

# Improving Students' Achievement in Yoruba Vocabulary: Implication for Teacher Subject Mastery and Passion for Teaching

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## Abstract

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*This study investigated the relative and joint contributions of teachers' subject matter competence and passion for teaching to achievement in Yoruba vocabulary among senior secondary school students in Ona Ara Local Government Area of Oyo State using correlational design. Four research questions were answered in the study in which the participants were 800 students and 20 teachers. Three instruments: Achievement test in Yoruba language vocabulary ( $r = 0.78$ ), Teacher subject mastery scale ( $r = .81$ ) and Questionnaire on teachers' passion for teaching ( $0.87$ ) were used in data collection. Data collected were analysed using Pearson product moment correlation and Multiple regression at .05 level. Findings revealed that there were positive significant relationships between teachers' subject matter competence ( $r = 0.166$ ) and teachers' passion ( $r = 0.282$ ) for teaching and achievement in Yoruba vocabulary. The joint effects of the independent variables were also found to be ( $R = .389$  and a multiple  $R^2$  of .184) significant at .05 level. This accounted for 18.4% of the total variance in Yoruba language vocabulary achievement. The findings of the study further showed that teachers' subject matter competence ( $\beta = .064$ ) and teachers' passion for teaching ( $\beta = .281$ ) contributed to achievement in Yoruba language vocabulary. Based on the findings of the study, it is recommended that Yoruba language teachers should attend regular workshops, seminars and training programmes that are focused on teachers' subject area, in order to increase their knowledge in teaching the language. Also, teachers welfare should be improved to engender in them passion for teaching.*

**Keywords:** Teachers' subject matter competence and passion for teaching, Predictors, Achievement in Yoruba language vocabulary, Ona-Ara Local Government, Oyo State.

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## Introduction

The importance of Yoruba language among the Yoruba people is immense, It is a means to sharing a common identity and maintaining unity among its users. Yoruba language, like any other language, brings to life the deeds of kings and emperors for younger generations. It affords people to know about the causes of past socio-political and economic instability and insecurity, and how stability, national security and conflict prevention were tackled. Within the language, the Yoruba express their feelings, aspirations, desires, and interact with one another as far as human society is concerned. Yoruba language is a mirror that reflects the worldview of its people. It anchors the core values of Yoruba and propagates their culture. Ijiwola (2012) emphasized that Yoruba language and culture are inseparable. It is a means through which disintegration is prevented among the social group. This is important because development of one influences the other while degeneration of one affects the other.

The language is taught and used as a medium of instruction at the elementary level of education up to primary three where it is the language of immediate environment (NPE, 2013). In

career choice, Yoruba language is one of the important Arts subjects that are required for admission into certain courses at the tertiary level of education. For instance in the Faculty of Law, to study Civil and Commercial Law, Students need credit passes in any three Arts or Social Science subjects; in the Faculty of Arts and Humanities, to study Language Arts and Yoruba, Yoruba (Philosophy, Yoruba and Communication Arts; Yoruba/Religious Studies; Yoruba/Music/Drama Theatre Arts; in the Faculty of Education, Yoruba language is one of the teaching subjects. Though Yoruba language is not a compulsory subject for admission in tertiary institutions of learning like English language, it is a required subject to qualify students to study some courses. The utility of Yoruba Language, notwithstanding, reports show that students do not attain high grades in the subject at public examinations. this has been partly traced to their poor knowledge of Yoruba language vocabulary.

For example, the West African Examinations Council (WAEC)'s *Chief Examiner's report* in 2014, 2015 and 2016 revealed that many students misinterpreted the terms, idioms and words which showed they lack indepth knowledge of Yoruba vocabulary. Thus, it can be extrapolated from

this report that students need adequate knowledge of Yoruba words, terms and proverbs and meaning to do well in the examination. The poor grades of students in Yoruba language have implications on students' career choice, moral development and total way of life.

