

# Differential Achievement of Students in Yorùbá Language Based on Teachers' Teaching Experience and Professional Qualifications in Ilesa Metropolis, Osun State, Nigeria

**Esther Ademidun Aduroja, Ph.D**

*University of Ilesa, Osun State*

## Abstract

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*The study investigated the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications in Ilesa Metropolis, Osun State, Nigeria. Teacher's Competency Theory was used to back up the study. The research design adopted was the mixed methods (Quantitative and Qualitative). Two hundred and twenty (220) senior secondary school students and five Yorùbá language teachers participated in the study. The instruments used for data collection were Teachers' Qualification and Experience Scale (TQES), Yorùbá Language Achievement Test (YLAT) and In-depth Interview Guide (IIG). Data collected were analysed using t-test at 0.05 level of significance. Findings revealed that there are significant differences in the performance of senior secondary school students taught by professionally qualified and non-professionally qualified and by experienced and inexperienced Yorùbá language teachers. This implies that professional qualification and teaching experience are key requirements for effective teaching of Yorùbá language in the senior secondary school. Based on the findings, it is recommended that the Yorùbá language teachers should attend conferences, seminars, workshops, pre- and in-service training programmes for their growth. They must also continually develop themselves through higher degree programmes.*

**Key words:** Teacher's professional qualifications, Teacher's teaching experience, Students' academic performance, Achievement, Secondary school students in Ilesa Metropolis.

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## Introduction

The languages of a nation, according to Malgwi (2009), are part of her natural resources. While the desirable benefit has positive correlation with the quantity of natural resources, harnessing the resources of language for nation building poses challenges to multi-lingual nations. Agbedo (2000) posits that language exists by virtue of a sort of contract signed by the members of a community. He states that language is the culturally established rules which govern all forms of linguistic communication within any given community of speakers that share common linguistic knowledge. Ngbodile (1999) itemises nine importance of language in man's life: Vehicle for communication, Vehicle for learning, Vehicle for social interaction, Vehicle for the storage of information and learning artifacts, Vehicle maintenance and transfer of culture, A polishing tool, An excavating tool, A building tool and A means of personality development.

A number of problems affecting the use/teaching of Nigerian languages have been identified and discussed by many scholars (Balogun, 2013; Fakeye, 2011). Unfortunately, the problems have persisted over the years. Adeyinka and Aduroja (2013) find out that the languages taught, the qualifications of those who teach them, the curriculum used for teaching, the facilities available for teaching/learning and the attitude of learners and their parents to the languages taught in public and private primary and secondary schools have revealed that the problems are still with us today as they were more than forty years ago. Okebukola in Ngada (2008), while remarking on teachers' quality, observed that over 80% of respondents in a survey research were of the view that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of

professionalism. Researches (Fakeye 2012 and Hasbun, 2013) 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.

According to Adeosun (2008), the fundamental cause of a poor performance of a Yorùbá child in his mother tongue could be attributed to the issue of colonialism. The contention started when the British came to colonise Nigeria, a country with a multiplicity of peoples, cultures and languages under the guise of religion. It was not long when their missions began to manifest. They succeeded in controlling the economy, politics and cultures of their host nation. Since then, African countries, as colonies and even today as neo-colonies, came to be defined and to define themselves in terms of the languages of Europe: English-speaking, French-speaking or Portuguese – speaking African countries. The impact of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. However, Olarewaju (1986) and Nwagbo (1995) were of the opinion that ignorance of the teachers or neglect of activity- oriented methods by the teachers grossly contribute to students' low performance. Owolabi (2012) concluded from the results of his study that teacher's academic qualification only is not enough to positively affect academic performance of secondary school students but a professional qualification in a specified field of study. The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning. Ngada in Fajonyomi (2007) emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and

Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired.

The study established that required professional qualifications and adequate teaching experience of the Yorùbá language teachers had positive impact on the performance of secondary school students in Yorùbá language. The findings of the study have also revealed the differential performance of the students taught by the teachers, hence the importance of the professional qualifications of Yorùbá language teachers would be revealed. It would also emphasise the role of teaching experience because the results would show the differences in the performances of students taught by experienced and inexperienced teachers. Arising from all these, the findings would pave way for further research on teaching and learning of Yorùbá.

