in service, 33% had 6 to 10 years teaching experience, 30% had 11 to 15 number of years spent in service, while 6.7% had 15 to 20 number of years spent in service. The results showed there was a significant difference between instructors' years of teaching experience and learners overall performance in Basic Science. Hanushek (2011) established instructors' years of teaching experience and age did not have major effects on learners' educational success.

Emelda and Enose (2014) found out that Mathematics instructors years of teaching Mathematics were between 4 to 26 years. 12 (38.7%) of Mathematics instructor had a teaching experience of four to nine years, 8 (25.8%) had a teaching experience of 15 to 19 years, 6 (19.4%) had teaching experience of 20 to 24 years, 3 (9.7%) had a teaching experience of 10 to 14 years and 2 (6.4%) had a teaching experience of 25 to 29 years. This distribution enabled the researchers to discover the connection among Mathematics instructors teaching experience and learners instructional success. They concluded that lengthy teaching experience had significant impact on the learners performance in Mathematics.

Furthermore, Sangodoyin (1998), it was found that there may be no considerable correlation among the instructors. The multiple linear regression were employed for the method of data analysis at 0.05 significant levels. The study revealed that instructors teaching experience meaningfully affected learners' educational overall performance in Mathematics and English Language. Schools with instructors teaching with ten years and above attained improved learning outcomes than ten years and below teaching experience. It has been known from experience that the new appointees in the teaching profession act in same manner the lecturers that have been teaching for longer number of years. The most crucial aspect in enhancing learners performance in Yoruba language is through the employment of competent instructors at all levels of education which translates to improvement in learners overall performance

2.2.10 Academic Performance in Yorùbá Language

Learning outcome or overall performance is the final results of instructional activities. It means to what extent pupils or educational entity has realized the initially set out objectives. Learning outcomes are typically measured through examinations and continuous evaluation or assessments however there's no universal way on how it should be examined or which area is most crucial especially the technical information of competencies or declarative information like facts. Araromi and Abdulmalik (2020) opine that different abilities in learning outcomes had been connected to variations in intelligence and individual traits which eventually aid the learners to achieve the learning content effectively. Intelligence has to do with intangible concept, self-discovery, communication, understanding, mental, studying, etc. On the other hand, personality deals with individuals characteristics which may be described as normal styles of conducts.

2.2.11 Evaluation Models

Evaluation Models according to Okpala, Onocha and Oyedeji (1993) are evaluation frameworks, or strategies which are useful guides which helps in curriculum implementation. Rose and Nyre (1979) referred to Evaluation models that they provide a

broad based for designing evaluation activities by offering a framework and conceptualization that widen both the focus of the evaluator and the orientation of the evaluation. An evaluation model is expected to answer some questions which include: How best should evaluation be defined? What should be the purpose of evaluation? What should be the duties, authorities and responsibilities for evaluator? Models include Discrepancy Model, CIPP Model, The Goal Attainment/Objective Oriented Model, Countenance Model, and Decision Oriented Approach Model.

Discrepancy Model: This is another model we want to discuss. It was developed by Melcolm Provus. It examines whether there are differences that could be seen in some learners overall grades and the lay down rules controlling that actual area of the programme and using the model either to change performance or to change the lay down rules. There are four possible discussions to be made as a result of the information yielded as a result of evaluation. They are whether the programme should be terminated, modified, repeated or change the standard.

Discrepancies are determined by examining the three content categories (input process and output) at each stage and comparing the programme performance information with these defined standards at each stage. The first stage focuses on the design and it refers to the nature of the programme, its objectives, learners, staff and other resources required for the programme and the actual activities designed to promote the attainment of the objectives.

The second stage installation, which determines whether an implemented programme is in congruent with the implementation plan. The third stage is the process the evaluator serves in a formative role, comparing performance with standards and focuses on the extent to which the interim or enabling objectives have been achieved. The fourth stage is the product which is concerned with the actual attainment against the standard (objectives) set and noting the discrepancies. The fifth stage is concerned with the question of cost. A cost benefit analysis is made of the completed programme with another programme similar in nature.

CIPP Model: CIPP model was developed by Egon Guba and Daniel Stufflebeam. CIPP is an acronymy that stands for the four types of evaluation for which the model is appropriate: context evaluation, input evaluation, process evaluation and product evaluation. The authors Guba and Daniel Stufflebeam define evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. The definition encompasses some important points, such as it is systematic which contains process. The process includes three basic steps (Delineating the questions to be answered),

obtaining relevant information so that the question may be answered and providing information for the decision makers. The emphasis in this model is on decision making. CIPP model answers four questions:

- What objectives should be accomplished?
- What procedures should be followed in order to accomplish the objectives?
- Are the procedures working properly?
- Are the objectives being achieved?

Goals attainment/objectives oriented models: The model was developed by Ralph Tyler in the 1930s. An example of goal attainment models is the paradigm developed by Metfessel and Michael and Robert Glaser. Glaser's paradigm which is most suited to the evaluation of instructional programs which is equally generalisable to other programme situations has six steps that comprise a continuing cycle of formative evaluation. They are:

- A Specify the outcomes of learning in measurable terms
- B Analyze the learners entry behaviour — the level of knowledge, skill or ability in the learners repertoire in the objectives
- C Provide learners with various learning alternatives
- D Monitor learners progress towards objectives
- E Adjust the instructional programme according to the level of learners performances as they progress towards attainment of the objectives
- F Evaluate the programme for on-going feedback and programme improvement

The Model According to Countenance (ATO): The model was named after the title of his article describing it (the Countenance of Educational Evaluation). The model is based on the notion that judgment and descriptions are both essential to the evaluation of the educational programmes. Stake distinguishes between three bodies of information that are elements of evaluation statements that should be included in both descriptive and judgment acts — these elements are antecedents, transaction and outcomes. Antecedents refer to conditions existing prior to implementation of the program that may relate to outcomes. Transactions are the “Succession of the engagement” that constitutes the process, in other words, the instructional process or educational aspect of the program). Films, examination, home work and class discussion are all types of transactions outcomes refer to immediate, long range, cognitive, affective and societal outcomes. It also includes the programmes impact on instructors, administrators and others as well as the wear and tear on equipment and facilities in its conduct.

Merit of an Entity Model: Merit of an Entity model based on some authors quoting Scriven (1967) is associated with evaluation under this model, and was designed as determination of merit of an entity. The entity could be educational projects, evaluation

instruments, educational programme, social programmes, teaching methods, etc. The model draws the attention, to the fact that any social intervention programme, for instance, curriculum development programme, has a beginning and an end and questions can be asked about the merits of the programme at different stage.

Decision Oriented Approach Model: Alkin (1970) is an advocate of decision oriented approach model .To him, educational judgement could be described as a process of assuaring the major areas of concern, choosing the right information,collating and examininig the specific idea so as to explain the overall findings useful for decision makers to chose the suitable ones. The model acknowledges five areas of decision-making in the life of a programme where evaluation information is needed. The areas are systematic assessment, programme planning, program implementations, programme improvement and programme certification.

Input Process Output Model.

Virgina (2011) refered to evaluation models as what can be used to help researchers define the parameters of an evaluation, what concepts to study and the process or methods needed to extract critical data. The Input, Process and Outcome (IPO Model) which was propounded by Scriven and Stake (1967) will be used. This is because the focus of the study is on the implementation of curriculum in a school system, the three components of input, process and outcomes are very crucial. Teams are everywhere today in the world of labour from aviation to medicine to the fire service and to education. The world is not without team work today (Brannick and Prince, 1997). Even evidence shows that in the last six years terms of authors increasingly dominated solo authors in producing knowledge in all kinds in frequency (Jones and Uzzi, 2004)

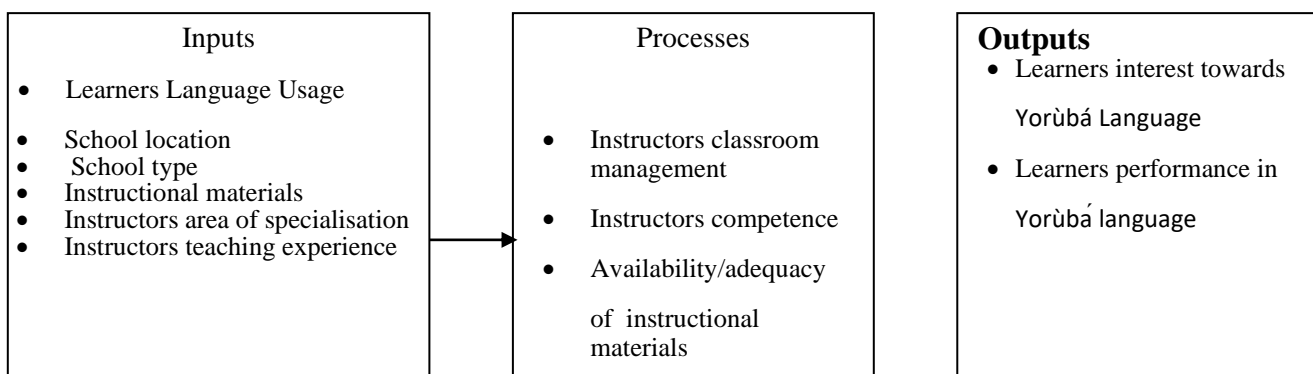


Figure 3.1: The IPO Model

From the framework, the following can be deduced:

Inputs: These include learners language usage, school location, school type, instructors area of specialization, area of specialization, availability and adequacy of instructional materials

Processes: Instructors competence, instructors disposition, classroom management, availability adequacy of instructional materials..

Outcomes: Learners interest towards Yorùbá Language and Learners performance in Yorùbá Language

Input, Process and Output. The Input, Process Output model was made use of in this study. This is because it is on evaluation of a programme which is the implementation of Yoruba language curriculum in Oyo State. IPO Model of evaluation is a team research work. This is because the three terms are joined and worked together. Input typically refers to the things team members bring to the group including status, personality attributes, level of experience, demographics attributes and others. These inputs are often referred to as team characteristics.

The process refers to the interaction among the team members that transform inputs into output (for instance, exchange of information, distribution of tasks). Output refers to the product resulting from the teams work. This product can be ideas, decisions, a finished project or the successful treatment of a casual and rather static. Output is a consequence of the nature of team processes, which thereby result from inputs brought into the team setting (Guzzo and Shea, 1992). The Input, Process Output model was made use of in this study. This is because it is on evaluation of a programme which is the implementation of Yoruba language curriculum in Oyo State

2.3 Appraisal of Literature Reviewed and Gaps Filled

Learners' interest, Yorùbá language usage and performance in Yorùbá language at the Junior Secondary School in Oyo State have been an issue of concern to stakeholders. Literatures also revealed that many factors contributed to (non language usage, poor implementation of the curriculum and low performances. such as school environment, resource availability, suitable content, among others. Other personal factors such as; instructors disposition instructors competence among others could be a major key word for the fluctuating performances.

It is observed over the years that many of the researchers attention have only been focused on the pedagogical approaches with the use of Yorùbá language resources imparting knowldge on the learners, while not much focus has been on the approaches to evaluation of Yorùbá language curriculum thereby leaving many questions unanswered. Thus, most studies did not involve in-depth evaluation studies.

Meanwhile, the existing evaluation studies on the implementation of the universal basic education Yoruba language curriculum in South Western Nigeria only focused on learners disposition and acquisition of Yoruba cultural values, acquisition and development of entrepreneurship skills. However, the present study focused on learners interest and learners language usage. Furthermore, the present study also examined instructors disposition, instructors competence, instructors classroom management, instructor area of specialization. Hence, this study took cognisance of these gaps in the existing researches and focused attention on these areas.

Also, the weak and slow policies implementation of the Yorùbá Language curriculum in the school system have also brought about concerns and arouse worries by stakeholders on how instructors and learners can fully adapt to the use of Yorùbá language resources in the teaching and learning processes. It is on this premise, that the researcher, evaluated and assessed the extent to which Yorùbá Language curriculum has been implemented at the Junior Secondary Schools in Oyo State.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study adopted survey research design. It is systematic empirical enquiry where in the researcher has no direct control on the variables of interest because their manifestations have already occurred in the population and no variable was manipulated

3.2 Evaluation Model

The study made use of Input, Process and Output (IPO) model. This is based on the fact that the study focused on investigating available resources {human and material), the teaching learning processes employed during classroom interaction and the adequacy of the instructional materials as well as the learners' achievement and interest after they had been exposed to Yoruba Language at the Upper Basic level of Education in Oyo State.

The Input refers to the human and material resources {School location, Type, instructors' qualifications, area of specialization, experience). Process involves the several interactions between the instructors and learners, instructors' competency, disposition, class management availability and adequacy of instructional materials used while interpreting the Yoruba Language curriculum during the teaching and learning processes

Output involves those behaviours exhibited by learners after they have been exposed to the teaching and learning process. These are determined using the the stated objectives for the lesson. Input evaluation compares the actual learners output with an intended output and leads to a series of recycling decisions in terms of learners' achievement and interest in speaking, reading and writing in Yoruba Language.

Table 3.1 Evaluation Framework Based on the IPO Model

Evaluation Component	Variable of interest	Data Sources	Instruments for data collection	Research Questions addressed
INPUT	Human and material resources	Instructors and learners	Yorùbá Language Instructors Questionnaire (YLIQ)	1a, b, c, d
To identify Human and material resources available for the teaching and learning of Yorùbá language	A: Instructor Based Factors: i School location ii School type iii Instructors qualifications iv. Instructors area of specialization v. Instructors experience B: Intstructional materials.		Resource Availability, Adequacy, Checklist (RAAC)	5 2a, 2b
PROCESS	Teaching and Learning processes: Instructors competency, instructors disposition Classroom management, availability, adequacy,/ of instructional materials.	Instructors	Instructors Disposition Questionnaire Yorùbá Language Instructors Interaction Sheet (YLCIS) Resource Availability, Adequacy Checklist Resource(RAAC)	4 7 and 8 2a,b
OUTPUT	Learners interest towards Yorùbá		Learners Disposition to	7 and 8

the gains of Yorùbá Language curriculum implementation in the junior secondary School in Oyo state	Language Learners performance in writing, reading and speaking in Yorùbá Language	Yorùbá Language Questionnaire (LIYLQ) Yorùbá Language Performance Test (YLPT) Yorùbá Language Learners Questionnaire (YLLQ)	6, 7 and 8 3a and b
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3.3 Variables of Study

Independent variables

Learners Language Usage

School Factors: School type
 School location
 Availability and Adequacy of Resource Materials

Instructors Factors: Instructors Disposition
 Instructors Area of specialization
 Instructors Competency
 Instructors Classroom Management:
 Instructors Teaching Experience

Dependent Variables

Learners Interests towards Yorùbá Language

Learners Performance in Yorùbá Language

3.4 Population

The population of this findings include the JSS1, 2 and 3 learners with their Yorùbá instructors in all the upper basic levels in Oyo State.

3.5 Sampling Procedure and Sample

The study adopted a multi-stage sampling procedure. In the first stage, simple random sampling technique was used to select three educational zones which comprised: Ibadan City, Ibadan Less City and Oyo Educational zones. In the second stage, simple random sampling technique was also used to select two Local Government Areas in Ibadan City, Two Local Government Areas in Ibadan Less City and Two Local Government Areas from Oyo educational zone

In the third stage, eight junior secondary schools were purposively selected which comprised four public schools and four private schools in Ibadan City: eight junior secondary schools which comprised four public schools and four private schools in Ibadan Less City and eight junior secondary schools which comprised four public schools and four private schools in Oyo educational zone which were classified under urban and rural areas respectively. Lastly, simple random sampling technique was used to select learners from JS1, 2 and 3 classes. In all, 763 JS1, 745 JS2 and 737 JS3 making a total of 2,245 learners were sampled while 48 teachers; 24 from each public and private schools were enumerated.

Table 3.2: Distribution of Sampled Local Governments and Junior Secondary Schools

Edu zones	Existing LG	Selected LG	public schools	private schools	No of learners JS 1,2 and 3 in public	No of learners JS 1,2 and 3 in private
Ibadan City	6	2	4	4	382	381
Ibadan Less	5	2	4	4	373	372
Oyo	4	2	4	4	369	368
Total	15	6	12	12	1124	1121(2245)

3.6 Instrumentation

The following research instruments were developed and used for this study:

- i. Yorùbá Language Implementation Questionnaire (YLIQ)
- ii. Instructors Disposition towards Yorùbá Language Questionnaire (IDYLQ)
- iii. Yorùbá Language Classroom Interaction Checklist Sheet(YLCICS)
- iv. Resource Availability Inventory (RAI)
- v. Resource Adequacy Checklist (RAC)
- vi. Yorùbá Language Learners Perception Questionnaire (YLLPQ)
- vii. Learners Interest Towards Yorùbá Language Questionnaire (LIYLQ)
- viii. Yorùbá Language Performance Test (YLAT) for JS1,2 and 3 learners(YLPT)
- viii. Yoruba Language Instructors Interview Guide (YLIG)

3.6.1 Yorùbá Language Implementation Questionnaire (YLIQ)

The researcher designed the instrument and it was made up of Parts A and B. Part A of the instrument provided explanation on the respondents' demographic characteristics, while Part B was for Problems militating against the effective Implementation of Yorùbá Language Curriculum (PMAIYLC). It consisted 20 items. Respondents were required to indicate their level of agreement or disagreement on a four-point Likert Scale of SA-Strongly Agree, A-Agree, D-Disagree, SD-strongly Disagree. The reliability index was 0.85 using cronbach Alpha methods.

3.6.2 Instructors Disposition Towards Yorùbá Language Questionnaire (TAYL)

This instrument was developed by the researcher. It contained two sections, A and B. While the first one dealt with the instructors bio data, the second sections had items measuring the disposition of instructors to Yorùbá Language. It has 25 items placed beside a 3 point scale; Great Extent (GE), Small Extent (SE) Never (N). The reliability index was 0.71 using cronbach Alpha.