Vocabulary is crucial to every stage of learning. It is central to all stages of learning because it makes up the total aspect of learning. Vocabulary are words which makes up a whole language. Adequate knowledge of the vocabulary of a language makes the language speaker to be proficient in the language. In foreign language learning, vocabulary is the first component the learners need to learn. Vocabulary is a sole component of a language. A lack of vocabulary mastery will lead to communication breakdown. Besides for communication purpose, vocabulary mastery is also needed for the sake of accessing knowledge. Vocabulary has been given different definitions by different scholars. Ijiwola (2012), defined it as knowing the names of things and understanding feelings and concept. To Fadimilehim (2010), it is a reflection of an individual's knowledge and concepts in a particular area and to Dahunsi (2004); it is all the words used in a language. It is also the collection of words a person knows uses in speaking or writing. Kamil & Hiebert (2005); Vocabulary is generically the knowledge of words and word meanings. More specifically, vocabulary refers to the kind of words that students must know to read increasingly demanding text with comprehension. This has been described as the knowledge of the quantity of words and word meaning that one has in a particular language (Thornbury & Harmer 2002). It has also been described as not just knowing the dictionary meaning or meaning of a word, it also means knowing the words commonly associated with it (its collocation) as well as its connotation including its register and its cultural accreditations (Thornbury & Harmer 2002). Vocabulary knowledge has also been viewed as the size or number of words that a particular learner knows in a language (Anderson and Freebody 2000). It is something that expands and deepens over time. The vocabulary of a language is always changing and growing. As life becomes more complex, people devise or borrow new words to describe human activity, and they change the meanings of existing words to fit new circumstances. No one knows the exact number of English words today, but there are probably about 3million (Encyclopaedia, 2012). Rich

vocabulary instructions could add approximately 400 words per year to student's word knowledge (Graves, 2006).

Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible (Rupley, Logan & Nichols, 1998, 99). Students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of word knowledge indicates that if students do not adequately and steadily grow their vocabulary knowledge, comprehension will be affected (Chall & Jacobs, 2003).

Vocabulary knowledge is also essential in the effective use of language skills for communication. Gifford (2013) explained the relationship between vocabulary and language skills. The vocabulary which helps in understanding the reading and listening linguistic input is reading and listening vocabulary. Reading vocabulary is the largest as it helps in recognition and comprehension while reading. Listening vocabulary is supported by the situational and non-verbal clues. In addition, vocabulary and comprehension are strongly related to reading material (Curtis, 2006). The vocabulary which is used for written and spoken communication is writing and speaking vocabulary. Writing vocabulary is inspired by the verbal ideas of the users but speaking vocabulary is used incorrectly without the awareness of nuances which are compensated by non-verbal clues. Therefore, whether it is receptive (passive) or productive (active), vocabulary is important for the improvement of four language skills as well as for effective communication (Gifford, 2013).

Vocabulary knowledge contributes to comprehension, fluency and student achievement. Vocabulary is the set of words within a language that one is familiar with. A vocabulary usually develops with age and serve as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning Yoruba language. It has been clearly established that there is a strong relationship between the knowledge of words and word meanings (vocabulary) and usage of word meaning (semantics)

(Dahunsi, 2004). Given the importance of Yoruba language in education and as a language of wider communication, the need for vocabulary development from primary school to the university is highly essential. Students therefore must develop their vocabulary to be able to cope satisfactorily with their reading capacity. Versed knowledge in vocabulary will afford the students the opportunity to derive meanings more easily from whatever they read than someone who has poor vocabulary (Graves, 2006).

Despite the importance of vocabulary in the teaching and learning of languages in Nigeria, reports have indicated that students exhibit gross deficiency in vocabulary achievement due to their limited vocabulary knowledge (Dahunsi, 2004; Biemiller, 2005; Owooke, 2011). Empirical literature has documented efforts of scholars in scaling up the performance of students in vocabulary. These include adoption of learners centred strategies for teaching vocabulary explicitly in schools (such strategies includes; instructional strategy (Kolawole, 2003), componential analysis (Fakeye, 2006), memorization strategy (Fadimilehin, 2010), content based instruction strategy (Olurankinse, 2011), semantic gradient (Oji, 2014), list-group-label strategy (Enu, 2016). It could be deduced from these studies that they all focused on English language, without considering Yoruba language vocabulary. Again, the studies placed little emphasis on other teacher related variables in research. These includes teachers' subject matter competence and passion for teaching.