The theory that underpinned this study is Teacher's Competency Theory proposed by Tucker and Cofsky (1994). According to Nessipbayeva (2012), competence is interrelated with three measurable domains, namely knowledge, skills, and attitudes. There are five main components of competence, namely knowledge, skills, self-concept and values, characteristics, and motives (Tucker and Cofsky, 1994). The knowledge component refers to the information and learning of an individual. The skills component refers to one's ability to perform certain tasks. The self-concept and values component refers more to one's attitude, values, and self-image. The characteristics component refers to a person's physical features and responses, which are consistent with the situation or information, while the motives component refers to the same emotions, desires, physiological needs, or impulses that act promptly.

The professional competence that teachers must achieve includes the aspects of professional behaviours and values, knowledge

and understanding, teaching, and learning skills. In general, competence refers to the knowledge, skills, and personal characteristics that are necessary to carry out tasks or responsibilities (Ibrahim, Razak, and Kenayathulla, 2015) or the required abilities, knowledge, skills and attitudes one must have to handle tasks successfully (Carrarciao and Englander, 2004; Sahin, 2004). In the context of education, a teacher's excellent competence will have the impact on student's success, hence this theory is considered appropriate to this study. The theory is relevant to this study because teacher's qualification and teaching experience are indices of teacher's competence.

Afangideh (2011) observed that professional preparation is needed by teachers, through adequate and informed exposure to courses for teaching effectiveness as it influences students' performance. Emmah (1998) observed that adequately exposed teachers who employed probing questions, problem-solving skills, discussion and feedback during interaction performed significantly higher than teachers who lacked the exposure. The teacher cannot teach the student well, if he is not well trained and grounded in the subject he is teaching due to poor qualification. If a teacher is not well trained, the learning process will not be effective no matter how carefully a curriculum has been marked out, how detailed and scientifically accurate the textbooks, worksheets, equipment and operating instructions are and how adequate the physical facilities are (Akpan, 2012).

According to Emmanuel (2013), the National Teachers Institute (NTI) identified what could be regarded as the major problem responsible for the falling standards of education in the country. According to the NTI, about 54% of teachers in the country are underqualified to be engaged for the important job of imparting knowledge on the young ones. The institute blamed this ugly trend on the inability of some local governments in the country to adhere to its standing rule that only holders to National Certificate in Education should be employed to teach at the primary school level. The northern

part of the country is singled out as most guilty in violating the rule regarding NCE certificate as the minimum qualification to teach in primary school. At the height of this appalling discovery the Plateau State Education Reform Committee made a startling discovery that out of the 11,000 primary school teachers in the state, only 4,000 are qualified leaving 7,000 unqualified to teach and in Niger State, out of its 22,000 teachers, 7,000 of them were unqualified, and were not supposed to have been engaged in the first-place. Similarly, Etiubon and Benson (2014) found that professionally qualified teachers contributed significantly to quality of education than that of non-professional teachers in Akwa Ibom State of Nigeria

Meaningful improvements in the quality of education that students receive are determined by the quality of teachers (Ewetan and Ewetan, 2015). There are several states in Nigeria whose school teachers at the primary and secondary level are so unqualified that the percentage could be as high as eighty percent (Adesina 1986). Thus the high percentage of unqualified teachers in secondary school is a major factor responsible for the poor students' academic performance. Akpan (2012) examined the impact of teacher-related variables on students' junior secondary certificate results in Namibia using questionnaire, multicorrelation and regression analysis and found that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic performance. Similarly, Daso (2013) carried out a study on teacher variables and senior secondary students' achievement in Rivers State, Nigeria. He reported that there is a significant relationship between teachers' method of teaching, teachers' attitude, teacher quality and students' achievement. In a similar study of the relationship among teacher variables and adult learners' academic performance in the part-time sub-degree programme of the University of Ibadan in Nigeria, Abu and Fabunmi (2005) discovered

that there is a significant and positive relationship between teacher's qualification, age, and years of experience, teacher-learners ratio, and adult learners' academic performance.