3.6.3 Yorùbá Language Classroom Interaction Checklist Sheet (YLCICS)

This is an interaction scale which was adopted from the Institute of Education. It observed instructors/ learners interactions in the classroom. The researcher, along with the research assistants, observed the instructors as they taught for the period using the five-points rating scale of; Yes/No, Most of the Time (MOT), Sometimes (ST), Rarely(R), Never (N). The reliability index was 0.71

3.6.4 Resource Availability Inventory (RAI)

The instrument was developed by the researcher to take inventory on school materials necessary for the teaching of Yorùbá Language. The instrument was made of two sections. Section A contained information about the school and section B contained the materials necessary for the following response format scale: Available, Not Available. The reliability index was 0.76

3.6.5 Resource Adequacy Checklist (RAC)

The instrument was developed by the researcher to take inventory on school materials necessary for the teaching of Yorùbá Language. The instrument was made of two sections. Section A contained information about the school and section B contained the materials necessary for the following response format scale: Adequate, Not Adequate. The reliability index was 0.71

3.6.6 Yorùbá Language Learners Perception Questionnaire

This instrument was developed by the researcher and it consisted of Part A and B. Part A of the instrument sought information on the respondents demographic characteristics, while Part B was on Yorùbá Language Learners Language Usage which was made up of three options in which the learners ticked the actual languages being made use of at home on different occasions. The reliability index was 0.73

3.6.7 Learners Interest Towards Yorùbá Language

This instrument was developed by the researcher. It has two sections: the first one consisted of the learners' bio data, while the second one has items measuring the interest of learners to Yorùbá Language. It initially comprised of 52 items placed before 4 likert scale. The construct and content validity was done by the researcher supervisors and other experts in the field of questionnaire and scale construction. The scale yielded a coefficient of 0.762 index and 46 items survived. They were used for data collection.

3.6.8 Yorùbá Language Performance Test (YLAT)

Yorùbá Language Performance (YLAT) was constructed by the researcher. It was made up of 25 multiple-choice questions with four options per item A, B, D and E(and the essay part) for JS 1 and 2, with 40 for JS 3. The researcher constructed this instrument using references to Tables 3.3, 3.4 and 3.5 which consist of the knowledge, comprehension and application domain. Each one consisted of a stem and four options. Only one of the options is correct while others are distracter. The test covered Yorùbá language

grammatical structures, sound system, literature, Yorùbá culture among others. The index was taken using KR-20 formula and it is from 0.51 to 0.73 while the discriminating indexes ranged from 0.31 to 0.38. Finally, 20 (For JS1 and 2) and 30 items (for JS3) items with the essays were selected from the previous selection of items trial tested. The index was 0.71 with the JS1, 0.82 for JS2 while that of JS3 was 0.79 reference to Tables 3.3, 3.4 and 3.5 respectively.

3.6.9 Yoruba Language Teachers Interview Guide (YLTIG)

In order to answer the research question, interview was conducted for the Yoruba language instructors.

Table 3.3: Test Blue Print for Yorùbá Language Performance Test (YLAT), JS1

Objective/ Content	Knowledge	Comprehension	Application	Total
Ètò Iró àti Gírámà (Yorùbá language sounds and grammar	2	2	4	8
Àṣà àti Ìṣe Yorùbá (Culture)	2	2	2	6
Litireso Ede Yorùbá (Yorùbá language literature	4	1	1	6
Total	8	5	7	20

Table 3.4: Test Blue Print for Yorùbá Language Performance Test (YLAT), JS2

Objective/ Content	Knowledge	Comprehension	Application	Total
Ètò Iró àti Gírámà (Yorùbá language sounds and grammar	2	2	4	8
Àṣà àti Iṣe Yorùbá (Culture)	2	2	2	6
Litireso Ede Yorùbá (Yorùbá language literature	4	1	1	6
Total	8	5	7	20

Table 3.5: Test Blue Print for Yorùbá Language Performance Test (YLAT), JS3

Objective/ Content	Knowledge	Comprehension	Application	Total
Aròkọ (Essay writing)	2	1	3	6
Ètò Ìró àti Gírámà (Yorùbá language sounds and grammar)	5	2	1	8
Aṣà àti Ìṣe Yorùbá (Culture)	3	3	2	8
Litireso Ede Yorùbá (Yorùbá language literature)	5	2	1	8
Total	15	8	7	30

3.7 Validation and Reliability

Copies were given to Yorùbá instructors who are seasoned JSS3 BECE, examiners for face and content validities. The internal consistencies were determined using Cronbach Alpha. It was later given to the supervisor for face and content validity.

3.8 Method of Data Collection

To facilitate acceptance through identification from the Principal of the schools where data were collected, letters of introduction was obtained from the Head of ICEE with a view to secure their approvals. Six research helpers were chosen and educated for the findings for three weeks. The instruments were distributed to the respondents by the researcher and the six research assistants. They observed the instructors during the teaching. Questionnaire(YLIQ). Instructors Disposition Towards Yorùbá Language Questionnaire, (IDYLQ), Yorùbá Language Classroom Interaction Checklist Sheet (YLCICS), Resource Availability Inventory (RAI), Resource Adequacy Checklist. The study lasted for twenty eight weeks. Also, Yorùbá Language Learners Perception Questionnaire (YLLPQ) and Learners Interest Towards Yorùbá Language Questionnaire (LIYLQ) as well as Yorùbá Language Performance Test (YLPT) were administered on the learners. The study lasted for 28 weeks.

3.9 Method of Data Analysis

This was generated with descriptive statistics (frequency count, Percentages, as well as inferential statistics (Multiple Linear Regression). All data collected were analysed at 0.05 level of significant. The data were coded on S.P.S.S. before they were copied to excel work book and all the scores were pooled from (JS1,2 and 3) while the values listed in the converted data field were aligned in the columns. The transformation process was done using the Z –score formula. For the Qualitative data, thematical approach was used

The summary of the Data Analysis is presented in Table 3.6

Table showing Evaluation objectives, Evaluation Questions, Instruments and Statistical tools

Programme Objectives	Evaluation objectives	Evaluation questions	Instruments	Statistical tools
1	2	3a, b	YLLQ, YLPT	Descriptive statistics, frequency.
2	3	3a, b	YLPT, YLLQ, YLCIS	Descriptive statistics, frequency.
5	4	7, 8a, b	LIYLQ, YLLQ, YLPT, YLCIS	Descriptive, statistics, frequency & percentages, Multiple Regression.
6	5	7, 8a, b	YLPT	T-test
	-	6	IDYLQ	
	-	8a,b	YLPT	Multiple Regression.

3.10 Methodological Challenges

In the course of carrying out this study, the researcher faced some challenges. One of these challenges was that of approval from the administrators of the schools that were visited. Due to bureaucratic system of government policies, it was not easy to collect the data and this generated some challenges as the researcher had to go to Ministry of Education before she was attended to. This of course took a lot of time. Another challenge that came up was that the participated schools were reluctant in order not to be implicated. This unduly delayed the research work.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

Evaluation Question 1: What are the characteristics of Yoruba Language instructors implementing the objectives of the upper basic level Yoruba Language Curriculum in terms of age, qualification, area of specialization and years of teaching experience?

Table 4.1 Descriptive Analysis of Socio-demographic Indices of Respondents

Variables		Frequency	Percentage
Age	20 - 35 YRS	18	25
	36 - 50 YRS	41	56.9
	51 YRS & ABOVE	13	18.1
	Total	72	100
Qualification	No response	1	1.4
	NCE	21	29.2
	B.Ed	42	58.3
	B.Sc	4	5.6
	B.Sc/PGDE	3	4.2
	OTHERS	1	1.4
	Total	72	100
Area of specialization	CPS EDU	2	2.8
	CRS EDU	3	4.2
	CRS/HISTORY	3	4.2
	ENG/YORUBA	11	15.3
	FRENCH	3	4.2
	FRENCH/YORUBA	2	2.8
	HISTORY	1	1.4
	LANGUAGE ART	3	4.2
	PES/SOS	2	2.8
	PES/YORUBA	3	4.2
	YORUBA	35	48.6
	YORUBA/HISTORY	4	5.6
	Total	72	100
Teaching Experience	No response	3	4.2
	1 - 5 YRS	7	9.7
	6 - 10YRS	10	13.9
	11 - 15 YRS	18	25
	16 - 20 YRS	21	29.2
	21 YRS ABOVE	13	18.1
	Total	72	100

Table 4.1 shows the age distribution of the sample which shows that 18 instructors which represents 25% of the instructors sampled are within 20 — 35 years old, 41 which represents 56.9% are within 36 — 50 years old, while 13 instructors which represents 18.1% are 51 years and above in age. This shows that most of the instructors in the schools are within the age range of 36 to 50 years old.

Table 4.1 also shows the array of qualifications possessed by the instructors in the junior secondary schools teaching Yoruba language, where 1 instructor or 1.4% of the sample did not respond. The table also shows that 21 instructors representing 29.2% of the sample hold NCE certificate, 42 instructors representing 58.3% of the population possess B.Ed, 4 instructors representing 5.6% are B.Sc holders, 3 instructors or 4.2% of the sample hold B.Sc and PGDE, while 1 instructor representing 1.4% of the population has the qualification tagged as “others”.

It also shows the area of specialisation of instructors teaching Yoruba language in Junior secondary schools used for this study where 1 instructor representing 1.4% of the sample has specialization in CPS Education, 3 instructors making up 4.2% of the sample has specialization in CRS Education, 3 instructors representing 4.2% of the sampled has specialization in CRS/HISTORY, 11 instructors representing 15.3% of the sample has specialization in English and Yoruba, 3 instructor making up 4.2% of the sample is specialized in French, 2 instructors making 2.8% of the sample specialize in French and Yoruba, 1 instructor or 1.4% of the sample specializes in History, 3 instructors or 4.2% of the sample specialize in Language Art, 2 instructors representing 2.8% of the sample specialize in PES/SOS, 3 instructors representing 4.2% of the sample specialize in PES/YORUBA. 35 instructors or 48.6% of the sample specialize in Yoruba and 4 instructor or 5.6% of the sample specialize in Yoruba/History. This shows that most instructors taking the subjects among the samples are experts in Yoruba language.

The range of instructors years of teaching experience is also shown. 7 instructors representing 7.9% of the sampled instructors had teaching experience ranging between 1 and 5 years, 10 instructors making up 13.9% of the sample had teaching experience ranging between 6 and 10 years, 18 instructors or 25% of the sample had teaching experience ranging between 11-15 years while 21 instructors or 29.2% of sampled instructors of the sample had teaching experience ranging between 16 and 20 years and 13 instructors or 18.1% of sampled instructors had teaching experience which is above 21 years. This shows that most of the instructors are very experienced in teaching the subject.

Evaluation Question 2a: What are the learning resources available for the implementation of imparting knowelgde of Yoruba Language in the upper basic level in Oyo State?

Table 4.2: Descriptive Analysis of Yoruba Language Instructional Material Available in Oyo StateG

S/N	Yorùbá Language Teaching Resources	Available	Not Available
1.	Àtẹ́ fàwẹ̀lì (Vowel charts)	42(58.3)	30 (41.6)
2.	Àtẹ́ kónsónàntì (consonant chart)	53 (73.6)	19(26.3)
3.	Àtẹ́ ẹ̀yà ara fún ìró èdè (charts for Pronunciation)	39 (54.1)	38(52.7)
4.	Àtẹ́ isòrì ọ̀rọ̀ (charts for parts of speech)	30 (41.6)	42 (58.3)
5.	Àtẹ́ àmì ohùn (accent chart)	42 (58.3)	30 (41.6)
6.	Àtẹ́ lítírésọ̀ èdè Yorùbá (Yorùbá Literature charts)	38 (52.7)	34(47.2)
7.	Àtẹ́ álífábẹ̀ẹ̀tì èdè Yorùbá (Yorùbá Language alphabets)	46(63.8)	26(36.1)
8.	Àtẹ́ ònkà èdè Yorùbá (charts for Yorùbá numberings)	30 (41.6)	42 (58.3)
9.	Àwọn ohun àfihàn ilẹ̀ isẹ̀nbáyé lóríṣìíríṣìí.	24 (33.3)	48 (66.6)
10.	Eré tàbí àwòrán tí ó n ẹ̀ àfihàn àwọn ọ̀ba aláyẹ̀ tí wón ti jẹ́ rí ní ilẹ̀ Yorùbá. (chart for ancient kings)	30 (41.6)	42(58.3)
11.	Eré tàbí àwòrán tó n ẹ̀ àfihàn òrìṣà ibejì. (chart for or twin statue	42(58.3)	30 (41.6)
12.	Ojúbọ̀ òrìṣà tàbí àwòrán tó n ẹ̀ àfihàn rẹ̀. (deities shrine)	30 (41.6)	42(58.3)
13.	Àwòrán tó n ẹ̀ àfihàn àwọn isẹ̀ isẹ̀nbáyé bí i isẹ̀ àgbé, alágbéde, onídirí, ọ̀de, awakọ̀, abbl. (chart for traditional occupation)	30 (41.6)	42(58.3)
14.	Àwòrán tó n ẹ̀ àfihàn àṣà igbéyàwó nílẹ̀ Yorùbá. (Chart for marriage ceremony)	38(52.7)	34(47.2)
15.	Àwòrán tó n ẹ̀ àfihàn àṣà isọ̀mọ̀lórúkọ̀ nílẹ̀ Yorùbá. (chart for	50(69.4)	22 (30.5)

	naming ceremony)		
16.	Àwòrán tó ń ẹ àfihàn àṣà isinku.(chart for funeral ceremony)	48 (66.6)	24 (33.3)
17.	Àfihàn àwọn èròjà oge síṣe. (chart for beautification)	30 (41.6)	42 (58.3)
18.	Journals and Periodicals on Yorùbá Ìweé àtìgbàdégbà èdè Yorùbá	26 (36.1)	46(63.8)
19.	Ìwé Akómọlédè Yorùbá (Yorùbá language Textbooks)	52(72.2)	20(27.7)
20.	Iwe Asayan Litiresho Ede Yoruba (Prescribed Literature textbooks)	54 (75.0)	18 (25.0)

From the table using a benchmark of 50%, the following instructional materials are available. Àtẹ́ fáwẹ̀lì (Vowel charts), Àtẹ́ kọ́ńsónáńtì (consonant chart), Àtẹ́ ẹ̀yà ara fún iró èdè (charts for Pronunciation), Àtẹ́ lítírẹ̀ṣò èdè Yorùbá (Yorùbá Literature charts), Àtẹ́ álífábẹ̀cẹ̀tì èdè Yorùbá (Yorùbá Language alphabets), Eré tàbí àwòrán tó ń ẹ̀ àfihàn òrìṣà ibejì. (chart for or twin statue), Àwòrán tó ń ẹ̀ àfihàn àṣà ìgbéyàwó nílẹ̀ Yorùbá. (Charts for marriage ceremony), Àwòrán tó ń ẹ̀ àfihàn àṣà isọmọ̀lórúkọ nílẹ̀ Yorùbá.(chart for naming ceremony), Àwòrán tó ń ẹ̀ àfihàn àṣà isiniku.(chart for funeral ceremony), Journals and Periodicals on Yorùbá Ìwé àtìgbàdégbà èdè Yorùbá, Ìwé Akómọ̀lédè Yorùbá (Yorùbá language Textbooks) and Iwe Asayan Litiresho Ede Yoruba (Prescribed Literature textbooks) while the remaining few ones are not available. This indicates that majority of the instructional materials are available for the teaching and learning of Yoruba language.

Evaluation Question 2b: Are the available learning resources adequate for imparting knowledge Yoruba language in upper basic level in Oyo state?

Table 4.3: Descriptive Analysis of Yoruba Language Instructional Material Adequacy in Oyo State

S/N	Yorùbá Language Teaching Resources	Adequacy		
		Very Adequate	Adequate	Not Adequate
1.	Àtẹ́ fáwẹ̀lì (Vowel charts)	5 (6.9)	34 (47.2)	33 (45.8)
2.	Àtẹ́ kónsónàntì (consonant chart)	6 (8.3)	39 (54.1)	27 (37.5)
3.	Àtẹ́ ẹ̀yà ara fún ìró èdè (charts for Pronunciation)	4 (5.5)	28 (38.8)	40 (55.5)
4.	Àtẹ́ ìsòrí ọ̀rọ̀ (charts for parts of speech)	3 (4.1)	31 (43.0)	38 (52.7)
5.	Àtẹ́ àmì ohùn (accent chart)	2 (2.7)	25 (34.7)	45 (62.5)
6.	Àtẹ́ lítírésò èdè Yorùbá (Yorùbá Literature charts)	3 (4.1)	28(38.8)	41 (56.9)
7.	Àtẹ́ aláfábéẹ̀tì èdè Yorùbá (Yorùbá Language alphabets)	5 (6.9)	29 (40.2)	38 (52.7)
8.	Àtẹ́ ònkà èdè Yorùbá (charts for Yorùbá numberings)	4 (5.5)	29 (40.2)	39 (54.1)
9.	Àwọn ohun àfihàn ilẹ̀ isẹ̀nbáyé lóríṣííríṣíí.	6 (8.3)	27 (37.5)	39 (54.1)
10.	Eré tàbí àwòrán tí ó n ẹ̀ àfihàn àwọn ọ̀ba aláyé tí wón ti jẹ́ rí ní ilẹ̀ Yorùbá. (chart for ancient kings)	3 (4.1)	31 (43.0)	38 (52.7)
11.	Eré tàbí àwòrán tó n ẹ̀ àfihàn òrìṣà ìbẹ̀jì. (chart for or twin statue)	2 (2.7)	37 (51.3)	33 (45.8)
12.	Ojúbọ̀ òrìṣà tàbí àwòrán tó n ẹ̀ àfihàn rẹ̀. (deities shrine)	4(5.5)	28 (38.8)	40 (55.5)
13.	Àwòrán tó n ẹ̀ àfihàn àwọn isẹ̀ isẹ̀nbáyé bí i isẹ̀ àgbẹ̀, alágbẹ̀de, onídírí, ọ̀de, awakò, abbl. (chart for traditional occupation)	2 (2.7)	31 (43.0)	39 (51.4)
14.	Àwòrán tó n ẹ̀ àfihàn àṣà igbẹ̀yàwó nílẹ̀ Yorùbá. (Chart for marriage ceremony)	3 (4.1)	38 (52.7)	31 (43.0)
15.	Àwòrán tó n ẹ̀ àfihàn àṣà isomọ̀lórúkọ nílẹ̀ Yorùbá. (chart	7(9.7)	38 (52.7)	27 (37.5)

	for naming ceremony)			
16.	Àwòrán tó n ɣe àfihàn àṣà isiniku.(chart for funeral ceremony)	3(4.1)	29 (40.2)	40 (55.5)
17.	Àfihàn àwọ̀n èròjà oge ṣíṣe. (chart for beautification)	1 (1.3)	25 (34.7)	46 (63.8)
18.	Journals and Periodicals on Yorùbá Ìweé àtigbàdégbà èdè Yorùbá	4 (5.5)	19 (26.3)	49 (68.0)
19.	Ìwé Akómọ̀lédè Yorùbá (Yorùbá language Textbooks)	10 (13.8)	44 (61.1)	18 (25.0)
20.	Iwe Asayan Litiresho Ede Yoruba (Prescribed Literature textbooks)	9 (12.5)	37 (51.3)	24 (33.3)

From the table, using a benchmark of 50%, these few instructional materials are adequate. Àtẹ kónsónántì (consonant chart), Eré tàbí àwòrán tó n ẹ àfihàn òrìṣà ibejì. (chart for twin statue), Àwòrán tó n ẹ àfihàn àṣà ìgbéyàwó nílẹ̀ Yorùbá. (Chart for marriage ceremony), Àwòrán tó n ẹ àfihàn àṣà isomolórúkọ nílẹ̀ Yorùbá. (Chart for naming ceremony), Ìwé Akómólédè Yorùbá (Yorùbá language Textbooks) and Iwe Asayan Litiresho Ede Yoruba (Prescribed Literature textbooks) while the remaining majority are not adequate. This indicates that majority of the instructional materials are not adequate for the teaching and learning of Yoruba language.