The mastery of subject matter is an essential skill that a teacher requires to be endowed with, in the teaching and learning process as it has a direct impact on teaching and learning process in schools. Teachers must be knowledgeable in their area of study (Kimberly 2009). Teachers are required to know what they are teaching because understanding of subject matter by a teacher implies that the teachers is able to grasp the main points and teach them to the learners, and to correct any misconceptions of knowledge, and all this revolves around the teacher's understanding of the subject matter. The teacher's mastery of the subject matter influences the learners understanding of the subjects they learn, performance and the eventual attainment of national goals. Mastery of the subject matter by the teachers helps them to impart knowledge effectively and confidently. It is through the mastery of subject

matter that the teachers are able to impart the right skills of communication, collaboration, critical thinking and creativity that are based on the three learning domains of cognitive, affective and psychomotor. The learner gets maximum benefit from teacher-learner relationship that is based on teacher's competence in the delivery of subject content. (Hattie, 1992, 1993a, 1993b, 1997, 1999), the focus to have a powerful effect on achievement, is where excellent teachers come to the fore – as such excellence in teaching is the single most powerful influence on achievement. Darling Hammond (2000) postulates that among other things, teacher's knowledge of teaching and of subject matter and qualifications attained in teacher training largely determine the effectiveness of a teacher.

Fakeye (2012) reasoned that the teacher must possess the knowledge and skills needed to attain the goal and must be able to use that knowledge and skills if the goals are to be achieved. It has been established that there is a high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends on the teachers' knowledge of the subject matter. Teachers are handicapped if they are unfamiliar with the body of knowledge taught and teachers' characteristics is subject specific. Adediwura and Bada (2007) stated in their study that nobody could teach what he does not understand or know. They went further to state that teachers must thoroughly understand the content of what they teach. A teacher whose understanding of topic is thorough uses clearer language, their discourse is more connected, and they provide better explanations than those whose background is weaker. The way the students perceive the teaching in terms of their teacher's knowledge of content of subject matter may significantly affect the students' academic performance. Because of this, the teacher should therefore master the subject matter before teaching commences. Most teachers go into teaching without knowing what to teach. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter.

Various researches (Hasbun 2013; Darling-Hammond 2000; Fakeye 2012; Adeosun and Ijiwola 2012) have revealed that factors such as subject matter knowledge, knowledge of teaching and learning, has established a strong connection in the classroom

between teacher quality and students' achievement. Studies have also shown that teacher quality whether measured by content, experience, training and credentials or general intellectual skills are strongly related to students' achievement (Darling- Hammond, 2000 and Anderson, 2000). Researchers and analysts argued that assigning experienced and qualified teacher to low performing schools and students is likely to pay off in better performance gaps (Adegbile and Adeyinka, 2008). The above strongly shows that teachers' subject matter knowledge (competence), is a strong variable indicating students' performance. Rothstein (2010) stated that teacher subject knowledge exerts a statistically and quantitatively significant impact on student achievement.

Most Yoruba language teachers do not possess the mastery of the subject. The reason for this may be that though they speak the language they may have not acquired and mastered the vocabulary of the language. Subject matter knowledge is a variable that is related to teacher effectiveness. There is therefore, the need to find out through research the influence of teachers' subject matter competence on students' academic achievement in Yoruba vocabulary. Studies on the influence of teachers' subject matter competence has been carried out on different subjects such as English, Mathematics, Chemistry and Literature-in-English but the extent to which it will predict students' achievement in Yoruba language vocabulary has not been determined in Ona-Ara Local Government of Oyo State.

Another factor is teachers' passion for teaching. Passion for teaching, a strong motivational factor that affects teachers' performance, is closely connected to teachers' commitment to teaching. Passion is the level of attachment of a teacher to the job. Passion is "a strong inclination or desire towards an activity (e.g., one's job) that one likes (or even loves) and finds importance and in which one invests time and energy" (Carbonneau, Vallerand, Fer net, & Guay, 2008, p.978). Commitment to the profession is generally the degree to which one has a positive, affective attachment to one's work (Coladarci, 1992; Firestone & Rosenblum, 1988). In this study, passion for teaching will be used interchangeably with commitment to teaching. Passion is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of