The quantitative analyses of Richardson (2008) indicated that measures of teacher preparation and certification are by far the strongest correlates of student in reading and mathematics. The poor qualifications of teachers are a major problem in African Schools (Baloyi 1996). Empirical studies confirm relationships between qualifications of a teacher and learners academic achievement. Unanma (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students and discovered that there is a positive relationship between the variables. This was endorsed by the findings of Adeyemi (2013) in the reports to analysis of the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. Adeyemi's results show that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs.

Etiubon and Benson (2014) found that teachers with long years of teaching experience contributed significantly to the quality of chemistry education compared to their less experienced counterparts. Several studies have found a positive effect of experience on teachers' effectiveness; specifically, the learning by doing" effect is most obvious in the early years of teaching (Rice, 2004 and Bauer, 2005). The twin factor of teacher's qualifications is teacher's experience. Clotfelter et al. (2014) are of the opinion that teacher's experience is consistently associated with achievement and these display a form of heterogeneity across students that may help explain why the observed form of teacher-student matching persists in equilibrium. This opinion is supported by Ogbonnaya's (2009) findings that indicated a significant positive relationship between students' academic achievement in mathematics and teachers' background such as teachers' qualifications and

years of experience, especially from six years of teaching. Student achievement increases with teacher experience, but the linkage is weak and largely reflects poor outcomes for teachers during their first year or two in the classroom (Buddin and Zamarro 2009). Wong's (2013) analysis indicated that teacher's teaching experience matters more for reading than mathematics.

### Statement of the Problem

Yorùbá language is a core subject that is being taught in the secondary schools. It is a required subject for studying Art related courses (Law, Mass Communication, etc.) in the higher institutions. Despite the curricular importance of this subject, the academic performances of students are still very low in it. Some of the factors identified in the literature as being responsible for this low performance are, non-professional qualification and lack of required teaching experience of the Yorùbá language teachers. Previous studies have looked into the influence of the usage of mother tongue, subject mastery, students' characteristics and attitudes, etc. with little attention given to professional qualifications and teaching experience of the Yorùbá language teachers. It is on this premise that the present research sought the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications in Ilesa Metropolis, Osun State, Nigeria

### Research Questions

The following research questions were generated to guide the study:

1. What is the difference between the performance of Yorùbá Language students taught by qualified Yorùbá Language teachers and those taught by unqualified Yorùbá Language teachers?
2. What is the difference between the performance of Yorùbá Language students taught by experienced Yorùbá Language teachers and those taught by inexperienced Yorùbá Language teachers?

### Methodology

The researcher adopted the mixed methods design (Quantitative and Qualitative) for the study. The Quantitative method focused on collection of information on teacher's experience and professional qualifications while the Qualitative focused on interview with selected teachers.

The population of study consisted of all Yorùbá Language teachers and all Senior Secondary School 2 (SS2) Yorùbá Language students in Ilesa Metropolis, Osun State. The researcher randomly selected five senior secondary schools in Ilesa Metropolis. The purposive sampling technique was used to select five teachers teaching SS2 Yorùbá in those schools (one per school). Simple random sampling technique was used to select 44 Yorùbá language students from each school, making a total of 220 students.

Three instruments were used to collect data for the study. The instruments are:

- (i) Teachers' Qualification and Experience Scale (TQES): Teachers' Qualification and Experience Scale (TQES) is a 5-item questionnaire designed by the researcher and validated by Yorùbá language experts and educationists, which sought information on the Yorùbá language teachers' school, professional qualifications, teaching experience and classes taught. It sought to elicit information from respective teachers.
- (ii) Yorùbá Language Achievement Test (YLAT): The Yorùbá Language Achievement Test was constructed by the researcher. It was a general test that was based on the level and curriculum of the students. It was based on comprehension, essay/letter writing, phonetics and phonology, grammar, translation and culture. Twenty five items were set and

they were multiple choice objective questions. The Yorùbá Language Achievement Test (YLAT) was face validated by Yorùbá Language experts and educationist. Its reliability was ascertained through test-retest method to yield a coefficient of 0.76.