Evaluation Question 3a: To what extent has the knowledge gained from Yoruba language influenced JS1, JS2 and JS3 learners ability to communicate using Yoruba language orthography?

Table 4.3a: Descriptive Analysis of JSS 1, JSS2 and JS3 Yoruba Language Learners in terms of Usage of Yoruba Language for Communication

S/N	Statement	Class	Eng. Only	Yor. Only	Eng. & Yor	Other Lang.
1	Greeting your parents in the morning	JSS1	112(14.7)	458 (60)	169(22.1)	23 (3)
		JSS2	10 (1.3)	176(23.3)	463(61.4)	104(13.8)
		JSS3	17 (2.3)	222(30.6)	384 (53)	90 (12.4)
2	Discussing with your parents at home	JSS1	87 (11.4)	421(55.1)	227(29.8)	24 (3.1)
		JSS2	8 (1.1)	212(28.1)	459(60.8)	75 (9.9)
		JSS3	15 (2.1)	268 (37)	361(49.8)	72 (9.9)
3	Playing with your friends at home	JSS1	54 (7)	454(59.4)	224(29.4)	27 (3.5)
		JSS2	5 (0.7)	202(26.7)	448(59.4)	97 (12.9)
		JSS3	11 (1.5)	290 (40)	317(43.7)	95 (13.1)
4	Playing with your friends in the school	JSS1	112(14.7)	348(45.4)	235(30.7)	66 (8.7)
		JSS2	9 (1.2)	255(33.8)	453(33.4)	235(31.1)
		JSS3	14 (1.9)	300(41.4)	147(20.3)	248(34.2)
5	Doing their assignment at home	JSS1	204(26.6)	256(34.2)	231(30.3)	66 (8.7)
		JSS2	11 (1.5)	329(43.6)	203(26.8)	210(27.9)
		JSS3	13 (1.8)	259(35.7)	172(23.7)	269(37.1)
6	Praying alone at home	JSS1	124(16.2)	313(40.8)	276(36.2)	43 (5.6)
		JSS2	19 (2.5)	202(26.7)	421(55.8)	111(14.7)
		JSS3	27 (3.7)	236(32.6)	348 (48)	99 (13.7)
7	Praying together with your parents and other Siblings	JSS1	78 (10.2)	386(50.3)	238(31.2)	58 (7.6)
		JSS2	16 (2.1)	211(27.9)	428(56.7)	96 (12.7)
		JSS3	20 (2.8)	274(37.8)	319 (44)	102(14.1)
8	Communicating with your friends and neighbours at home	JSS1	74 (9.7)	410(53.4)	218(28.6)	57 (7.5)
		JSS2	7 (0.9)	225(29.8)	418(55.4)	104(13.8)
		JSS3	16 (2.2)	317(43.7)	261 (36)	116 (16)
9	Communications among learners in the school	JSS1	149(19.4)	324(42.1)	224(29.4)	63 (8.3)
		JSS2	9 (1.2)	221(29.3)	214(28.1)	309(40.9)
		JSS3	9 (1.2)	290 (40)	134(18.4)	280(38.6)
10	Communications with other instructors	JSS1	243 (207)	207 (27)	230(30.1)	82 (10.7)
		JSS2	11 (1.5)	266(35.2)	99 (13.1)	377 (50)

		JSS3	10 (1.4)	233(32.1)	108(14.9)	366(50.5)
11	Singing alone at home	JSS1	199 (26)	240(31.3)	258(33.8)	64 (8.4)
		JSS2	9 (1.2)	193(25.6)	325(42.8)	225(29.8)
		JSS3	12 (1.7)	205(28.3)	253(34.9)	244(33.7)
12	Engaging in the teaching learning in the school	JSS1	177(23.1)	258(33.6)	265(34.7)	62 (8.1)
		JSS2	11 (1.5)	282(37.4)	150(19.8)	309 (41)
		JSS3	13 (1.8)	268 (37)	151(20.8)	281(38.8)
13	Discussing outside Yorùbá language classroom	JSS1	145(18.9)	295(38.4)	280(36.6)	42 (5.5)
		JSS2	5 (0.7)	123(16.2)	451(59.7)	171(22.6)
		JSS3	18 (2.5)	171(23.6)	337(46.5)	178(24.6)
14	Hawking	JSS1	89 (11.7)	433(56.5)	190(24.9)	36 (4.7)
		JSS2	13 (1.7)	117(15.3)	481(63.5)	130(17.2)
		JSS3	15 (2.1)	148(20.4)	370 (51)	156(21.5)
15	Doing your class works	JSS1	221(28.9)	258(33.6)	196(25.7)	83 (10.9)
		JSS2	14 (1.9)	241(31.9)	205(27.1)	292(38.7)
		JSS3	13 (1.8)	244(33.7)	134(18.5)	322(44.4)
16	Praying on the assembly ground	JSS1	211(27.6)	210(27.5)	269(35.2)	69 (9)
		JSS2	10 (1.3)	301(39.9)	152 (20)	288(38.1)
		JSS3	17 (2.3)	263(36.2)	142(19.6)	289(39.9)
17	Buying your foods from the school vendors during break	JSS1	148(19.4)	313(40.8)	255(333.4)	45 (5.9)
		JSS2	10 (1.3)	183(24.3)	388 (50.9)	170(22.5)
		JSS3	10 (1.4)	221(30.5)	335 (45.9)	143(19.7)
18	Watching films or play	JSS1	100(13.1)	390 (60)	229 (30)	42 (5.5)
		JSS2	11 (1.5)	252(33.4)	361 (47.7)	130(17.2)
		JSS3	14 (1.9)	290 (40)	312 (43)	94 (13)

The table shows that 60% of JS1 learners who used Yoruba language only to greet their parents at home when they wake up in the morning while JS2 learners (61.4%) and JS3 learners (53%) used a mixture of English language and Yoruba language to greet their parents in the morning. Going generally by activities performed by learners such as prevailing language being used in discussing with parents, friends, to pray at home and school, communicate among learners and instructors, and others activities being done at home and in the school, the results indicate that greater percentage of JS1 learners made use of Yoruba language only to carry out such activities while greater percentage of JS2 and JS3 learners used a blend of Yoruba language and English language to carry out most activities in school and at home.

Using a bench mark of 50 % of the learners population. from table 4.3a(i), the teaching and learning of Yoruba language has influenced JS1 learners ability to communicate through Yoruba language while greeting their parents(60%), discussing with parents at home (55%), doing class works (60%), watching films at home and collapsing doing class works and praying on the assembly ground together. Communication through English language only, English and Yoruba and others are seldom and are rarely used. This could be as a result mother tongue medium instruction from the primary schools in which they have been used to. It could be added that the JS3 students are exposed to the modern world that the junior ones, they have also acclimatize themselves to the immediate environment they found themselves where a blend of the two languages is the other of the day

Table 4.3b: Descriptive Analysis of JSS 1, 2 and 3 Yoruba Language Learners in terms of Usage of Yoruba Language Orthography

S/N	To what extent do you	Class	Perfectly	To a great extent	Fairly	To a little extent	Not at all
19	Can you differentiate one word from another using Yoruba language tone mark?	JSS1	238(31.2)	132(17.3)	123(15.9)	192(25.2)	77(10.1)
		JSS2	296(39.3)	123(16.2)	100(13.2)	182(24.1)	53 (7)
		JSS3	279(38.5)	156(21.5)	108(14.9)	124(17.1)	58 (8)
20	Do you make use of proverbs and other idiomatic expressions while speaking in Yorùbá language?	JSS1	284(37.2)	167(21.9)	68 (8.9)	148(19.4)	96(12.6)
		JSS2	203(26.9)	181(23.9)	112 (15)	206(27.3)	51 (6.8)
		JSS3	247(34.1)	171(23.5)	113(15.6)	115(15.9)	79(10.9)
21	Do you speak standard Yorùbá language?	JSS1	314(41.2)	191 (25)	85 (10.9)	85 (11.1)	88(11.5)
		JSS2	303(40.2)	249(32.6)	101(13.4)	63 (8.4)	38 (5)
		JSS3	343(47.3)	151(20.8)	109 (15)	72 (9.9)	50 (6.9)
22	Can you recite Yorùbá language alphabet?	JSS1	389 (51)	139(18.2)	84 (10.9)	67 (8.8)	84 (11)
		JSS2	442(58.6)	141(18.5)	84 (11.1)	52 (6.9)	35 (4.6)
		JSS3	366(50.5)	138 (19)	73 (10.1)	95 (13.1)	53 (7.3)
23	Can you speak Yorùbá language without code-switching?	JSS1	382(50.1)	142(18.5)	88 (11.5)	58 (7.6)	92 (121)
		JSS2	377 (50)	157(20.3)	125(16.6)	50 (6.6)	45 (6)
		JSS3	287(39.6)	134(18.5)	134(18.5)	92 (12.7)	78(10.8)

Majority of the JS1 and JS2 learners can recite Yoruba language alphabets and speak Yoruba language without code switching perfectly. JS3 can only recite Yoruba language perfectly, while collapsing perfectly and great extent, they can speak standard Yoruba

language, write Yoruba language using correct spelling, tone mark while writing Yoruba language. Collapsing fortnightly and weekly on Yoruba prose textbook, greater percentage (59.2%) of JS1 learners can read Yoruba prose and story book (47.7%).

Table 4.3c: Descriptive Analysis of JSS 1, 2 and 3 Yoruba Language Learners in terms of Usage of Yoruba Language for Reading and Writing

S/ N	How often do you read	Class	Fortnight	Weekly	Three days in a week	Daily	Not at all
1	Yorùbá magazines	JSS1	217(28.4)	235(30.8)	150(19.7)	87(11.4)	74(9.7)
		JSS2	167(22.1)	256(34.4)	135(17.9)	91(12.1)	102(13.5)
		JSS3	148(20.4)	142(19.6)	167 (23)	112(15.4)	156(21.5)
2	Yorùbá dailies	JSS1	133(17.4)	201(26.3)	135(17.7)	152(19.9)	142(18.6)
		JSS2	143(18.9)	275(36.5)	147(19.5)	94 (12.4)	95 (12.6)
		JSS3	125(17.2)	177(24.3)	163(22.4)	104(14.3)	156(21.4)
3	Yoruba Journal	JSS1	141(18.4)	172(22.5)	152(19.9)	173(22.7)	125(16.4)
		JSS2	107(14.2)	180(23.9)	249(33)	152(20.2)	66 (8.8)
		JSS3	125(17.2)	176(24.3)	155(21.4)	97 (13.4)	172(23.7)
4	Yoruba Prose textbook	JSS1	117(15.3)	215(28.2)	169(22.1)	117(15.3)	145 (19)
		JSS2	109(14.5)	333(44.2)	144(19.1)	75 (9.9)	93 (12.3)
		JSS3	124(17.1)	167 (23)	172(23.7)	145 (20)	117(16.1)
5	Yoruba poetry textbook	JSS1	123(16.1)	156(20.4)	150(19.7)	205(26.9)	129(16.9)
		JSS2	85 (11.3)	164(21.8)	244(32.4)	189(25.1)	72 (9.5)
		JSS3	121(16.7)	150(20.7)	190(26.2)	153(21.1)	111(15.3)
6	Yoruba Drama textbook	JSS1	126(16.5)	161(21.1)	145 (19)	209(27.4)	122 (16)
		JSS2	118(15.6)	163(21.6)	237(31.4)	175(23.2)	61 (8.1)
		JSS3	109 (15)	163(22.4)	182(25.1)	177(24.4)	94 (13)
7	Yoruba Journal	JSS1	124(16.2) 36.3)	179(23.4)	187(24.5)	157(20.6)	116(16.2)
		JSS2	131(17.4)	255(33.8)	175(23.2)	119(15.8)	74 (9.8)
		JSS3	137(18.9)	152 (21)	157(21.7)	139(19.2)	140(19.3)
8	Stories in Yoruba Language	JSS1	135(17.7)	176 (30)	158(20.7)	191 (25)	103(13.5)
		JSS2	114(15.1)	150(19.9)	247(32.8)	184(24.4)	59 (7.8)
		JSS3	124(17.1)	169(23.3)	149(20.5)	182(25.1)	101(13.9)
9	Write: Letters to your friends without cod switching in Yoruba language	JSS1	124(16.3)	202(26.5)	167(21.8)	153(20.1)	117(15.3)
		JSS2	125(16.6)	181 (24)	201(26.7)	160(21.2)	87 (11.5)
		JSS3	115(15.9)	188(25.9)	180(24.8)	119(16.4)	123 (17)
10	Yoruba	JSS1	133(17.3)	180(23.6)	161(21.1)	173(22.7)	116(15.3)

	using correct spellings	JSS2	167(22.1)	231(30.6)	172(22.8)	109(14.5)	75 (9.9)
		JSS3	119(16.4)	160(22.1)	170(23.4)	151(20.8)	125(17.2)
11	Folktales stories in Yoruba language	JSS1	164(21.5)	172(22.5)	148(19.4)	164(21.5)	115(15.1)
		JSS2	204(27.1)	201(26.7)	142(18.7)	101(13.3)	107(14.2)
		JSS3	124(17.1)	167 (23)	158(21.8)	116 (16)	160(22.1)
12	Tone mark while writing Yoruba language	JSS1	145 (19)	229 (30)	141(18.4)	121(15.9)	127(16.6)
		JSS2	126(16.7)	265 (35)	152(20.2)	107(14.2)	104(13.8)
		JSS3	127(17.5)	204 (28)	135(18.6)	103(14.2)	156(21.5)
13	Legibly in Yoruba language	JSS1	135(17.7)	178(23.3)	150(19.7)	184(24.1)	116(15.2)
		JSS2	107(14.2)	171(22.7)	138(18.3)	275(36.5)	63 (8.4)
		JSS3	128(17.7)	144(19.9)	141(19.4)	187(25.8)	125(17.2)
14	In Yoruba language using correct orthography	JSS1	124(16.3)	202(26.5)	167(21.8)	153(20.1)	117(15.3)
		JSS2	97 (12.9)	127(16.8)	133(17.6)	348(46.2)	49 (6.5)
		JSS3	108(14.9)	110(15.2)	133(18.3)	294(40.6)	80 (11)

Collapsing fortnightly and weekly, greater percentage (59.2%) of JS1 learners can read Yoruba prose and story books (47.7%) while JS2 learners can read prose. Collapsing to a great extent and fairly, JS1 learners can write letter to their friends without code switching, write Yoruba language using correct spelling, tone mark while writing Yoruba language.

Question 3b: What is the source of the speaking ability of the Junior Secondary School Yoruba language Learners?

Table 4.4: Descriptive Analysis of Learners Source of Learning Yoruba Language Based on Different Class Group in the upper basic level

S/N		JSS 1			JSS 2			JSS 3		
		Yor. lesson	Home	Other source	Yor. Lesson	Home	Other source	Yor. lesson	Home	Other source
1	Greeting your parents in the morning	218 (28.6)	297 (38.9)	246 (32.2)	56 (7.4)	566 (75.1)	130 (17.2)	14 (1.9)	395 (54.4)	312 (43)
2	Discussing with your parents at home	358 (46.9)	260 (40)	144 (18.9)	43 (5.7)	574 (76.1)	135 (17.9)	19 (2.6)	414 (57.1)	288 (39.7)
3	Playing with your friends at home	358 (46.9)	251 (32.8)	151 (19.8)	37 (4.9)	569 (75.5)	146 (19.4)	25 (3.4)	387 (53.4)	309 (42.9)
4	Playing with your friends in the school	371 (48.9)	230 (30.1)	162 (21.2)	80 (10.6)	536 (71.1)	133 (17.6)	20 (2.8)	393 (54.2)	308 (42.5)
5	Doing their assignment at home	374 (49)	229 (30)	160 (21)	52 (6.9)	568 (75.3)	129 (17.1)	17 (2.3)	402 (55.4)	299 (41.2)
6	Praying alone at home	362 (47.4)	246 (32.2)	153 (20.1)	45 (6)	577 (76.5)	126 (16.7)	18 (2.5)	409 (56.4)	294 (40.6)
7	Praying together with your parents and other siblings	359 (47.1)	255 (33.4)	149 (19.5)	38 (5)	582 (77.2)	130 (17.2)	14 (1.9)	406 (56)	302 (41.7)
8	Communicating with your friends and neighbours at home	366 (48)	244 (32)	151 (19.8)	44 (5.8)	578 (76.7)	128 (17)	25 (3.4)	384 (53)	310 (42.8)
9	Communicating among learners in the school	376 (49.3)	210 (27.5)	174 (22.8)	81 (10.7)	542 (71.9)	127 (16.8)	30 (4.1)	387 (53.4)	301 (41.5)
10	Communications with other instructors	385 (50.5)	202 (26.5)	171 (22.4)	78 (10.3)	528 (70)	144 (19.1)	41 (5.7)	389 (53.7)	292 (40.3)
11	Going to the school	377 (49.4)	222 (29.1)	160 (21)	62 (8.2)	559 (74.1)	130 (17.2)	44 (6.1)	384 (53)	292 (40.3)
12	Engaging in the teaching learning in the	386 (50.6)	202 (26.5)	170 (22.3)	66 (8.8)	540 (71.6)	146 (19.4)	14 (1.9)	395 (54.4)	312 (43)

	school									
13	Discuss outside Yorùbá language classroom	388 (50.9)	212 (27.8)	160 (21)	65 (8.6)	529 (70.2)	156 (20.7)	19 (2.6)	414 (57.1)	288 (39.7)
14	Hawking	389 (51)	216 (283)	153 (20.1)	59 (7.8)	546 (72.4)	139 (18.4)	25 (3.4)	387 (53.4)	309 (42.9)
15	Doing your class works	373 (48.9)	213 (27.9)	174 (22.8)	68 (9)	544 (72)	139 (18.4)	72 (9.9)	375 (51.7)	274 (37.8)
16	Praying on the assembly ground	375 (49.1)	209 (27.1)	174 (22.8)	79 (10.5)	528 (70)	144 (19.1)	79 (10.9)	369 (50.9)	271 (37.4)
17	Buying foods from the school vendors during break	380 (49.8)	216 (28.3)	162 (21.2)	67 (8.9)	534 (70.8)	150 (19.9)	79 (10.9)	376 (51.9)	264 (36.4)
18	Watching film or play	357 (46.8)	233 (30.5)	169 (22.1)	61 (8.1)	551 (73)	139 (18.4)	75 (10.3)	388 (53.5)	256 (35.3)

Using a benchmark of 50% of the population, majority of JS1 learners chose the source of their Yoruba speaking from Yoruba lesson while majority of JS2 and JS3 chose home as the source of their speaking ability. It could be added that majority of the JSS1 learners are dependant of their teachers, they rely solely on them. They are new in the system but as for the JSS2 and 3, they can easily swing because of they have experience both at school and at home. They can code switch, some of them even have friends that are not from Yoruba, with this, they could use pidgin or normal English Language. This could also be because the JS3 learners are much older than the JS1 learners, hence, they indicated home as their acquired major source of Yoruba Language speaking ability .