students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way. Passionate teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication. Passionate teaching brings value to learning because of its motivational properties and because it's perceived as caring, valued, by the learner (Carbonneau et al, 2008). Passionate teachers are distinguished by their commitment to achievement of their students. So a teacher with positive passion may then create a positive learning spiral where thoughts are expanded and lifted, which increases learning potential. Concepts are better remembered from an enthusiastic teacher and intense emotions improve memory for central detail. Firestone and Pennell (1993) noted that low teacher commitment can contribute to a reduction in student achievement. Teachers with lower levels of commitment develop fewer plans to improve the academic quality of their instruction. They are less sympathetic toward students, have more anxiety, and have less tolerance for frustration in the classroom (Firestone & Pennell, 1993). But, when a teacher teaches with passion, there is students' enthusiasm towards learning and enthusiastic response to the subject matter and work.

### **The Problem**

Vocabulary is the engine room of language use. Without vocabulary knowledge, there will be a breakdown in accessing background knowledge, expressing ideas, communicating effectively and learning new concepts. However, reports have it that the performance of students in Yoruba language vocabulary at the senior secondary school level of education has not been encouraging. Efforts at addressing this problem had led researchers to experiment with various strategies. In spite of significant contributions of these studies, the trend of poor performance still continues. This study shifted focus on teacher related variables such as teachers' subject matter competence and passion for teaching. Previous studies on these variables confirmed their strong influence on academic success in English, Literature-in-English and Chemistry but the extent to which they could predict achievement in Yoruba language vocabulary in Ona Ara Local Government Area of Oyo State has not attracted much research. Hence, this study investigated the extent to which teachers' subject matter competence and passion for teaching could predict students' achievement in

Yoruba language vocabulary among public senior secondary school students in Ona-Ara Local Government of Oyo State.

### Research Questions

The study provided answers to the following research questions:

- What relationship exists between the dependent variable (Yoruba language vocabulary) and the independent variables (teachers' subject matter competence and passion for teaching)?
- What is the composite contribution of teachers' subject matter competence and passion for teaching to students' achievement in Yoruba language vocabulary?
- What is the relative contribution of teachers' subject matter competence and teachers' passion for teaching to students' achievement in Yoruba language vocabulary?

### Significance of the Study

The study investigated teacher-related factors as predictors of senior secondary students' achievement in Yoruba vocabulary in selected public schools in Ona-Ara Local Government Area of Oyo State. Findings from this study revealed that teacher subject matter competence and passion for teaching could influence students' achievement in Yoruba vocabulary. The study would also contribute to research efforts geared towards finding a permanent solution to the problems of poor performance of students in Yoruba vocabulary and Yoruba language as a whole. It will also serve as an eye opener to teachers and other stakeholders on which of the

teacher-related factor could most predict students' learning outcomes in Yoruba language.

### Methodology

The study covered SSII students from twenty (20) senior secondary schools in Ona Ara Local Government Area of Oyo State. This study adopted the descriptive design of a correlational type. This is appropriate since the researcher has no direct control of the independent variables as their manifestations have already existed. The target population of the study consisted of all senior secondary school students, class two (SS2) and their Yoruba language teachers in Ona-Ara Local Government Area of Oyo State. Twenty (20) senior secondary schools were randomly selected in Ona-Ara Local Government Area of Oyo State. From each selected schools, one intact class of S.S. II students were randomly selected. All S.S 2 Yoruba language teachers in the selected schools were involved in the study. In all a total of 800 students and 20 Yoruba Language teachers participated in the study. Three instruments: Achievement test in Yoruba language vocabulary ( $r=0.78$ ), Teacher subject mastery scale ( $r=.81$ ) and Questionnaire on teachers' passion for teaching (0.87) were used in data collection. Data were analysed using Pearson product moment correlation and Multiple regression analysis at 0.05 level of significance.

### Results

**Research Questions 1:** What is the relationship between independent variables (teachers' subject matter competence, passion for teaching) and students' achievement in Yoruba vocabulary?