- (iii) In-depth Interview Guide (IIG): Structured interview questions of three items were used to complement the quantitative data. The interview was used to seek information from Yorùbá language teachers on their experience as WASSCE and or NECO examiners, teaching strategies and how their students' interest are stimulated in Yorùbá lessons.

The researcher personally visited the schools that constituted the sample of the study. The permission of the school principals was obtained. The Yorùbá language teachers were made to complete the Teachers' Qualification and Experience Scale (TQES). All the five Yorùbá language teachers were also interviewed. The Yorùbá Language Achievement Test (YLAT) was administered on the SS2 Yorùbá students on the same day, with the assistance of five research assistants. The information on the returned Teachers Qualification and Experience Scale (TQES) were used to classify the Yorùbá language teachers into professionally qualified/professionally unqualified groups and experienced/inexperienced teaching groups while each correct answer in Yorùbá Language Academic Test (YLAT) was scored 4 marks. Data collected were analysed using t-test at 0.05 level of significance.

### Results

#### Answering of Research Questions

**Research Question 1:** What is the difference between the performance of Yorùbá Language students taught by qualified Yorùbá Language teachers and those taught by unqualified Yorùbá Language teachers?

In terms of qualification, teachers were classified into two, namely, professionally qualified and non-professionally qualified. Professionally qualified teachers possess either the Nigerian Certificate of Education (NCE) in Yorùbá, the Bachelor of Arts Education Degree (B.A.Ed) in Yorùbá or Bachelor of Arts Degree (B.A) in Yorùbá plus Post Graduate Diploma in

Education (P.G.D.E). Non-professionally qualified teachers are those without any teaching qualification i.e. without the NCE, B.A(Ed) or the B.A. plus PGDE. Two of the Yorùbá language teachers were found to be professionally qualified while three were found to be non-professionally qualified.

**Table 1:** Summary of paired t-test analysis of the scores of students taught by professionally qualified and non-professionally qualified Yorùbá language teachers.

Class of Comparison	Paired Differences					t	Df	P-value
	Mean	S.D	St. Error Mean	95% Confidence Interval of the differences				
				Lower	Upper			
Comparison of SS 2 students taught by professionally qualified and non-professionally qualified Yorùbá language teachers	3.6	1.47	0.566	2.736	4.789	3.49	218	1.263

Tables 1, showed that the p-value of 1.263 which is greater than 0.05 (level of significance) was obtained. This indicates that there is significant difference between the performances of the SS2 students being taught by professionally qualified and non-professionally qualified Yorùbá language teachers. The range of scores showed that students taught by professionally qualified Yorùbá language teachers performed better than those taught by non-professionally qualified teachers.

Language students taught by experienced Yorùbá Language teachers and those taught by inexperienced Yorùbá Language teachers?

The Yorùbá language teachers were classified in terms of experience as: experienced teachers - having at least five years teaching experience and inexperienced teachers - having less than five years teaching experience or no experience in the teaching of Yorùbá. Four of the Yorùbá language teachers were found to be experienced while one was inexperienced.

**Research Question 2:** What is the difference between the academic performance of Yorùbá

**Table 2:** Summary of paired t-test analysis of the scores of students taught by experienced and inexperienced Yorùbá language teachers.

Class of Comparison	Paired Differences					T	Df	P-value
	Mean	S.D	St. Error Mean	95% Confidence Interval of the differences				
				Lower	Upper			
Comparison of SS 2 students taught by experienced and inexperienced Yorùbá language teachers	4.3	1.32	0.575	2.637	4.897	3.37	218	1.353

Table 2 showed that there was significant difference in the performances, i.e. 1.353, which was significant at 0.05 level. The implication of this is that there is significant difference between the performances of the SS 2 students being taught by experienced and inexperienced Yorùbá language teachers. The range of scores showed that students taught by experienced Yorùbá language teachers performed better than those taught by the inexperienced teachers.