Evaluation Question 4: What is the disposition of the instructors towards the teaching of Yoruba language in Oyo state?

Table 4.5: Descriptive Analysis of Yoruba Language Instructors Disposition to Teaching of the Subject in Oyo State

S/N	Statement	ATM	TM	FTM	NTM
1	Ensuring that learners are participate in the Yorùbá language teaching learning process.	36 (50)	24 (33.3)	7 (9.7)	2 (2.8)
2	I pay attention to learners areas not clear to the learners	26 (36.1)	38 (52.8)	7 (9.7)	
3	Giving rooms for individual learners interest among learners in Yorùbá language.	23 (31.9)	38 (52.8)	7 (9.7)	1 (1.4)
4	I give room for motivation among the learners.	19 (26.4)	36 (50)	8 (11.1)	2 (2.8)
5	Teaching aids are used for the learners in such a way that makes Yorùbá language class real	17 (23.6)	35 (48.6)	10 (13.9)	6 (8.3)
	Disposition to teaching	19 (26.4)	38 (52.8)	11 (15.3)	3 (4.2)
6	I Feel bad anytime I come late to Yorùbá language class.	24 (33.3)	31 (43.1)	10 (13.9)	4 (5.6)
7	I make efforts to update my knowledge in Yorùbá language.	26 (36.1)	24 (33.3)	16 (22.2)	6 (8.3)
8	I love giving extra lessons to learners on Yorùbá language without requesting for extra allowance.	26 (36.1)	27 (37.5)	13 (18.1)	6 (8.3)
9	Attending workshops and seminars in Yorùbá language widen my horizon	32 (44.4)	27 (37.5)	10 (13.9)	3 (4.2)
10	Application of knowledge gained from workshops and seminars to update the learners	31 (43.1)	29 (40.3)	6 (8.3)	2 (2.8)
	Use of Learning materials	29 (40.3)	26 (36.1)	14 (19.4)	2 (2.8)
11.	The usage of teaching materials facilitate understanding of Yorùbá language.	31 (43.1)	22 (30.6)	12 (16.7)	5 (6.9)
12.	I improvise teaching materials to improve the learners performance	29 (40.3)	26 (36.1)	14 (19.4)	2 (2.8)
Dispositions to Teaching Techniques					
13.	I use methods that facilitate learner	31 (43.1)	22 (30.6)	12 (16.7)	5 (6.9)
14.	I found it easy to use modern methods to facilitate my learners in Yorùbá language class.	18 (25)	34 (52.8)	12 (16.7)	3 (4.2)

15.	I give assignment regularly in Yorùbá language class.	19 (26.4)	38 (52.8)	12 (16.7)	3 (4.2)
16.	I use different teaching methods during Yorùbá lesson.	24 (33.3)	32 (44.4)	12 (16.7)	2 (2.8)
17.	Feedback is given to learners in Yorùbá language.	23 (31.9)	36 (50)	9 (12.5)	3 (4.2)
18.	I found tone marking very easy while writing on the board	31 (43.1)	25 (34.7)	13 (18.1)	3 (4.2)
19.	I am eager to adhere to the corrections and innovations	23 (31.9)	35 (48.6)	11 (15.3)	3 (4.2)
20.	I found it easy to contact more textbooks to improve my teaching	32 (44.4)	25 (34.7)	9 (12.5)	6 (8.3)

Using a benchmark of 50 % of the population, the table shows that it is true that majority of Yoruba language instructors ensure that learners participate in Yoruba language learning (50%), give considerations to individual differences among learners (52.8%), motivate high achieving learners (52.8%), give feedback to learners in Yoruba language class (50%). This indicates that majority of the Yoruba Language teachers exhibit positive disposition towards the teaching and learning of the language and by implication when Yoruba Language instructors have positive disposition to its teaching and learning, it produces improved learning outcomes and this also improves their teaching methods in Yoruba Language.

Research Question 5a: What are the factors militating against the implementation of upper basic level Yoruba language curriculum in Oyo state?

Table 4.6: Descriptive Analysis of Factors Militating Against the Implementation of upper basic level Yoruba Curriculum in Oyo State

S/N	ITEMS	S	A	D	SD
1.	Lack of Yorùbá language laboratory	28 (38.1)	23 (31.9)	8 (11.1)	13 (18.1)
2.	Lack of cooperation from the stakeholders	26 (36.1)	34 (47.2)	12 (16.7)	
3.	Problem of time allotted for Yorùbá language on the school timetable	8 (11.1)	44 (61.1)	17 (23.6)	1 (1.4)
4.	Poor disposition of learners to Yorùbá language	14 (19.4)	42 (58.3)	11 (15.3)	33 (4.2)
5.	Lack of Yorùbá Language skill acquisition from the learners	9 (12.5)	48 (66.7)	14 (19.4)	
6.	Poor learners reading habit	16 (22.2)	44 (61.1)	9 (12.5)	3 (4.2)
7.	Scarcity of Yorùbá language on the school timetable compared to English, Maths and Science subjects	24 (33.3)	32 (44.4)	13 (18.1)	1 (1.4)
8.	Poor public impression and apathy to Yorùbá language	20 (27.8)	43 (59.7)	7 (9.7)	1 (1.4)
9.	Lack of good knowledge and interest in Yorùbá language	18 (25)	40 (55.6)	10 (13.9)	1 (1.4)
10.	Inadequate number of specialized Yorùbá Language instructors	23 (31.9)	42 (58.3)	6 (8.3)	1 (1.4)
11.	Poor funding of Yorùbá language education	26 (36.1)	33 (45.8)	10 (13.9)	1 (1.4)
12.	Lack of motivation for Yorùbá language instructors	26 (36.1)	35 (48.6)	8 (11.1)	2 (2.8)
13.	Non utilization of the available Yorùbá Language instructional resources	20 (27.8)	35 (48.6)	13 (18.1)	4 (5.6)
14.	Inadequate instructional facilities	22 (30.6)	36 (50)	12 (16.7)	1 (1.4)
15.	Lack of periodic training and seminars for Yorùbá language instructors	24 (33.3)	35 (48.6)	11 (15.3)	2 (2.8)
16.	Poor disposition of the school authority to the teaching and learning of Yoruba language	22 (30.6)	22 (30.6)	21 (29.2)	6 (8.3)
17.	Inability to write Yorùbá essay coherently using orthography.	24 (33.3)	24 (33.3)	22 (30.6)	2 (2.8)

18.	Learners believe that Yorùbá Language is inferior to other language	22 (30.6)	36 (50)	11 (15.3)	
19.	Some learners believe that Yorùbá Language is meant for the rural people and not the elite	24 (33.3)	34 (47.2)	14 (19.5)	
20.	Lack of enforcement on the part of the government on the issue of non-compliance of some private schools in making Yorùbá as one of their subjects in the school	28 (38.9)	26 (36.1)	17 (23.6)	1 (1.4)
21.	Some parents disallow their children from speaking Yorùbá Language at home	26 (36.1)	36 (50)	8 (11.1)	2 (2.8)
22.	Some parents speak only English Language to their children at home	26 (36.1)	31 (43.1)	14 (19.4)	1 (1.4)
23.	Code-switching of some learners during classroom interaction	13 (18.1)	34 (47.2)	19 (26.4)	4 (5.6)
24.	Most parents love to buy other textbooks at the expense of Yorùbá language textbooks	30 (41.7)	30 (41.7)	10 (13.9)	2 (2.8)
25	The society has placed foreign culture above Yoruba culture.	31 (43.1)	30 (41.7)	8 (11.1)	3 (4.2)

From the table above, it could be deduced that majority of the instructors agreed that lack of Yoruba language skill acquisition on the parts of the learners, scarcity of Yoruba language on the school timetable as well as time allotted to it, some parents disallowing their children from speaking Yoruba language, inadequate material resources, lack of interest on the part of the learners are some of the constraints militating against the implementation of Yoruba language

Research Question 5b: What are the possible ways by which Yoruba language curriculum could be improved?

Interviews were held with the Yoruba language instructors. The response from the instructors revealed that:

4.7 A Thematic Diagram Showing the Summaty of the Possible Solutions by which Yoruba Language Could be Improved in the Upper Bsaic Level in Oyo State

SERIAL NO	NO OF YORUBA LANGUAGE INSTRUCTORS (YLI)	FACTORS MILITATING AGAINSTTHE IMPLEMENTAION OF YORUBA LANGUAGE	YLI RESPONSES	YLI RESPONSE INTERPRETATION S
1	5	Inadequate number of specialized Yoruba language instructors	Yoruba language instructors are not many in schools. What the government should do is to employ more specialists in the subject.	Lack of trained professional teachers
2	4	Lack of modern and relevant Yoruba Language textbooks	To improve the curriculum, more relevant and updated textbooks are to be provided like the literature books, grammar books among others.	Lack of relevant and recent Yoruba Language textbooks
3	6	Inadequate Yoruba Language instructional facilities	Government need to establish Yoruba Language museum if they want to promote the culture. For instance, Opon ayo (Ludo board), Ekutu (Yoruba local whistle), among others These serve as vivid instructional materials which learners can see, use and remember easily	Government should provide instructional facilities for the teaching and learning of Yoruba Language
4	3	Lack of trainings for the instructors	Just like the other instructors teaching Mathematics, English Language, Yoruba Language instructors should not be left behind. This makes them to be versatile and be updated on the job	Lack of periodic trainings for the Yoruba Language instructors
5	2	Lack of enforcement on the part of the government on the issue of some private schools in making Yoruba Language one of their subjects in the school	Most of the Private schools do not recon with Yoruba Language as one of their subjects in the school. They believe it is the duty of the parents since it is the language a child grew up with.The government has to enforce it and make it compulsory for them ,more so to sit for it at the external examinations	Government should see to the private schools compliance of the teaching of Yoruba Language in their various schools

Research Question 6: Is there any significant difference in the mean score of male and female learners' Grammar, Comprehension and Essay in upper basic level in Yoruba language in Oyo State?

JSS 1

Table 4.8: t-test For Mean Difference in Grammar, Comprehension and Essay Tests

Test	Gender	Number	Mean	SD	Mean Diff.	Df	t-value	p-value
Grammar	Male	368	20.53	19.36	-2.24	761	-1.60	0.11
	Female	395	22.77	19.45				
Comprehension	Male	368	22.24	13.02	0.53	761	-0.57	0.57
	Female	395	22.77	12.38				
Essay	Male	368	13.59	4.30	-0.93	761	-3.16	0.02
	Female	395	14.52	3.84				

Table 4.8 presents the descriptive statistics for mean difference for the males and females mean score in grammar, comprehension and essay test among JSS1 learners

Grammar

The table shows that, although females had higher mean score ($M = 22.77$, $SD = 19.45$) in grammar than males ($M = 20.53$, $SD = 19.36$) the mean difference of -2.24 is not significant, $t(761) = -1.56$, $p > 0.05$.

Comprehension

It shows that, although females had higher mean score ($M = 22.77$, $SD = 12.08$), in comprehension than males ($M = 22.24$, $SD = 13.02$) the mean difference of 0.53 is not statistically significant, $t(761) = -0.57$, $p > 0.05$.

Essay

It shows that, females had higher mean score ($M = 14.52$, $SD = 3.84$) in essay than males ($M = 13.59$, $SD = 4.30$), the mean difference of 0.53 is not statistically significant, $t(761) = -0.57$, $p > 0.05$.

JSS 2

Table 4.9: t-test For Mean Difference in Grammar, Comprehension and Essay Tests

Test	Gender	Number	Mean	SD	Mean Diff.	Df	t-value	p-value
Grammar	Male	318	38.53	13.16	-1.29	729	-1.34	0.18
	Female	419	39.82	12.63				
Comprehension	Male	318	14.64	4.53	-0.30	729	-0.84	0.40
	Female	419	14.93	4.61				
Essay	Male	318	12.97	3.32	0.07	729	0.09	0.93
	Female	419	12.90	3.15				

Table 4.9 presents the descriptive and t-test statistics for mean difference in the males and females mean scores in grammar, comprehension and essay tests among JSS2 learners

Grammar:

The table shows that, although males had higher mean score ($M = 41.78$, $SD = 11.36$) in grammar than females ($M = 40.39$, $SD = 11.72$) the mean difference of 1.39 is not statistically significant, $t(743) = 1.65$, $p > 0.05$.

Comprehension

It reveals that, although females had higher average score ($M = 13.50$, $SD = 4.62$), in comprehension than males ($M = 13.46$, $SD = 3.92$) the mean difference of -0.29 is not statistically significant, $t(761) = 0.78$, $p > 0.05$.

Essay

The table shows that, males had higher mean score ($M = 13.31$, $SD = 3.40$) in essay than females ($M = 13.08$, $SD = 3.87$), the mean difference of 0.23 is not statistically significant, $t(761) = 0.86$, $p > 0.05$.

JSS3

Table 4.10: t-test For Mean Difference in Grammar, Comprehension and Essay

Test	Gender	Number	Mean	SD	Mean Diff.	Df	t-value	p-value
Grammar	Male	318	38.53	13.16	-1.29	729	-1.34	0.18
	Female	419	39.82	12.63				
Comprehension	Male	318	14.64	4.53	-0.30	729	-0.84	0.40
	Female	419	14.93	4.61				
Essay	Male	318	12.97	3.32	0.07	729	0.09	0.93
	Female	419	12.90	3.15				

Table 4.10 presents the descriptive and t-test statistics for mean difference in the males and females mean scores in grammar, comprehension and essay tests among JSS3 learners

Grammar:

The table shows that, although females had higher mean score ($M = 39.82$, $SD = 12.63$) in grammar than males ($M = 38.53$, $SD = 13.16$) the mean difference of -1.29 is not statistically significant, $t(729) = -1.34$, $p > 0.05$.

Comprehension

The table shows that, although females had higher mean score ($M = 14.93$, $SD = 4.61$), in comprehension than males ($M = 14.64$, $SD = 4.53$) the mean difference of -0.29 is not statistically significant, $t(729) = -0.84$, $p > 0.05$.

Essay

The table shows that, males had higher mean score ($M = 12.97$, $SD = 3.32$) in essay than females ($M = 12.90$, $SD = 3.15$), the mean difference of 0.07 is not statistically significant, $t(729) = 0.09$, $p > 0.05$.

Research Question 7: To what extent will school factors (school type, school location, availability and adequacy of instructional materials), instructor factors (instructors disposition, instructors area of specialization, instructors competence, instructors teaching experience and instructor classroom management) and learners language usage jointly predict upper basic level learners interest and performance in Yoruba language in Oyo State?

JSSI

Prediction of Interest in Yoruba Language

Table 4.11 , 4.12 and 4.13 show the model summary, Regression ANOVA and coefficients estimations of the regression of the predictors (school type, school location, availability and adequacy of instructional materials, instructor disposition, instructor area of specialization, instructor competence, instructor experience, classroom management and language usage on the criterion (JSS1 learners interest in Yoruba language)

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.217 ^a	.047	.037	13.14

Table 4.12: Regression ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6407.27	8	800.909	4.635	.000
Residual	129416.40	749	172.786		
Total	135823.71	757			

Table 4.11 shows that all the predictors jointly had a multiple correlation coefficient of 0.217 on the criterion (interest in Yoruba Language). The adjusted $R^2 = 0.37$. This shows that all the predictors accounted for 3.7 % of the variance observed in the JSS1 students interest in Yoruba Language. Table 4.12 shows that the observed variance is significant, $F(8, 749) = 4.64, p < 0.05$.

Research Question 8

What are the relative contributions of language usage, school factors and instructor factors in the prediction of upper basic level learners interest and learners performance in Yorùbá Language in Oyo State?

(JSSI)

Table 4.13: Relative Contributions of Each Predictor (Regression Coefficients)

Predictors	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	82.346	6.051		13.609	.000
Language Usage	.032	.050	.026	.638	.524
School Type	.777	1.113	.029	.698	.486
School Location	-.485	1.253	-.016	-.387	.699
Availability and Adequacy of Instructional Materials	-.220	.045	-.335	-6.982	.000
Instructor Disposition	.106	.070	.069	1.521	.129
Instructor Specialisation	.210	.641	.013	.327	.744
Instructor Competence	-.060	.052	-.054	-1.150	.251
Instructors Experience	-2.581	.587	-.178	-4.396	.000
Class Management	-.016	.109	-.007	-.147	.883

The table shows that only instructor experience $\beta = -.178$, $t(749) = -4.40$, was statistically significant and potent predictor of JSS1 learners interest in Yoruba language. The other predictors were not significant and were not potent predictors of learners interest in Yoruba language.