**Table 4.1: Correlation Matrix showing the correlation between teachers' subject matter competence, passion for teaching and students' achievement in Yoruba vocabulary**

V a r i a b l e	Students' achievement in Yoruba vocabulary	Teachers' subject matter competence	Passion for teaching
Students' achievement in Yoruba vocabulary	1		
Teachers' subject matter competence	0.166*	1	
Passion for teaching	0.282*	0.207*	1
M e a n	2.51	7.16	4.74
S . D	1.80	1.27	1.85

\*Denotes correlation at 0.05 level of significant

Table 4.1 shows that there is positive weak significant relationships between teachers' subject matter competence and students' achievement in Yoruba vocabulary ( $r = 0.166$ ;  $P < .05$ ). This implies that for students' achievement in Yoruba vocabulary to improve, there must be an improvement in the teachers' subject matter competence. Teachers' passion for teaching also has positive and weak significant relationship with students' achievement in

Yoruba vocabulary ( $r = 0.282$ ;  $P < .05$ ), this implies that teachers' passion for teaching is positively related to students' achievement in Yoruba vocabulary.

**Research Question 2:** What is the composite contribution of the independent variables (teachers' subject matter competence and passion for teaching) to students' achievement in Yoruba vocabulary?

**Table 4.2: Summary of Multiple Regression Analysis showing the composite contribution of the independent variables (teachers subject matter competence and passion for teaching) to students achievement in Yoruba vocabulary**

Mode	Sum of squares	Df	Mean Square	F	Sig.	Remarks
Regression	5.170	2	2.58	.77	.01	Sig.
Residual	56.735	17	5	5	7	
Total	61.906	19	3.337			
R Square = .184 Adjusted R <sup>2</sup> = .124 Std error of the estimate = 2.82685						

Table 2 shows the composite contribution of the independent variables (teachers' subject matter competence and passion for teaching) to the dependent variable that is, students' achievement in Yoruba vocabulary. The significance of the composite contribution was tested at  $P < .05$ . Table 4.2 shows that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 0.775 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant. Table 4.2 further revealed a

coefficient of multiple correlation ( $R = .389$  and a multiple  $R^2$  of .184). This means that 18.4% of the variance was accounted for by the independent variables when taken together and that other variables not included in this model may have accounted for the remaining variance.

**Research Question 3:** What is the relative contribution of the independent variables (teachers' subject matter competence and passion for teaching) to students' achievement in Yoruba vocabulary?

**Table 3: Summary of Multiple Regression Analysis showing the relative contribution of the independent variables (teachers subject matter competence and passion for teaching) to students achievement in Yoruba vocabulary**

M o d e l	Unstandardized Coefficient		Standard Coefficient	R a n k	t	S i g
	B	Std. Error	B e t a			
( C o n s t a n t )	19.051	4.172				.000
Teachers subject matter competence	.009	.033	.064	2 n d	.276	.004 *
Passion for teaching	.087	.072	.281	1 s t	1.212	.023 *

\*Denotes correlation at 0.05 level of significant

Table 3 revealed the relative contributions and levels of significance of the independent variables expressed in beta weights to the dependent variable (students' achievement in Yoruba vocabulary). The relative contribution of teachers' subject matter competence to students' achievement in Yoruba vocabulary was significant ( $\beta = .064$ ,  $t = .276$ ). The relative contribution of teachers' passion for teaching students' achievement in Yoruba vocabulary was also significant ( $\beta = .281$ ,  $t = 1.212$ ,  $P < .05$ ).

### Discussion of Results

#### **Relationship between teacher subject matter competence, teachers' passion for teaching and students' achievement in Yoruba vocabulary**

The study showed that teachers' subject matter competence and passion for teaching had positive significant relationship with students' achievement in Yoruba vocabulary. A possible reason for this is that when teachers have good knowledge of subject matter, they are able to use simple illustration, correct explanations and definition of concepts that will enable students to learn and excel. This is because there is high correlation between what teachers know and what they teach. Teachers' knowledge of subject matter largely determine the effectiveness of a teacher. Mastery of the subject matter by teachers helps to impart knowledge effectively and confidently. Also, passion for teaching as a motivational factor drives teachers for better student accomplishment. Teachers with passion are fiercely devoted to their work and greatly inspire their students. Passion for teaching drives teachers for better student accomplishment. The findings were consistent with those of Ehindero and Ajibade (2000), Kushman (1992) and Rosenholtz (1989) who reported that there is a strong connection between teacher subject matter competence, teachers' passion for teaching and students' achievement. This findings was consistent with Fakeye (2012) who found out that teachers' mastery of subject matter contributes significantly to students' academic achievement. Adediwura and Bada (2007) reported that subject mastery is significant to learning outcomes due to strong relationship between students' perception of teachers' knowledge of subject matter and academic performance. Riehl & Sipple (1996) in their research also show that teacher commitment significantly impact student achievement. However, the study negates the findings of Kushman (1992) who

observed that there were positive non-significant relationship between teacher commitment and students' achievement.