### **Discussion of Findings**

#### **Academic Performance of Yorùbá Language Students Taught by Professionally Qualified and Unqualified Teachers**

The study found significant difference between the academic performances of students being taught by professionally qualified and non-professionally qualified Yorùbá language teachers. The scores of the students further showed that the students taught by professionally qualified Yorùbá language teachers performed better than those taught by non-professionally qualified teachers. This may emanate from the fact that a qualified teacher has a good classroom control, effective communication skills and adequate knowledge of the subject and can utilize varieties of teaching strategies in order to enhance students' performance. A qualified teacher can translate knowledge, skills, attitude and values in accordance with certain professional principles.

In line with this assertion, Adeyinka and Aduroja (2013) found that the languages taught the qualifications of those who teach them, the curriculum used for teaching and the facilities available for teaching/learning have influence on the academic performance of students in Yorùbá language. James (1991) also opined that all teachers need breadth and depth in subjects they will teach, including the understanding of the new knowledge and this calls for high professional qualification. Baumert, Blum, Brunner, Jordan, Klusmann,

Krause, Kunter, Neubrand and Tsai (2005) show clear positive effects of pedagogical content knowledge on students' achievement.

#### **Academic Performance of Yorùbá Language Students Taught by Experienced and Inexperienced Teachers**

Findings in this study showed significant difference between the academic performances of students being taught by experienced and inexperienced Yorùbá language teachers. Students' scores showed that the students taught by experienced Yorùbá language teachers performed better than those taught by inexperienced teachers. This could be as a result of the fact that the performance of the students is guaranteed when an effective and efficient instructional process takes place. The quality of education and instruction depends on the arrangement of the resources at the disposal of the teacher. This requires a lot of experience by the teacher. This assertion is in line with Nbina (2012) who found that academic performance of students taught by experienced teachers is significantly better than those taught by inexperienced teachers. Awodi (1984) also observed that students taught by experienced teachers performed better than those taught by inexperienced teachers.

### **Summary of Findings**

The findings drawn from the data analysed could be summarized as follows:

- i. The qualifications of Yorùbá language teachers have significant influence on the performances of students in Yorùbá language. Students taught by professionally qualified Yorùbá language teachers performed better than those taught by non-professionally qualified teachers.
- ii. There is significant difference between the performances of students taught by experienced and inexperienced Yorùbá language teachers. Students taught by experienced Yorùbá language teachers

performed better than those taught by the inexperienced teachers.

- iii. From the interview conducted, some of the teaching strategies used by the teachers during their lessons are: dramatisation, questioning, discussion, storytelling and grouping. Students' interest are stimulated in Yorùbá by first asking about their well-being, giving them opportunity to express themselves, giving them roles to play in dramatic literature, and giving them opportunity to ask questions and make comments.

### Conclusion

The study investigated the differential achievement of students in Yorùbá language based on teachers' teaching experience and professional qualifications. Findings revealed that there are significant differences in the performance of students taught by professionally qualified and non-professionally qualified and by experienced and inexperienced Yorùbá language teachers. It could therefore be concluded from this study that professional qualification and teaching experience are key requirements for effective teaching of Yorùbá language in the secondary school.

### Recommendations

As a result of the outcome of this research, the following recommendations were made:

- ê. Yorùbá language teachers without education certificate should update themselves through Postgraduate Diploma in Education Programme.
- ê. Yorùbá language teachers should be encouraged to attend conferences, seminars, workshops, pre- and in-service training programmes.
3. Experienced Yorùbá language teachers should be given senior classes to teach.
4. The State and Federal Ministry of Education must see teaching qualification as a pre-condition for entry into the

teaching profession, ensuring that only qualified teachers are employed to teach Yorùbá language.

5. Professionalisation of teaching through the establishment of the Teachers' Registration Council of Nigeria (TRCN) is recommended, its enforcement should be encouraged by the State and Federal Government.

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