JSS 2 Prediction of Interest in Yoruba Language

Table 4.14, 4.15 and 4.16 show the model summary, Regression ANOVA and coefficients estimations of the regression of the predictors (school type, school location, availability and adequacy of instructional resources, instructor disposition, instructor area of specialization, instructor competence, instructor experience, classroom management, and language usage of on the criterion (JSS2 learners interest in Yoruba language).

Table 4.14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.346	.120	.111	11.53

Table 4.15: Regression ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13268.05	8	1658.506	12.473	.000 ^b
Residual	97594.43	734	132.962		
Total	110862.50	742			

Table 4.14 shows that all the predictors jointly had a multiple correlation coefficient of 0.346 on the criterion (interest in Yoruba Language). The adjusted $R^2 = 0.11$. This shows JSS2 learners interest in Yoruba Language. Table 4.15 shows that the observed variance is statistically significant, $F(8, 734) = 12.473$,

Research Question 8

What are the relative contributions of language usage, school factors and instructor factors in the prediction of upper basic level school learners interest and learners performance in Yorùbá Language in Oyo State?

Table 4.16 shows the relative contributions of each of the predictors to the prediction of JSS 2 learners interest in Yoruba language.

Table 4.16: Relative Contributions of Each Predictor (Regression Coefficients)

Predictors	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	87.22	5.195		16.791	.000
Type	-2.63	.972	-.108	-2.710	.007
Schoollocation	1.82	.917	.075	1.987	.047
Availability and Adequacy of Instructional Materials	.310	.641	.014	.327	.744
InstructorDisposition	.052	.045	.046	1.151	.250
Instructor Specialisation	-.626	.617	-.039	-1.016	.310
Instructor Competence	-.320	.047	-.335	-6.882	.000
Instructor Experience	-2.39	.366	-.248	-6.543	.000
ClassManagement	.701	.105	.324	6.690	.000
Language Usage	.038	.054	.024	.689	.491

The table shows that school type $\beta = -.108$, $t(734) = -2.710$, school location $\beta = .075$, $t(734) = 1.987$, instructor competence $\beta = -.332$, $t(734) = -6.882$, instructor experience $\beta = -.248$, $t(734) = -6.543$ and class management $\beta = .324$, $t(734) = 6.690$ were the significant and potent predictors of JSS2 learners interest in Yoruba language. The other predictors were not significant and were not potent predictors of JSS 2 learners interest in Yoruba language

JSS 3 Prediction of Interest in Yoruba Language

Table 4.17, 4.18 and 4.9 show the model summary, Regression ANOVA and coefficients estimations of the regression of the predictors (school type, school location, availability and adequacy of instructional resources, instructor disposition, instructor area of specialization, instructor competence, instructor experience, classroom management, and language usage) on the criterion (JSS3 learners interest in Yoruba language)

Table 4.17: Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Estimate
1	.268 ^a	.072	.062	16.98654

Table 4.18: Regression ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16213.950	8	2026.744	7.024	.000 ^b
Residual	209481.814	726	288.542		
Total	225695.764	734			

Table 4.17 shows that all the predictors jointly had a multiple correlation coefficient of 0.268 on the criterion (interest in Yoruba Language). The adjusted $R^2 = 0.062$. This shows that all the predictors accounted for 6.2 % of the variance observed in the JSS3 learners interest in Yoruba Language. Table 4.18 shows taha the observed variance is statistically significant, $F(8, 726) = 7.024$, $p < 0.05$.

Research Question 8

What are the relative contributions of language usage, school factors and instructor factors in the prediction of upper basic level learners interest and learners performance in Yorùbá Language in Oyo State?

Table 4.19 shows the relative contributions of each of the predictors to the prediction of JSS 3 learners interest in Yoruba language.

Table 4.19: Relative Contributions of Each Predictor (Regression Coefficients)

(Constant)	51.044	7.260		7.031	.000
School Type	-4.214	1.426	-.120	-2.955	.003
School location	-2.040	1.487	-.058	-1.372	.170
Availability and Adequacy of Instructional Materials	.821	.104	.326	6.790	.000
Instructor Disposition	-.163	.093	-.090	-1.760	.079
Instructor Specialisation	1.063	.999	.042	1.064	.288
Instructor Competence	.235	.067	.135	3.535	.000
Instructor Experience	-.448	.540	-.035	-.830	.407
Class Management	.591	.207	.155	2.858	.004
Language Usage	.275	.060	.167	4.592	.000

The table shows that school type $\beta = -.120$ $t(726) = -2.955$, instructor competence $\beta = .135$, $t(726) = 3.535$, class management $\beta = .155$, $t(726) = 2.858$ and usage $\beta = .167$, $t(726) = 4.592$ were the significant and potent predictors of JSS3 learners interest in Yoruba language. The other predictors were not significant and were not potent predictors of JSS 2 learners interest in Yoruba language

Table 4.20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.171 ^a	.029	.019	16.84001

Table 4.21: Regression ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6403.790	8	800.474	2.823	.004 ^b
Residual	212405.793	749	283.586		
Total	218809.583	757			

Prediction of Performance in Yoruba Language

Table 4.20, 4.21 and 4.22 show the model summary, Regression ANOVA and coefficients estimations of the regression of the predictors (school type, school location, availability and adequacy of instructional materials, instructor disposition, instructor area of specialization, instructor competence, instructor experience, classroom management, language usage on the criterion (JSS1 learners performance in Yoruba language)

Table 4.20 shows that all the predictors jointly had a multiple correlation coefficient of 0.171 on the criterion (performance in Yoruba Language). The adjusted $R^2 = 0.019$. This shows that all the predictors accounted for 1.9 % of the variance observed in the JSS1 learners performance in Yoruba Language. Table 4.21 shows that the observed variance is statistically significant, $F(8, 749) = 2.823$, $p < 0.05$.

Table 4.22 shows the relative contributions of each of the predictors to the prediction of JSSI learners' performance in Yoruba language.

Table 4.22: Relative Contributions of Each Predictor

Predictors	B	Std. Error	Beta		
	38.688	7.752		4.991	.000
Usage	.191	.064	.122	2.959	.003
School Type	.365	1.426	.011	.256	.798
School Location	4.438	1.605	.115	2.764	.006
Availability and Adequacy of Instructional Materials	.591	.227	.165	2.458	.004
Instructor Disposition	.039	.089	.020	.436	.663
Instructor Specialisation	1.551	.821	.076	1.889	.059
Instructor Competence	-.084	.066	-.060	-1.264	.207
Instructor Experience	-.769	.752	-.042	-1.023	.307
Class Management	.270	.140	.087	1.925	.055

The table shows that usage $\beta = .122$, $t(749) = 2.959$ and school location $\beta = .115$, $t(749) = 2.764$, were statistically significant and potent predictor of JSS1 learners performance in Yoruba language. The other predictors were not significant and were not potent predictors of learners performance in Yoruba language.

JSS 2 Prediction of Interest in Yoruba Language

Table 4.23, 4.24 and 4.25 show the, Regression estimations of the regression of the predictors (school type, school location, instructor disposition, instructor area of specialization, instructor competence, instructor experience, classroom management, usage of resources on the criterion (JSS2 learners performance in Yoruba language)

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Regression	.206	0.042	0.032	15.27801

Table 4.24: Regression ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7569.774	8	946.222	4.054	.000 ^b
Residual	171328.409	734	233.417		
Total	178898.183	742			

Table 4.23 shows that all the predictors jointly had a multiple correlation coefficient of 0.206 on the criterion (performance in Yoruba Language). The adjusted $R^2 = 0.032$. Table 4.24 shows that the observed variance is statistically significant, $F(8, 734) = 4.054$

Table 4.25: Relative Contributions of Each Predictor (Regression)

Predictors	B	Std. Error	Beta		
	58.692	6.883		8.527	.000
School Type	3.062	1.288	.099	2.377	.018
School location	2.765	1.215	.089	2.275	.023
Availability and Adequacy of Instructional Materials	.245	.087	.135	3.545	.000
Instructor Disposition	-.018	.060	-.012	-.300	.765
Instructor Specialisation	-.226	.817	-.011	-.276	.783
Instructor Competence	.193	.062	.159	3.127	.002
Instructor Experience	.590	.484	.048	1.218	.224
Class Management	-.184	.139	-.067	-1.329	.184
Usage	-.141	.072	-.072	-1.959	.051

The table shows that school type $\beta = .099$ $t(734) = 2.377$, school location $\beta = .089$, $t(734) = 2.275$, and instructor competence $\beta = .159$, $t(734) = 3.127$ were the significant and potent predictors of JSS2 learners performance in Yoruba language. The other predictors were not significant and were not potent predictors of JSS 2 learners performance in Yoruba language

JSS 3 Prediction of Performance in Yoruba Language

Table 4.26, 4.27 and 4.28 show the model summary, Regression ANOVA and coefficients estimations of the regression of the predictors (school type X1, school location X2, instructor disposition X3, instructor area of specialization X4, instructor competence X5, instructor experience X6, classroom management X7, language usage X8 on the criterion (JSS3 learners performance in Yoruba language)

Table 4.26: Model Summary

Model	R	R Square		
1	.112 ^a	.012	.002	15.92494

Table 4.27: Regression

Model		Df	Mean Square	F	Sig.
Regression	2327.487	8	290.936	1.147	.329 ^b
Residual	184116.377	726	253.604		
Total	186443.864	734			

Table 4.26 shows that all the predictors jointly had a multiple correlation coefficient of 0.112 on the criterion (performance in Yoruba Language). The adjusted $R^2 = 0.002$. This shows that all the predictors accounted for 0.02 % of the variance observed in the JSS3 learners performance in Yoruba Language. Table 4.27 shows that the observed variance is not statistically significant, $F(8, 726) = 1.147, p > 0.05$.

Table 4.28 shows the relative contributions of each of the predictors to the prediction of JSS 2 learners interest in Yoruba language.

Table 4.28: Relative Contributions of Each Predictor (Regression

	B	Std. Error	Beta		
	77.126	6.806		11.332	.000
School Type	-1.110	1.337	-.035	-.830	.407
School location	-1.635	1.394	-.051	-1.173	.241
Availability and Adequacy of Instructional Materials	.196	.092	.179	3.157	.002
Teacher Disposition	-.167	.087	-.102	-1.926	.054
Teacher Specialisation	.817	.937	.036	.873	.383
Teacher Competence	.036	.062	.022	.569	.570
Teacher Experience	.672	.506	.058	1.327	.185
Class Management	.089	.194	.026	.462	.645
Usage	-.053	.056	-.035	-.943	.346

The table shows none of the predictors was significant and none was a potent predictor of JSS3 learners performance in Yoruba language

4.2 Discussion of Findings

The study revealed there were potential and dutiful instructors of Yoruba Language in Upper basic level to teach Yoruba language in terms of their qualifications and time spent in service, though, there were some unqualified teachers teaching the language. This also applies to the findings of Akande, Obanya and Abijo (2021) that the type of instructor a nation influences the level of pupils' performances. Instructors' bio data is genuine in the performance of learners. The quality of Yoruba language instructor as well as the times he has spent in service will in no way have a positive effect on the manner of approach of his lesson delivery to the learners. An instructor who has been in service for some number of years will be able to teach effectively making use of his wider knowledge.

This also corroborates with that of Alaba (2010) who asserted that resource availability and learners academic performance help each other in Yoruba language. To the author, Yoruba language instructional materials like *ate faweli* (vowel charts), *ate konsonanti* (consonant charts), *ate isori oro* (charts on parts of speech), *ate aworan asa eto isomoloruko* (charts for naming ceremony) and others arouse learners interest while teaching. Therefore, the importance attached to the use of instructional resources cannot be over emphasised. These findings is also in tandem with that of Adeyemi (2002), Jaja (2014).Obamya (2012). Okiwilagwe (2011) asserted that instructors are curriculum implementers who interpret and execute the curriculum. Therefore, they are to teach the learners with instructional materials which make learning to be real and improve the academic performance of the learners. The study revealed that most of the Yoruba language teaching and learning resources were inadequate. This could be because of the financial implications of the instructional materials. The findings of the study further validated the assertion of Abijo (2011) that inadequacy of Yoruba language resources affects learners academic performances in Yoruba language. The findings corroborates with Adeniyi and Bello (2007) that inadequacy of resources affect learners level of performance in schools.

The study revealed there were no adequate teaching aids to teach the learners. It was also gathered that in some colleges visited, that there were no teaching materials to impart Yoruba language knowledge in the learners. When instructional materials are available for learners to make use of, it makes them remember the lessons easily. This is because they were able to see the instructional materials. It makes them believe what they hear and what they see, but what they don't see can easily be forgotten. The provision of adequate instructional materials in the Upper Basic Level in Oyo State, improved the teaching - learners process. Teaching is made easy and real. In addition, the availability of Yoruba language instructional materials motivate the learners, creating in them, the urge to learn, to attain academic excellence performance. Thus, the importance of Yoruba Language

instructional materials cannot be under estimated. Abijo (2010), opines that an environment that is handicapped of these teaching and learning materials may not be of adequate benefits to Yoruba language learners in terms of academic performances.

The findings revealed that imparting Yoruba language knowledge into the learners influenced JS1, 2 and 3 learners ability to communicate in Yoruba language. It showed that majority of the learners greet their parents in the morning in Yoruba language, discuss with their parents at home, play with their friends at home, do their assignments at home, pray together with their parents and siblings. They also pray on the assembly ground, buy foods from school vendors in Yoruba language in terms of communication (speaking). Result of the findings revealed that majority of the JS1, 2 and 3 learners make use of Yoruba language in their day to day activities be it at school or at home. Majority of them exhibit Yoruba language skill acquisition in terms of speaking. This collaborates with Obanya (2004) who asserted that the first language indeed is human kind first source of learning. It was revealed that few of the learners interact with people making use of Yoruba and other languages. This is because they are in Yoruba speaking area and this helps them in their academic performance This corroborates Adeyinka (2015) who asserted the importance of language usage which enhances learners' performance.

In any curriculum implementation, instructors disposition cannot be underestimated. This is because it can make or mar the academic performances of the learners. The result revealed that Yoruba language instructors indicate positive disposition to the impartation of the language of the immediate environment. Abijo (2011) asserted that instructors disposition play an important role in the teaching and learning process. The positive disposition of an instructor occurs when an individual response to the task is favourable and when they show commitment to their duties. The implication of this is that the more positive dispositions instructors have for teaching the more effective they become. Thus, the more positive disposition held by Yoruba language instructors, the more effective they become. The results of this findings corroborates that of Oyinlola (2014) who believed that if the relationship between instructor and learner are in a positive dimension, then there will be a better academic performance. Instructors disposition is fundamental to teaching as it relates to how successful and effective they can perform a task by ways of sharing their feelings. This agrees with the work of Oladosu (2012).

It showed that female learners performed better than their male counterparts in grammar, Comprehension and Essay aspects of Yoruba language. This could be due to the general belief that females are more efficient in terms of speaking or language usage than their male counterparts. This corroborates Akande (2014) who confirmed that significance difference exists in the performance of boys and girls. Also, Obanya (2005) found that

there were more females in music, fine art, computer studies than male students. Therefore it is impossible for instructors to allow equal participant on both genders to help increase their reasoning ability. Moreover, this corroborates the findings of Abijo and Akande (2017).

The study revealed that JS1 learners interest in Yoruba Language correlate significantly and positively with instructor disposition (0.091) and instructor area of specialization (0.096) and negatively with instructor experience (0.195). Babajide (2012) related the interpersonal relationship within the school setting with academic performance. He asserted that most of the forms of the relationships can be considered to be that of the learners and instructor in the classroom situations. He believes that if the relationship is positive, learning is expected to take place but if it is otherwise, learning will be disrupted and will lead to poor performance or failure.

Olaoye (2005) states that instructors disposition influence learners interest which have determine learners performance at all levels, Ogunwuyi (2000) and Falaye (2015) in their study find significant causal relationship between instructors disposition and learners interest, while Bovina (2002) Huang and Law (2005) added that dispositions towards computer studies influence learners interest. The study revealed that JS2 learners interest in Yoruba Language correlate significantly and negatively with school type (0.134), instructor experience (0.124) and class management. This corroborates the study of Canter and Canter (2010) who submitted that classroom management is of great importance for learners to succeed when the learning environment is conducive for learners to learn materials and this makes them to show the expected behaviours. Furthermore, Charles and Senter (2008) opines that effective teaching strategy takes place when learning is real and relevant to the learners and with this, the learners benefit from the lessons. Shawer (2006) believe that relevant classroom discipline must have impact on learners achievement and this shows on their results, when learners excel in their studies. Akande (2014) stated that there is need for interaction between the instructor and the learner..When an instructor is able to manage the class effectively, controlling the class as he ought to,making the class to be conducive, it makes them to have better results. Charles and Senter (2008) opines that the manner in which an instructor imparts knowledge on the learners relates to the end result of his teaching.

Adeyemi (2012) confirms that an instructor should be able to manage his class dutifully and instil discipline, protect the interest of the learners and discourage truancy and other ill behaviors among them. He must see to the safety of the learners and makes the environment peaceful and conducive for learning .This makes learning real and encourages them to have strong belief and show interest in the teaching of such an

instructor. Also, Emmer and Stough (2011) established that determining the way the learners think about their instructors' classroom management is of great importance since there will be a negative impact on learning if there is mismatch between what instructors and learners expect to happen in the classroom.

The finding also revealed that JS3 learners interest in Yoruba language correlate significantly and positively with instructors competence (0.099), class management (0.108) and negatively with usage of instructional materials (0.158) and negatively with school type (-.087) and school location (-.094). This corroborate with the findings of Ayeni (2005). Babajide (2012) also asserted that a Yorùbá Language instructor who is competent in discharging his duty would be able to inspire and influence the Yorùbá Language Learners thereby achieving his goals.