#### **Composite contribution of teachers' subject matter competence and passion for teaching to students' achievement in Yoruba vocabulary**

The study found that the composite contribution of the independent variables (teachers' subject matter competence and passion for teaching) to the dependent variable was significant. An explanation for this can be due to the fact that what teachers know is what they teach. Nobody can teach what he/she does not understand or know. The teacher's mastery of the subject matter influences the learner's understanding of the subject they learn, performance and the eventual attainment of the national goals. Also, when a teacher has passion, he/she will search for current information, give remedial assistance to students when needed and take teaching as their life. All these, reflex in the way they interact with the students in the class. This is consistent with Olowoyeye and Abioye (2014); Monk and king (1994); Firestone and Pennell (1993); Hanushek and Rivkin (2006) who in their separate studies reported that teacher subject matter competence and passion for teaching contributes majorly to students' achievement in vocabulary.

#### **Relative contribution of teacher subject matter competence and passion for teaching to students' achievement in Yoruba vocabulary**

The study found that the relative contribution of teacher subject matter competence and passion for teaching to students' academic achievement was significant. This might be in connection to the fact that teachers' subject mastery and passion for teaching have been identified in education as essential factors that influence learning. Mastery of subject matter enables the teacher to teach and explain the subject matter content well and make the learners conceive early. Passion for teaching contributes to teacher's motivation and performance. Passionate teachers have an effect on student achievement. There is a strong correlation between passionate teaching and successful student learning. The findings corroborate with the popular belief that teachers' own knowledge of subject matter influences their effort to help students learn. It is also in line with the view of Johannes.M and Ludger.W (2010) who found a significant effect of teacher

subject knowledge on student achievement. Also, Rothstein (2010) in his research, found that teacher subject knowledge exerts a statistically and quantitatively significant impact on student achievement. However, the study negates those of Firestone & Rosenblum, (1988) who observed that teacher passion for teaching may not necessarily contribute much to student learning.

### Summary of Findings

The study investigated teachers' subject matter competence and passion for teaching as predictors of students' achievement in Yoruba vocabulary.

Findings of this study revealed that:

- Teachers' subject matter competence and passion for teaching have positive significant relationship with students' achievement in Yoruba vocabulary.

- The composite contribution of the independent variables (teachers' subject matter competence and teachers' passion for teaching) to the dependent variable (students' achievement in Yoruba vocabulary) is significant.

- The relative contribution of the independent variables (teachers' subject matter competence and teachers' passion for teaching) to the dependent variable (students' achievement in Yoruba vocabulary) is significant.

- The two independent variable (teachers' subject matter competence and passion for teaching), are good predictors of students' achievement in Yoruba vocabulary.

### Conclusion

The study investigated teachers' subject matter competence and passion for teaching as correlates of students' achievement in Yoruba vocabulary in Ona -Ara local Government Area of Oyo State. Findings revealed that teachers' subject matter competence and passion for teaching influenced students' achievement in Yoruba vocabulary. It can, therefore, be concluded that when teachers are committed to their profession, and they demonstrate good knowledge of what they teach, they tend to impact positively on the learners.

### Recommendations

Based on the findings of the study, it is recommended that:

- Teachers should attend regularly organise workshops, seminars and training programmes that

are focused on teachers' subject area, in order to increase their knowledge of Yoruba vocabulary.

- Also, teachers should endeavour to develop themselves by engaging in further studies, for deeper knowledge.

- Teachers of Yoruba language should be given all the needed motivations so as to make them committed to their job.

- The welfare of teachers must be improved upon to engender passion for teaching on the part of teachers. .

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