This also corroborates the findings of Abijo (2009) who submitted that the teaching of Yorùbá Language requires a competent and knowledgeable instructor who is versatile in the teaching of the language. Yorùbá Language is a subject with complexities, having separate domains and sub-components which fresh and young graduates may not handle effectively. Thus, competent instructors should be allowed to handle the subject for good performances. Citing Akande, Obanya and Abijo (2021), this is in line with the findings of Al-Mutari (2011) and Adeyinka (2015) who asserted that of the several factors influencing learners academic performance such as school location, type of school, school environment, instructors competence, learners disposition and so on, instructors competence remains one of the major determinants of learners learning. This also agrees with Abijo and Akande (2017) who asserted that a competent Yoruba instructor helps in the learners to have interest in Yoruba language.

The academic performances of learners in both primary and secondary schools depend largely on the competence and the dedication of the instructor who has a significant role to play in the lives of his/her pupils. Instructors should therefore be competent enough to manage logical aspects of their work and exhibit effective written and oral communication skills. Ugbbe (2000) described a competent instructor as one who deviates from the conventional way of depositing, receiving, memorising and repeating knowledge on the learners but rather encourages consciousness in the learners and helps them embrace an idea of consciousness. Adeyinka (20015 stated that an instructor who is capable in the discharge of his duty is such that is knowledgable. versatile in his subject areas, having a complete information on what he is taking the learners, putting in mind the fact that the learners are human beings like himself and interest. Thus, with these, he would be able to achieve his stated instructional objectives. Akinbobola (2004) asserted that a competent

instructor is one who attends conferences, workshops, seminars to update themselves in order to be more competent thereby discharging their duties well.

On performance, the study revealed that JS1 learners performance in Yoruba language correlate significantly and positively with instructors' area of specialization (0.085) and usage of instructional resources (0.087). The findings also corroborate that of Alaba (2010) who asserted that resource availability is vital to learners academic achievement in Yoruba language. To him, Yoruba language instructional materials like ate faweli (vowel charts), ate konsonanti (consonant charts), ate isori oro (charts on parts of speech), ate aworan asa eto isomoloruko (charts for naming ceremony) and others arouse learners interest while teaching. Therefore, the importance attached to the use of instructional resources cannot be over emphasised. The result also agrees with that of Adeyemi (2012), Jaja (2014).Obamya (2012). Okiwilagwe (2011) asserted that instructors are curriculum implementers who interpret and execute the curriculum. Therefore, they are to teach the learners with instructional materials which make learning to real .This leads to success for the learners.

The finding equally revealed that most of the Yoruba language teaching and learning resources were inadequate. This could be because of the cost of the instructional materials. It further validates the assertion by Abijo (2011) that inadequacy of Yoruba language resources affects learners academic performances in Yoruba language. The findings corroborate Babajide, (2012) that inadequacy of resources affect learners level of performance in schools.The study revealed that JS2 learners performance in Yoruba language correlate significantly and positively with school type (0.106), school location (0.105) and instructor competence (0.111) and negatively with usage of instructional materials (-0.082). This result is not line with the work of Yusuf and Adigun (2010) which showed that the area where a school is located has no significant influence on learners academic performnce.

School location (less city and city) is a factor that is likely to influence learners performance. Urban schools are most likely to have more exposed learners with cognitive support and may provide better opportunity to learn. Urban schools are most likely to have more qualified instructors and better amenities than schools in theless city . This agrees with the view of Odinko (2002) that schools in the cityurban areas are likely to have qualified tutors and instructors than rural schools. Akpans (2008) study also showed that schools in the cities may have greater number of instructors, textbooks,electricity and good water supply. Owoeye and Yara (2011) examined school location and academic performance of secondary school learners and found out that this has great impact on the learners results at the end of the academic year of both parties.

On school type, the finding revealed that one of the major factors militating against the effective implementation of Yoruba Language curriculum is lack of enforcement on the part of the government on the issue of non compliance of some private schools in making Yoruba Language one of their subjects in the school. Most private schools do not accord Yoruba Language, the actual recognition given to other subjects like Mathematics, English Language, Science, among others. Some non government owned schools do not offer Yoruba Language as one of their courses of study. They believe it is the duty of the parents and grand parents to teach them the language in which they grew up with..To them, it is believed that Yoruba language should be learnt from the home. Even some elites parents would like to take their wards to institutions where all their courses of study are being delivered with the foreign language as against their own local language They prefer English Language only to be the medium of instruction even at the primary level. The blame could be put upon the government who has been placed any discipline on on private schools for not complying on the issue of the medium of instruction Abijo (2014) discovers that there is no remarkable gap in the use of mother tongue between the government and the non government institutions among the South Western Nigeria

From their study on school factors as correlates of learners performance in Chemistry, Oginni, Awobudu, Alaka and Saidu (2013) also reported that school location made the highest contribution to learners performance. The study revealed that JS3 learners performance in Yoruba language correlate significantly and negatively with instructor disposition. None of the other predictors had significant relationship with performance. In any curriculum implementation, instructors disposition cannot be underestimated. This is because it can make or mar the academic performance of the learners. The result revealed that Yoruba language instructors exhibited positive disposition to the teaching and learning of Yoruba language. This finding is line with the findings of Babajide (2012) and Adeyemi (2012) who asserted that instructors disposition play an important role in the teaching and learning process.

The positive disposition of instructors occurs when an individual response to the task is favourable and when they show commitment to their duties. The implication of this is that the more positive dispositions instructors have for teaching the more effective they become. Thus, the more positive disposition held by Yoruba language instructors, the more effective they become. The results of this findings corroborates that of Akande, Obanya and Abijo (2021) who believed that if the relationship between instructor and learner is in a positive dimension then, it leads to a better academic performance. Instructors' disposition is fundamental to teaching as it relates to how successful and effective they can perform a task by ways of sharing their feelings.

On language usage, Abijo (2010) discovered that language and academics performance go hand in hand; one cannot separate them since one complements the other. He found that a Yoruba language learner who is fully exposed to the language would perform better in class than his mate who is not versatile in the language. Adeyinka (2015) asserted that the kind of language that a learner uses most often affects the educational attainment of such learner. Alaba (2000) asserted that language helps in the identification of a child and when a child is familiar with a particular language, it helps him to be familiar with his environment in which the school is part of and this affects the academic performance of such child.

To Abijo (2010), the type of the means of communication a learner uses has impact in his or her educational success. One complements the other. A child who grew up with Yoruba language will find it easy and interesting to communicate in such thereby helping him in his academic endeavour. Such a student will not feel shy but have the boldness and even the positive attitude to read, write, speak in Yoruba language, having been familiar with the rudiments of Yoruba language in term of the tonal involvement, proverbs, symbols among others. This implies that language usage has a great implication in the teaching and learning of Yoruba language. This affects his academic career positively and polishes his educational attainment.

From the findings, it was obtained that the degree of association between the school type and school location was weak. Moreso, instructors' disposition to Yoruba language and school location have very weak positive relationship with school type. Furthermore, there is weak negative association between instructors' competency to teach Yoruba with school location, weak positive relationship between school type and weak relationship with instructors' disposition towards Yoruba language. Moreover, there is positive association with instructors disposition towards Yoruba language and positive moderate association with instructors' competency of teaching Yoruba language. The finding revealed that there was weak positive association of language usage of Yoruba language with school location. It could be because of the exposure of the learners to the Western world.

In terms of the possible ways by which Yoruba language curriculum could be improved, an interview was conducted on the Yoruba language instructors. They should be updating their knowledge with new innovative ideas to help the learners facilitate learning. Also, government should motivate the Yoruba language instructors. The government should also enforce law on non-compliance of some private schools in making Yoruba language one of their courses of study in the school. Also, the issue of code switching on the part of the learners during classroom interactions should be discouraged. This corroborates Abijo

(2011) that when specialized competent instructors are employed for the language, it improves the academic performance of the learners.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Here is presented the study Summary and the Implication of the study. While, in addition, presenting the Recommendations, Limitations of the Study and Suggestion for further study.

5.1 Summary

The research work evaluated Yoruba language curriculum at the upper basic level in Oyo State. A pilot study was done to establish areas necessary to focus on in the study. The reasons for the study were to ascertain the compliance of the instructors to the curriculum implementation of Yoruba language in Oyo State, to determine whether the variables of concern improved learners' academic performance in Yoruba language. The study adopted survey research design.

It revealed that a good number of the instructors are educationally qualified with B.Ed Bachelor of Education. It also reveals that a greater proportion of the instructors have taught Yoruba language for at least ten years and it was gathered that instructors have positive dispositions towards the teaching of Yoruba language.

It was also gathered that there is lack of enforcement on the part of the government on the issue of non-compliance of some private schools in making Yoruba language one of the major subjects in school.

There is significant difference in the essay performance scores of female and male learners. The study reveals that JS1 learners interest in Yoruba Language correlate significantly and positively with instructors disposition (0.091) and instructors areas of specializations (0.096) and negatively with instructors experience (0.195) while JS2 learners interest in Yoruba Language correlate significantly and negatively with school type (0.134), instructor experience (0.124) and class management and JS3 learners interest in Yoruba language correlate significantly and positively with instructor competence (0.099), class management (0.108) and negatively with usage of instructional materials (0.158) and negatively with school type (-0.087) and school location (-0.094).

On performance, the study reveals that JS1 learners performance in Yoruba language correlate significantly and positively with instructors area of specialization (0.085) and usage of instructional resources (0.087). That of JS2 learners performance in Yoruba language correlate significantly and positively with school type (0.106), school location (0.105) and instructors competence (0.111) and negatively with usage of instructional materials (-0.082).

The study reveals that JS3 learners performance in Yoruba language correlate significantly and negatively with instructor disposition. None of the other predictors had significant relationship with performance. The result of the quantitative findings also reveals that lack of motivation from the government, inadequate resource materials are some of the constraints against the effective implementation of Yoruba language curriculum.

5.2 Conclusion

The study investigated the extent to which Yoruba Language curriculum at Junior Secondary School one, two and three has been implemented in terms of availability of instructional materials, competence of instructors, availability of specialists in Yoruba language and the extent to which Yorùbá Language curriculum sustained learners interest in speaking, reading and writing in their mother tongue.

Based on the obtained results, it can be concluded that availability and adequacy of Yoruba language instructional materials and languages usage are crucial to learners interest and performance. They have the skills and strategies to teach. Also, the result of the study has shown that to achieve educational objectives, available and adequate human and material resources are germane. This is because they stimulate learners during the process of teaching.

In conclusion, it was gathered from the result of the quantitative analysis that instructors have been teaching Yoruba language in schools but lack of motivation and inadequate instructional materials dampens their enthusiasm for a worthwhile implementation of Yoruba language curriculum. It could be deduced that if the available resources are available, learners level of performance would be improved at the Upper Basic Level in Oyo State. The implication is that learners should be encouraged to be versatile.

5.3 Implications for Learning

The implications of the findings are that instructors factors such as teachers competency, area of specialization ,language usage and school factors when combined can predict or influence learners academic performance and interest Yoruba language This implies that only instructors who are specialists and competent in Yoruba language should be allowed to teach the language. Availability and adequacy of resource materials have influenced the teaching and learning of Yoruba language. This implies that if necessary materials are put in place, the learners would be exposed to the teaching and learning of Yoruba language and this invariably will enhance their academic performance in Yoruba language.

Government (Federal and State Ministry of Education), NERDC and curriculum planners should know that adequate resources are needed for effective implementation of the Yoruba curriculum. Furthermore, the study has provided school administrators with the basic knowledge of the constraints militating against the effective teaching and learning of Yoruba language at the upper basic levels. Also, there is the need for raising awareness for Yoruba language so that the interest of the learners would be improved and take the course of study serious in institutions of learning.

5.4 Limitations of the Study

The research work was limited to junior secondary level of education in public and private schools. The variables used precisely include language usage, school factors and teacher factors whereas other variables and classes could yield different findings if added. The study was conducted in only one state of the federation. This places some limitations for generalisation of the study on a national scale.

5.5 Recommendations

The study recommends that there should be provision of adequate instructional facilities for Yoruba language teaching and learning of Yoruba language in all public and private schools in Oyo State. Also, Yoruba language subjects should be accorded the same value or honor like every other subject. Government and curriculum developers should ensure that the learners are exposed to the use of mother tongue right from the elementary classes up to the junior basic level of education. There should be regular instructor professional development in order to update their knowledge and improve their dispositions the subject. There should be motivations for instructors as this also aids the teaching and learning of Yoruba language. There should be periodic review of Yoruba language curriculum to accommodate merging societal changes and universal trends.

5.6 Contributions to knowledge

The thesis provided empirical appraisal to having wider knowledge in terms of Yoruba language curriculum implementation in Oyo State. It has also given theoretical baseline and rudiment factors relevant to learners' performance in Yoruba language at the upper basic levels as well as methodological approach employed and how they all influenced learners academic performance in Oyo State.

It also provided information to curriculum planners (NERDC) on the state of Yorùbá Language curriculum implementation in the JSS1, 2 and 3 in Oyo State as well as information on the constraints and possible solutions to its teaching and learning. It equally gives feedbacks for educational stakeholders such as Government, Parents,

Ministry of Education and Curriculum Planners on how to improve the teaching and learning of Yorùbá Language in Oyo State Junior Secondary Schools.

5.7 Suggestions for Further Studies

Futher research could be taken on wholistic evaluation of Yoruba language curriculum in the Upper Basic Level in Oyo State. Also, other elements such as instructor in-service training could be given priority for. This helps in evaluating how the instructors have been developed in the impartation of Yoruba language. Also, the researcher is suggesting that the study be duplicated in other states of the federations.

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APPENDIX I
University of Ìbàdàn
Institute of Education
International Centre for Educational Evaluation (ICEE)

Yorùbá Language Implementation Questionnaire (YLTQ)

Dear Respondent,

The Yorùbá Language Implementation Questionnaire is developed to obtain information on your opinion about the teaching and learning processes of Yorùbá Language. Kindly supply the information required in the space provided for research purpose. You are required to be very objective. All information were strictly used for academic purpose and treated confidentially.

Thank for your anticipated co-operation

SECTION A

Demographic Section

Gender: Male Female

Age Bracket

Instruction: From the listed items, please tick the option that is applicable to you.

13-20 — 35years 35 — 50years 51years & above

Years of Teaching Experience: 1-5yrs 6-10 yrs 11-15 yrs 16-20 yrs 21 yrs - above

Highest Educational Qualification: NCE B.Ed B.Sc B.Sc/PGDE Other...

Area of specialization:

School Type: Public Private

School Location: Rural Urban

SECTION B: From the following items, tick the most applicable option that presents your opinion about the factors militating against the implementation of the Yorùbá Language Curriculum. Please use the following categories for your responses: (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

S/N	ITEMS	Strongly	Agree	Disagree	Strongly
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		Agree			Disagree
1.	Lack of Yorùbá language laboratory				
2.	Lack of cooperation from the stakeholders				
3.	Problem of time allotted for Yorùbá language on the school timetable				
4.	Poor disposition of learners to Yorùbá language				
5.	Lack of Yorùbá Language learner skill acquisition				
6.	Poor learners reading habit				
7.	Scarcity of Yorùbá language on the school timetable compared to English Mathematicss and Sciences subjects				
8	Poor public impression and apathy to Yorùbá language				
9.	Lack of good knowledge and interest in Yorùbá culture				
10.	Inadequate number ofspecialized Yorùbá Language instructors				
11.	Poor funding of Yorùbá language education				
12.	None utilization of the available Yorùbá Language instructional resources				
13	Inadequate instructional facilities				
14	Lack of periodic training and seminars for Yorùbá language instructors				
15.	Poor disposition from the school authority				
16.	Inability to write Yorùbá essay coherently				
17.	Learners believe thatYorùbá Language is inferior to other languages				

19.	Lack of enforcement on the part of the government on the issue of non-compliance of some private schools in making Yorùbá as one of their subjects in the school				
20.	Some parents disallow their children from speaking Yorùbá Language at home				
22.	Some parents speak only English Language to their children at home.				
23.	Code-switching of some learners during classroom interaction.				
24.	Most parents love to buy other textbooks at the expense of Yorùbá language textbooks				

APPENDIX II

University of Ìbàdàn

Institute of Education

International Centre for Educational Evaluation (I.C.E.E)

Instructors Disposition to Yorùbá Language Questionnaire (TAYLQ)

SECTION A:

DEMOGRAPHIC SECTION

Gender: Male Female

Age Bracket: 20 — 35years 35 — 50years 51years & above

SECTION B

Yorùbá Instructors Disposition Towards the Teaching of Yorùbá Language

Instruction: Please indicate your level of agreement with each of the following statements by ticking (√) in the appropriate column.

Key: I do always (IDA)

I do (ID)

Not all the time (NAT)

Not at all (NAA)

S/No	Statement	IDA	ID	NAT	NAA
1	I ensure students' full participation in the Yorùbá language teaching learning process.				
2	I concentrate on areas where the students have some issues in their learning				
3	Considerations are accord to individual students in Yorùbá language.				
4	Motivation of students with excellent performances.				

5	I ensure that the instructional materials makes the learning real in Yorùbá language.				
	Disposition to teaching				
6	I feel bad anytime I come late to Yorùbá language class.				
7	I make efforts to update my knowledge in Yorùbá language				
8	I love giving extra lessons to students on Yorùbá language without requesting for extra allowance.				
9	I improve my myself on the job by attending workshops and seminars in Yorùbá language				
10	I love to apply knowledge gained to improve my skills towards the learners performance				
	Use of Instructional materials				
11.	I use yoruba Language instructional materials to facilitate understanding of the course of study				
12.	I make provisions for instructional materials that are not available				
	Attitudes to Teaching Techniques				
13.	I seek for methods of solving areas that seems not to be clear for learners				
14.	I use modern techniques in Yorùbá language to impart knowledge				
15.	I give assignment regularly.				
16.	I use various instructional techniques during lessons.				
17.	I give feedback to students as it is essential in teaching				

APPENDIX III

Institute of Education

International Centre for Educational Evaluation (I.C.E.E)

Yorùbá Language Classroom Interaction Sheet (YLCIS)

This questionnaire is purely designed for academic research work only. You are assured that all the information will be treated with confidentiality.. Therefore, you are requested to give truthful information in all questionnaires. Thank you.

SECTION A

Classroom Background Record (CBR)

1. Name of School
2. Instructor Qualification: B.Sc/B.A. HND M.A./M.Sc
3. Instructor Gender: Male Female
4. Class Observed:
5. Topic Taught:
6. Number of Learner in the Class:
7. Time Started:
8. Time Ended:
9. Date of Observation:
10. Language of Instruction:

KEYS: MOT = Most of the Time (4), ST = Sometimes (3), R = Rarely (2), N = Never (1), YES = Yes, NO = No

S/N	BEHAVIOUR CATEGORY	YES	NO		
A	Introduction				
1.	Teaching is in accordance with the syllabus				
2.	Starts teaching on time				
3	Adequately prepared lesson note available				
4	Relevant Yorùbá language teaching materials available				
B	Facilitator Instructional Activities	MOT	ST	RARELY	NEVER
5	Instructor writes on the board				
6	Instructor pronounces words on the board in Yorùbá language				
7	Instructor asks learners to read passages in Yorùbá language				
8	Instructor talks to the whole class in Yorùbá language				
9	Instructor teaches Yorùbá language with pictures on the screen/projector				
10	Instructor asks learners to explain pictures on the board in Yorùbá language				
11	Instructor speaks throughout the lesson period in Yorùbá language				
12	Instructor teaches oral exercises in Yorùbá language with tapes				
13	Instructor exposes learners to Yorùbá language texts				
14	Instructor demonstrates while explaining in Yorùbá language				
15	Instructors asks questions in Yorùbá language				

16	Instructor presents teaching step by step in Yorùbá language				
17	Instructor uses examples to relate the ideas to learners in Yorùbá language				
18	Instructors stimulate the students				
19	Instructor does the correction in Yorùbá language				
20	Instructor encourages learners to express their ideas in Yorùbá language				
21	Instructor gives oral and written assignments in Yorùbá language				
22	Instructor uses the entire class period to teach in Yorùbá language				
23	Instructor speaks the language in a way that the learners can understand				
24	Instructor praises learners performances				
25	Instructor observes learners read loud				
26	Instructor involves learners in real life discussions in Yorùbá language				
27	Instructor sings in Yorùbá language				
28	Instructor reads materials in Yorùbá language				
29	Instructor describes in Yorubá language				
30	Instructor explains difficult words in Yoruba				
C	Organization management	MOT	ST	RARELY	NEVER
31	Praises learner performance Yoruba Language				
32	Provide clues to stimulate correct bresponse				

33	Monitors learners participations- includes criticism that draws learner(s) in Yoruba language.				
34	Give considerations to below average learnrs to participate in Yoruba Language class.				
35	Encouraging learner participation in Yoruba Language.				
36	Discourages cloud answers from the learners				
37	Ensures orderliness in the class				
38	Ensures conducive environment for learning				
39	Ensures the class is not noisy				
40	Organises the sitting arrangement well				

APPENDIX IV

Institute of Education

International Centre for Educational Evaluation (ICEE)

University of Ìbàdàn

Resources Availability Inventory (RAI)

Name of School.....

Number of Learners in the Class

Instructor-Learner Ratio.....

S/N	Yorùbá Language Teaching Resources	Total Number /Quantity Observed	
		Available	Not Available
1.	Atẹ́ fáwẹ̀lì(Vowel charts)		
2.	Atẹ́ kọ̀nsonáńtì (consonant chart)		
3.	Atẹ́yà ara fún ìró èdè(charts for Pronunciation)		
4.	Atẹ́ ìsọ̀rí ọ̀rọ̀(charts for parts of speech)		
5.	Atẹ́ àmì ohùn (accent chart)		
6.	Atẹ́ lítírẹ̀ṣọ̀ èdè Yorùbá(Yorùbá Literature charts)		
7.	Atẹ́ àlífábẹ̀tì èdè Yorùbá		
8.	Ate onka ede Yorùbá (charts for Yorùbá numberings)		
9.	Awọn ohun àfihàn ilẹ̀ isẹ̀nbáyé lórisìrìsìi.		
10.	Eré tàbí àwòrán tí ó n ẹ̀ àfihàn àwọn ọ̀ba aláyẹ́ tí		

	wón ti jẹ rí ní ilẹ̀ Yorùbá. (Charts for ancient kings)		
11.	Èré tàbí àwòrán tó n ẹ̀ àfihàn òrìṣà ìbejì. (Charts for twin statue)		
12.	Ojúbọ̀ òrìṣà tàbí àwòrán tó n ẹ̀ àfihàn rẹ̀. (Charts for deities shrine)		

13.	Awòrán tó n ń ẹ̀ ẹ̀ àfihàn àwọn iṣẹ̀ iṣẹ̀nábáyé bí i iṣẹ̀ àgbé, alágbéde, onídírí, ọde, awakò, abbl.(charts for ancient occupation)		
14.	Awòrán tó n ń ẹ̀ ẹ̀ àfihàn àṣà ìgbéyàwó nílẹ̀ Yorùbá. (chart for marriage ceremony)		
15.	Awòrán tó n ń ẹ̀ ẹ̀ àfihàn àṣà isinku nílẹ̀ Yorùbá. (chart for funeral ceremony)		
16.	Awòrán tó n ń ẹ̀ ẹ̀ àfihàn àṣà isomolórúkọ. (chart for naming ceremony)		
17.	Afihàn àwọn èròjà oge síṣe.		
18.	Journals and Periodicals on Yorùbá Ìweé àtigbàdégbà èdè Yorùbá (charts for beautification)		
19.	Instructors Reference Books on Yorùbá e.g. different Yorùbá textbooks Iwe itokasi ede Yorùbá		
20.	Instructors unit plan on Yorùbá Ìwé nòòti olùkò èdè Yorùbá		
21.	Scheme of Work for Yorùbá Ìwé àkòónú iṣẹ̀sòṣòṣé èdè Yorùbá		
22.	Continuous Assessment Record Book for Yorùbá Ìwéidánwò ránpé		
23.	Marks Book for Yorùbá Iwé àkólé pípedé akékò		
24.	Diaries for Yorùbá Iwé àkòónú ọ̀sọ̀sọ̀.		
25.	Learners attendance Registers Ìwé orúkọ tó n ń ẹ̀ ẹ̀ àfihàn wíwá déédé akékò		
26.	Instructors Notebooks/Jotters for jotting Yorùbá note Ìwé iṣẹ̀ olùkò		

Sources NERDC (2012)

APPENDIX IV

Institute of Education
International Centre for Educational Evaluation (ICEE)
University of Ìbàdàn

Resources Adequacy Checklist (RAC)

Name of School.....

Number of Learners in the Class

Instructor-Learner Ratio.....

Resources Adequacy Checklist (RAC)

S/N	Yorùbá Language Teaching Resources	Adequacy
1.	Atẹ́ fáwẹ̀lì (Vowel charts)	0=Not available 1:15 learners and above = Not adequate 11;14 learners =Adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
2.	Atẹ́ kọ̀nsónàntì (consonanant chart)	0=Not available 1:15 learners and above = Not adequate 11-14 learners = Adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
3.	Atẹ́yà ara fún ìró èdè (charts for Pronunciation)	0=Not available 1:15 learners and above = Not adequate 11-14 learners = Adequate 1:10 learners = Adequate

		More than 1:1 learner = Very Adequate
4	Atẹ̀ ìsọ̀rí ọ̀rọ̀ (charts for parts of speech)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
5.	Atẹ̀ àmì ohùn (accent chart	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
6.	Atẹ̀ lítírésọ̀ èdè Yorùbá(Yorùbá Literature charts)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
7.	Atẹ̀ álífábẹ̀tì èdè Yorùbá (Its for Yorùbá Language alphabets)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
8.	Atẹ̀ ònkà èdè Yorùbá (charts for Yorùbá numberings)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
9.	Awọn ohun àfihàn ilẹ̀ isẹ̀nbáyé lórisiírísií.	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
10.	Eré tàbí àwòrán tí ó n ẹ̀ àfihàn àwọn ọ̀ba aláyé tí wọ̀n ti jẹ̀ rí ní ilẹ̀ Yorùbá.	0=Not available

		1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
11.	Eré tàbí àwòrán tó n ẹ̀ ẹ̀ àfihàn òrìṣà ibejì (Chart for statue of twin children).	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
12.	Ojúbọ̀ òrìṣà tàbí àwòrán tó n ẹ̀ ẹ̀ àfihàn rẹ̀ (chart for deities shrine).	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
13.	Awòrán tó n ẹ̀ ẹ̀ àfihàn àwọn iṣẹ́ iṣẹ̀nbáyé bí i iṣẹ́ àgbé, alágbéde, onidirí, oḍe, awakò, abbl. (chart for traditional occupations)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
14.	Awòrán tó n ẹ̀ ẹ̀ àfihàn àṣà igbéyàwó nílẹ̀ Yorùbá. (chart for wedding ceremony)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
15.	Awòrán tó n ẹ̀ ẹ̀ àfihàn àṣà isomolórúko nílẹ̀ Yorùbá.(chart for naming ceremony)	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
16.	Awòrán tó n ẹ̀ ẹ̀ àfihàn àṣà isinku (chart for funeral ceremony).	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate

		More than 1:1 learner = Very Adequate
17.	Afihàn àwọ̀n èròjà oge síṣe(chart for beautification).	0=Not available 1:15 learners and above = Not adequate 1:10 learners = Adequate More than 1:1 learner = Very Adequate
18.	Journals and Periodicals on Yorùbá Ìweé àtigbàdégbà èdè Yorùbá	0=Not available 1:5 learners and above = Not adequate 1:2:3 learners = Adequate More than 1:1 learners = Very Adequate
19.	Iwé Akómọ̀lédè Yorùbá (Yorùbá language Textbook)	0=Not available 1:5 learners and above = Not adequate 1:2:3 learners = Adequate More than 1:1 learners = Very Adequate

APPENDIX VI

**YORÙBÁ LANGUAGE LEARNERS PERCEPTION QUESTIONNAIRE
(YLSQ)**

SECTION A

Name of School:..... **Age:**.....

Class:.....

Sex: Male Female

School location: Rural Urban

SECTION B

Learners Language Usage

Tick your language of communication in the following encounters and the responses received with respect to Yorùbá language lesson while ...

S/N	Statement	Eng only	Yor only	Eng &Yor	Other Lang.	Source		
						Yor. lesson	Home	Other source
1	Greeting parents in the morning							
2	discussing with parents at home							
3	playing with friends at home							
4	playing with friends in the school							
5	doing assignment at home							
6	praying alone at home							

7	praying together with parents and other siblings							
8	communicating with friends and neighbours at home							
9	Communicating with other learners in the school							
10	Communicating with other instructors							
11	Singing alone at home							
12	playing in the school							
13	engaging in the teaching learning in the school							
14	discussing outside Yorùbá language classroom							
15	Hawking							
16	Doing classwork							
17	Praying on the assembly ground							
18	Buying foods from the school vendors							
19	Watching film or play at home							

APPENDIX VII

UNIVERSITY OF IBÀDÀN

INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION (I.C.E.E)

YORÙBÁ LANGUAGE INTEREST SCALE (YLIS)

SECTION A

Name of School:..... **Age:**.....

Class:..... **Sex:** Male Female

SECTION B

PART ONE LEARNERS INTEREST COMPONENTS

Instructions: Below are statements that portray your present interest in Yoruba Language reading, writing and speaking. Please read the following statements and indicate by ticking (✓) in the appropriate box provided, the extent to which you agree with them as describing your interest towards Yoruba Language.

This questionnaire contains items that seek to be familiar with the information of learners in Yorùbá language subject, please, indicate in the space the option that suits your choice of the response options in each item.

The options range from: All of the time = 4, Most of the time = 3, Some of the time 2, At no time = 1.

S/ N	Statements	All of the time	Most of the time	Some of the time	At no time
1.	I like my Yorùbá language class.				
2.	I discuss about the concept of Yorùbá culture with my parent and siblings.				

3.	I desire taking either teaching or theatre art as a profession after learning Yorùbá language.				
4.	I feel proud to be a Yorùba language learner.				
5.	I enjoy partaking in Yorùbá language practical class.				
6.	The teaching of Yorùbá language as a profession is lucrative to me.				
7.	I always like my Yorùbá language instructor asking questions from me.				
8.	The more I learn Yorùbá language, the more interesting it becomes.				
9.	I make an effort to learn Yorùbá language because I wanted to be like some orators in the language.				
10.	The more I learn Yorùbá language the more I see it having very limited professional scope.				
11.	I make effort to learn Yorùbá language because others like my parents and friends expect me to learn Yorùbá language.				
12.	I enjoy helping other Yorùbá language learners to learn new topics in Yorùbá language.				
13.	Yorùbá language is one of the courses I like.				
14.	Writing story book in Yorùbá language is one of my hobbies.				
15.	I have interest in reading Yorùbá story books.				
16.	I enjoy listening to Yorùbá folktales from elders.				
17.	I enjoy speaking Yorùbá language everywhere.				

18.	I always go to the library to look for Yoruba language textbooks				
19.	I dont like Yoruba Language class because of the pronunciation aspects and tone marking				
20.	I like my Yoruba language instructor				
21.	I like reading my Yoruba language notes				
22.	I enjoy reading Yoruba Language reading material such as magazines ,journals, newspapers and others				
23.	I enjoy listening to Yoruba Language lyrics, songs in order to increase my vocabularies in Yoruba language				
24.	Yoruba Language reading activities in narrative texts, descriptive, or others give me a great motivation that can increase my skill in reading				

SECTION C:

S/N	How often do you read	Fortnightly	Weekly	Three days in a week	Daily	Not at all
1.	Yorùbá magazines					
2.	Yorùbá dailies					
3.	Yoruba Journals					
4.	Yoruba Prose text book					
5.	Yoruba Drama text book					
6.	Yorùbá journals					
7.	Stories in Yoruba Language					
8.	Write: essays in Yoruba language					
9.	Folktales stories					

	To what extent can /do you write?	Perfectly	Good	Average	Fair	Poor
10.	Letters to your friends without code switching in Yoruba Language					
11	Write in Yoruba language using correct spelling?					
12	Write in Yoruba language using correct orthography?					
13	Write folktales in Yoruba language?					
14	Tone mark while writing in Yoruba language?					
	To what extent can/ do you?(speak)	Perfectly	Good	Average	Fair	Poor
16.	Can you differentiate one word from another using Yoruba language tone mark?					
17.	Do you make use of proverbs and other idiomatic expressions while speaking in Yorùbá language?					
18.	Do you speak standard Yorùbá language?					
19.	Can you recite Yorùbá language alphabet?					
20.	Can you speak Yorùbá language without code-switching?					

APPENDIX VIII

UNIVERSITY OF IBÀDÀN, INSTITUTE OF EDUCATION
INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION

YORUBA LANGUAGE PERFORMANCE TEST (YLPT)

ÀYÈWÒ NÍNÚ NÍNÚ ÈDÈ YORUBA
ILE EKO GIRAMA KEKERE KÌN-ÍN-NÍ (JS1)

Orúkọ Ilé Èkọ **Éyá:** Ọkùnrin Obìnrin Irufe Ile Eko :
Aladani Ijoba

Agbègbè : Ìgboro Oko **Ọjọ orí:** Ọdún 10-12
 Ọdún 13-15 Ọdún 16 and Sókè

Ìtọni: Dáhùn gbogbo ibéèrè wònyí nipa fifa igi (✓) sí idáhùn tòótó.

Mótò méfà ni Awódélé ní, Pijo kan, Mésisiidiisi méjì, Jíipù kan, Ísúsù kan, Tòyótà kan. Mésídiisi ló n gbé lọ sí ibi isé. Jíipù ló máa n gbé lọ irinàjò. Dáre awakò rẹ n wa kùsà Ọmọ méréni ni ó bí, o bí isun bẹẹ ló sì bí iwàlè, Ọba Ọkè fi àwọn ọmọ rere jínkí rẹ. Kóládé làkóbí, Àjàyí ló tẹlè e , Janet àti Rẹbeka ló tẹlè ara won. Wón jẹ obìnrin méjì ati ọkùnrin méjì; gbogbo rẹ wá se wékú bí idodo ẹfọn. Kódà, ó yẹ bàbá yí gan àn Inú iyá àti bàbá yí a máa dùn bẹẹ ni wón sì máa n fi ọpẹ fún Olódumare fún àánú aláilẹgbé tí Ó fi jínkí wón tó fún wón ní àwọn ọmọ aláilùbárikà wònyí Ah !Ọpẹ nílá ló yẹ bàbá.

Àwọn ọmọ tí Elisabeti bí fún Awódélé ló yàn tí wón yanjú. Kò sí eni tó lé gbàgbó pé alágbé ni bàbá rẹ. Gbogbo iwé mímọ lo sọ pé enikéni tó bát ti gbé ọkàn rẹ sódò Ọlórún kò ní jogún ọfo láíláí . Èkọ pàtàkì lèyí jẹ fún gbogbo ẹdà

1. Taani àbíkeyìn nínú àwọn ọmọ? (a) Kóládé (b) Àjàyí (d) Janet (e) Rebeka
2. Taani awakò Awódélé ? (a) Danieli (b) Dáre (d) kóládé (e) kàsàlì
3. Ọkò tó máa n gbé lọ irinàjò ni ----- ? (a) Mésídiisi (b) Jíipù (d) Pijó (e) Tòyótà
4. “Se wékú ” tùmọ si pé----- (a) dógba (b) jọra (d) yanjú (e) dára

5. Àkólé tó bá àyọkà yìi mu ni ----- (a) ikú dóró (b) ìgbà ọ̀tun (d) Awódélé (e) Èdá kò láròpin
6. Ọ̀nà mélòó ni a lè pín ọ̀rò ìṣe si? (a) méjì (b) méréin (d) máruṅ ùn (e) mēwáá
7. Ọ̀rò arópò orúkọ ni ọ̀rò tó n dípò ----- (a) ọ̀rò ìṣe (b) ọ̀rò orukọ (d) ọ̀rò ẹ̀yan (e) arópò ọ̀rò orúkọ
8. Èyán máa n yán ----- nínú gbólóhùn (a) ọ̀rò orúkọ (b) ọ̀rò ìṣe (d) ọ̀rò àpónlé (e) ọ̀rò atókùn
9. A máa n lo àádùn níbi ----- (a) ìgbeyàwó (b) ìṣomolorukọ (d)ìsìnkú (e) ìṣipayá ọ̀ḍe
10. A máa n lo ataare láti ----- fún ikókó (a) na (b) wúre (d) fún ọ̀mọ lówó (e) ṣe ounjẹ fọ̀mọ
11. Àtòkèrèrè ni olójú jínjìn ti n mú ẹ̀kún sun jé ----- (a) ìṣipayá (b)òwe (d) ọ̀rò itànjẹ (e)olùwà
Sọ àwọn fígò yìi ní èdè Yorùbá
12. Figo = 26 (a) mētadinlógún (b) ogóji (d) méréindínlógún (e) ogbòn
13. Figo 74= (a) àádóje (b) èrìnlélaàdòrùn ún (d) èrìndínlaàdòrin (e) èrìnlélaàdòrin
14. Figo 220 =(a) okòólénigba (b) ogbòn (d) ọ̀tálérúgba (e)igba
15. Figo 90 = 9(a) àádòrin (b) ogófa (d) àádòrùn ún (e) àádóje
16. Taani a n ki ni “ Àroko bóduń dé o ”? (a) aránṣo (b)akope(d)àgbè (e) onídirí
17. Àsìkò wo ni a n ki èniyań pé, Ó dàárò.?”
18. Èwo ni ọ̀rò onísílèbù méjì ? {a} ìgbàgbó (b) dáadáa (d) gbogbo {e} ìsàlẹ
19. Bātani ihun KFK ni ----- tẹ̀lé (a) kókó (b) yìi (d) ra (e) eye
20. Ìró kónsónàntì àfúnnupè nínú èdè Yorùbá jé ----- {a} mēta(b)méje (d)méjọ (e)méréin

Apá kejì

Àròkọ kíkọ

Mú ọkan nínú àwọn kókó yìí kí o sì kọ ọ̀rọ̀ tí kò ju ilà mẹ̀wàá pére lórí eleyíí tí o bá yàn láàyò

1. Ara mi (Myself)
2. Ìyá mi (My mother)

Má gbàgbé láti kọ ọ ni ilàna èdè Yorùbá ọ̀de ọ̀nì kí máàkì rẹ̀ lè gbéwọ̀n

APPENDIX IX

YORÙBÁ LANGUAGE PERFORMANCE TEST (YLAT)

ÀYÈWÒ NÍNÚ ÈDÈ YORÙBÁ

ILÉ ÈKÓ GIRAMA KÉKERÉ KEJI (JS 2)

Orúkọ Ilé Èkó

Éyá: Okùnrin Obìnrin Irúfẹ̀ Ilé Èkó : Aládáni Ìjoba

Àgbègbè : Ìgboro Oko

Ojọ orí: Odún 10-12 Odún 13-15 Odún 16 and Sókè

Ìtọ̀ni: Dáhùn gbogbo ibèèrè wọ̀nyí nípa fifa igi (✓) sí idáhùn tòótó.

Ka àyọkà yìí kí o sì dáhùn àwọn ibèèrè tó wà lábẹ̀ rẹ̀

Bàbá àgbà Aládimu jẹ̀ ọ̀mọ̀lúàbí tó sì lógbón tó sì tún ni ìbèrù Ọ̀lórùn .Ó fi ìbèrù Ọ̀lórùn kó gbogbo ilé rẹ̀ . Eléyíí ló fàá tí ilé rẹ̀ fi rọ́jú t'ónà rẹ̀ sí rááyè.. Bíbélì gan an sọ pé ìbèrù Olúwa ni ìpilẹ̀ ọ̀gbón. Òun àti iyàwó rẹ̀, Yéwándé tó ọ̀mọ̀ wọn ní ọ̀nà Ọ̀lórùn àti iwà ọ̀mọ̀lúàbí nítorí nàà ilé aládùn ni ilé wọn.

Ìdílẹ̀ Bánwóo jẹ̀ idílẹ̀ tí kò bikítà fọ̀mọ̀, wọ̀n kò kọ̀ àwọn ọ̀mọ̀ wọn lórò Ọ̀lórùn. Kò sí ẹnì tó jẹ̀ tọ̀rọ̀ irú ọ̀mọ̀ wọn lówó Ọ̀lórùn. Ọ̀mọ̀ ajá lásán èkejì ajá lawọn ọ̀mọ̀ wọn. Èsùbìyì, Èsùdàrà, Èsùfúnmi làwon ọ̀mọ̀ wọn. Wọ̀n kò lọ̀ ilé èkó mọ̀ kòdà ẹ̀nu èkósé tí wọn tún fi wọn sí, wọn kii lọ̀ déédé. Ìyàtò nlá gbàà ló wà nínú ilé méjèjì nítorí ó dára láti fi èkó Ọ̀lórùn kó àwọn ọ̀mọ̀ wa

1. Irú idílẹ̀ wo ni idílẹ̀ Aládimú? (a) idílẹ̀ tó gbó (b) idílẹ̀ tó bẹ̀rù Ọ̀lórùn (d) Ìdílẹ̀ tó lówó lówó (e) Ìdílẹ̀ tó kàwé
2. Kíni orúkọ iyàwó rẹ̀ ? (a) Adébólá (b) Yewande (d) Oredola (e) Yewola
3. Ọ̀mọ̀ lásán ,èkejì ajá” tùmò sì pè ----- (a) ọ̀mọ̀ rere (b) ọ̀mọ̀ tí kò wúlò (d) olè (e) alaigbóra
4. Lara àwọn ọ̀mọ̀ idílẹ̀ Bánwo ni (a) Olúwadàrà (b) Èsùyẹ̀wọ̀n (d) Èsùbìyì (e) Esufola
5. Àkólé tó yẹ̀ àyọkà yìí2 ni (a) Ìdílẹ̀ Ọ̀mọ̀wé (b) Ìdílẹ̀ tó mọ̀ Ọ̀lórùn (d) Ìdílẹ̀ tó rẹ̀wà (e) Ìdílẹ̀ mi

6. Obìnrin tí kò bá bímọ̀ ní.....(a)àgàn (b) akíríboto (d) akúrá (e) agbèbí
7. Ara ohun èlò itójú oyún ní----- (a) oorun (b) àsèjẹ (d) idàwòò (e) iwẹ
8. Lara ohun èlò isomólórúkọ ní iwònyíí àyáfí (a) owó (b) irú (d) ataare (e) orógbó
9. Álífábẹ̀ẹ̀tì kẹ̀ẹ̀dógún nínú èdè Yorùbá ní (a) w (b) p (n) (e) y
10. Ọ̀nà ---- ní a lè pín fáwẹ̀lì èdè Yorùbá sì? (a) màrun un (b) méjì (d) ẹyọkan (e) méje
11. Ọ̀nà mélòó ní a lè pín isòrí ọ̀rò sí? (a) mẹ̀ta (b) méje (d) méjọ (e) méréin
12. 125 ní ----- (a) áárunlélógófà (b) áàrundínlàádóje (d) márùúndínńígba (d) marun márùúndínlàádófà
13. 500 ní ----- (a) ọ̀ọ̀duńrún (b) irinwó (d) ẹ̀ẹ̀dẹ̀gbẹ̀ta (e) okòólérúgba
14. 101 ní ----- (a) ọ̀górùn ún (b) óókàndínlògórùn ún (d) ọ̀górùn unleméjì (d) óokanlelógórùn-ún
15. 220 ní ----- (a) igba (b) okòólérúgba (d) okòóléńiirinwó (e) ogun ó lé ní ogun
16. A lè pín lítírésò sí ----- (a) alohùn àti alénu (b) àpílẹ̀kọ àti kíkòsílẹ̀ (d) alohùn àti àpílẹ̀kọ (e) ewi àtìgbàdẹ̀gbà
17. A maa ní sun ẹ̀kún iyàwó ní ibi --- (a) Ìgbeyàwó (b) ikomójáde (d) rárà (e) odun
18. A le pin ewi sí ----- (a) ajẹmáyejẹ àti (b) rara (d) ajẹmáyejẹ àti alájẹmáyejẹ (e) ọ̀lórò geere
19. Níbi----- ní a tí lè gbó isípa ọ̀dẹ (a) ọ̀dún ọ̀dẹ (b) isinkù ọ̀dẹ (d) ayẹyẹ ọ̀dẹ (e) ọ̀dún ọ̀dẹ
20. Ọ̀rò míràn fún Yorùbá gbogboogbò ní..... (a) Yorùbá àjùmòlò (b) ẹ̀ka èdè (d) Yorùbá Ọ̀yó (e) Yorùbá tí ilú wa

Apá kejì

Àròkọ kíkọ

Kọ àròkọ lórí ọ̀kan pére ninú àwọn kókó àròkọ wònyí

1 Ajá mi (My dog)

2 Óunjẹ ti mo fẹ̀ràn jùlọ (My best food)

Ríi dájú pé isọwókòwé rẹ yanrańtí, kí o sì lo àkọtọ nígbà tí o bá ń kọ ọ sílẹ̀

APPENDIX X

ÀYÈWÒ NÍNÚ ÈDÈ YORÙBÁ

ILÉ ÈKÓ GIRAMA KEKERÉ KETA (JS3) APÁ KÌN-ÍN-NÍ

Orúkọ Ilé Èkó **Éyá:** Ọkúnrin Obìnrin

Irúfẹ Ilé Èkó : Aládáni Ìjọba

Àgbègbè : Ìgboro Oko **Ọjọ orí:** Ọdún 10-12 Ọdún 13-15
 Ọdún 16 and Sókè

Ìtọni: Dáhùn gbogbo ibèèrè wònyí nípa fífa igi (✓) sí idáhùn tòótó.

ÀKÀYÉ

Ka àyọkà isàlẹ̀ yí ní àkàyé, kí o sì dáhùn àwọn ibèèrè tí ó tẹ̀lé e.

Ní ayé àtíjọ, ìhòhò ọmọlúàbí ni ọ̀kúnrin tobìnrin máa n wà, ti wọn yòò sì máa rìn kiri béé. Ayé n yí, à n tọ̀; àwọn Yorùbá ti kojá kí a máa rìn kiri ní ìhòhò tàbí kí a fi ewé bòdí. Aṣọ gidí ni à n wò ní ayé òde òní. Ìbàntẹ̀ ni àwọn Yorùbá máa n sán, tí wọn bá wà lóko, aṣọ kíjípá ni a fi máa n rán ìbàntẹ̀, okùn ni a ó sì so mọ́ igun méjèjè, èyí sì ni a ó fi so ìbàntẹ̀ náà mọ́ idí.

A kí sán ìbàntẹ̀ nínú ilú, inú oko ni a ti n ló ó. Oríṣíṣíṣí aṣọ ìmúróde ni àwọn Yorùbá máa n ló, yálá ọ̀kúnrin ni tàbí obìnrin. Aṣọ ijáde ọ̀kúnrin ni dàndógò, agbádá, gbáiyé, ọ̀yàlà àti dánṣíkí. Tí a bá wo àwọn aṣọ wònyí, ó jẹ́ dandan kí a woṣòkòtò kí a tún dé filà sí i. Oríṣíṣíṣí filà tí a máa n dé ni abetí ajá tí ó wópò láàrín àwọn ilú Ọ̀yó, Ọ̀sogbo, Èdẹ̀ àti Ọ̀gbómòṣó. Ìdí tí a fi n pe filà yí ni ABETÍ AJÁ ni pé ó ní etí méjì faraja faraja bí i ti ajá.

Oríṣíṣí filà mírán ni oribi tí ó wópò láàrín àwọn Ìjẹ̀sà, Èkìtì, Ìbàdàn, Ọ̀wò àti Ìjẹ̀bú. A tún rí FÌLÀ BÈNTIGÓÒ tí àwọn ọ̀mọ́ wéwé máa fi n ṣe fáàrí láyé àtíjọ. Aṣọ àwọn obìnrin ní ilé Yorùbá ni búbá, iró, gèlè àti ìborùn. Àwọn aṣọ wònyí ni wón sì n ló tí tí di òní yí.

Dáhùn àwọn ibèèrè wònyí

1. Kin ni a fi n ran bante ni aye atijo? (a) àkísà, (b) ewé, (d) kíjípá (e) òwú
2. Èwo ni kì í ṣe aṣọ ijáde nínú ọ̀kúnrin nínú àwọn wònyí? (a) agbádá (b) dánṣíkí

- (d) iborùn (e) òyàlà
3. Gbogbo àwọn ilú wònyíí ni wón ti máa n dé filà oribi àyàfi _____ (a) Èkìtì
(b) Ògbómòṣó (d) Òwò (e) Ìjẹbú
4. Ìdí tí a fi n pe filà abetí ajá ní orúkọ yíí ni pé _____ (a) ajá máa n lé ẹni tí ó bá dé e sorí (b) irun ajá ni a fi n se é (d) wón ya ajá sí i lára (e) ó ni etí méjì faraja _____ faraja bí i ti ajá
5. Ewo ni kì í se òtótó nínú àwọn wònyíí? (a) Àwọn omọ wẹwẹ ni wón n dé filà bẹntigòṣò (b) Oyala jẹṣòkan lára aṣo àwọn obìnrin (d) Ìbàntẹ ni wón n sán lóko (e) Lára aṣo obìnrin ni búbá àti irò

ÀṢÀ ÀTI ÌṢE

6. Kín ni àdàpẹ orúkọ tí ó ní oríkì fún Àlàbá? (a) Ògídí Olú (b) Ẹrú Ìbejì (d) Òrosùn
(e) Ará Ìsokùn
7. Kín ni àdàpẹ orúkọ tí ó ní oríkì fún Táyé? (a) Ará Ìsokùn (b) Ẹrú Ìbejì
(d) Ògídí Olú (e) Alágbádá Ogun
8. Arangbo kékeré ni _____ (a) Ẹṣù pípè (b) Aro jija (d) Ẹṣe Ifá (e) Egúngún pípè
9. Òkan lára pàtàkì ẹsìn lánwùjọ nípé _____ (a) Ò n kọ wa bí a se n hu iwà lánwùjọ (b) Ò n se okùnfa wàhàlà àti àìbaléokàn (d) Ò n ṣiṣe fún orin kíkò àti ijó jíjọ
(e) Ó n kọ ni bi a se n jalè
10. Òkan lára ipò Olódùmarè ni _____ (a) Kì í se àkóso ayé (b) Ó n fún wa ni óúnjẹ (d) Kò ní àfiwé (e) Kò tóbi jù
11. Òkan lára àwọn òrìṣà ilé Yorùbá ni _____ (a) Ògún (b) Balógun (d) Buda t (e)
Lámúrúdu
12. Òrúnmílà ni ó fi ẹsìn _____ lélé (a) Òrìṣà Nílá (b) Ẹṣù (d) Ifá (e) Sàngó
13. Ẹni tí ó n se isẹ̀lópáá láàrín àwọn òrìṣà Yorùbá ni _____ (a) Ẹṣù (b) Oya (d)
Ògún (e) Obatálá
14. Báwo ni omókúnrin se máa n kí àwọn òbí ré? (a) Ní pa bíbà wón lówó (b) Nípa pípè wón lórúko pé, "Lágbájá, káàárò" (d) Nípa dídòbalé gbalajá pé, "Bàbá àti iyá a mi, ẹ káàárò sà/mà" (e) Nípa síso pé, "Báwo lówó, só o wà pa dáadáa »
15. Ìdílé Arabanbi? (a) Oloya (b) Onílù (d) Babaláwo (e) Olosanyin
16. Kíkó ẹbùn lo ilé iyawó láti òdò àwọn ẹbí _____ (a) igbéyàwó

(b) idána (d) igbéyàwó (e) ijóhẹn

LÍTÍRÉŞÒ ÈDÈ YORÙBÁ

17. Isaré tí a fi n ki èniyàn níbi ayeyẹ ni _____ (a)Ìsọmọlórúko (b)Olele (d)Alamò
(e) Ràrà
18. Níbi _____ ni a ti máa n ko orin "Orí i mi sìn mí lo" ? Níbi (a) isinkú
(b) isílẹ (d) igbéyàwó (e) iwúyẹ
20. Àkójọpòròròlogbón tí a fi èdè dídùn gbé jáde ni _____ (a) rára (b) Olele
(d) Ìjálá (e) Ewì alohùn
21. Àrańgbó kékeré ni _____ (a) Èşù pípè (b) Aro jíjá (d) eşẹ Ifá (e) egúngún
pípè
22. Àfò tó kún fún imò ìjìnlẹ, oğbón àti irírí àwọn àgbà ni _____ (a) àlò àpamò
(b) àrò jíjá (d) Owe (e) Ofo
23. Ewì alohun ti a fi n se aponle eniyan ni _____ (a)Ofo(b)Oriki(d) Alo

Ètò Ìró

24. Òpómúlérí nínú gbólóhùn ni _____ (a) ọrò ise (b) ọrò orúko (d) ọrò àpónlé (e)
ọrò àpèjúwe tí a lò
25. Àlífábéęti mélòó ló wà nínú èdè Yorùbá? (a)Mééédógún (b)Márundílógóji
(d) Mééédógbòn (e)Eyo méta péré
26. Şe àpèjúwe iró èdè wònyí:Ìró "P" (a) Àfeyínfètèpè (b) Afèrigipè
(d)Afèrigifètèpè (e) Afi tòn-án-ná pè
27. Ìró "m" (a) Afèjìtèpè (b) Àfeyínpè(d)Afàfàşèpè (e)Afàfàşèfètèpè
28. Ìró "f" (a) Àfeyínfètèpè (b) Ahánudíepè (d) Afeyínfèrigipè
(e) Afàfàşéfitán-ná pè
29. Ìró "a" (a) Ahánudíepè (b) Àyannupè(d)Àhanupè (e)Ahánudíepè
30. Ìró "o" (a) Ahanupe roboto (b) Ayanupe perese (d) Ayanudiepe (e)ahanupe

APÁ KEJÌ

Kọ àròkọ tí kò jú ila mewaá lọ lórí òkan nínu àwọn kókó ọ̀rọ̀ yìi

(1) Iṣẹ́ tí mo fẹ́ yàn láàyò lójó iwájú

(2) Èròngbà mi léyìn ilé ẹ̀kọ̀ girama kékeré

APÁ KETA

Dáhùn ibéère méjèjì yìi.

1. Ṣe àpẹ̀júwe ọ̀nà ṣẹ̀nupè ìró fáwẹ̀lì a àti i bí ó ti ṣe sùyo nínú àtẹ́ fáwẹ̀lì èdè Yorùbá.
2. Irú ìró wo la le pe ìró b àti r nínú àtẹ́ kónsónántì èdè Yorùbá?