REVUE INTERNATIONALE DE RECHERCHE EN COMMUNICATION, EDUCATION ET DEVELOPPEMENT (RIRCED)

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3.0. Contributeurs d'Articles

N°	Nom et Prénoms	Articles contributes et Page	Adresses
1	Dr A.V. JIBOWO, & Dr O. ITEOGU,	The possibility of evolving a lingua franca in the 21st century Nigeria: need for leadership and political stability **Page 10-28**	Olabisi Onabanjo University, Ago-Iwoye, Ogun, Nigeria.
2	Dr A. A. ADEYINKA & Mrs. E. A. ADUROJA	Teacher's classroom Behavior and subject mastery as correlates of students performance in Yoruba. **Page 29-58**	Department of Teacher Education, University of Ibadan, Ibadan. Nigeria & Department of Yoruba Language, Osun State College of Education, Ilesa, Nigeria
3	Dr. Ismaila O. O. AMALI,	Meeting the Challenge of accessibility and uttilization of modern instructional materials in rural secondary schools In Nigeria **Page 59-78**	Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Kwara, Nigeria

4	Dr. Adenike Olapeju AKINWUMI	New media political campaigns and violence in Nigeria. **Page 79-100**	Department of mass communication, Bowen University, Iwo, Osun State, Nigeria
5	Dr Alohoutadé Alexandre GBECHOEVI	Symbolisme du mythe et philosophie intellectualiste dans l'évolution de la pensée **Page 101-138**	Département de Sciences Politiques, Faculté de Droit et de Sciences Politiques, Université d'Abomey-Calavi, Bénin
6	M. Olusegun Adegboye GBADEGESIN	La déverbalisation du message comme méthode de traduction **Page 139-159**	Department of French, Ekiti State University, Ado-Ekiti, Ekiti State, Nigeria
7	Dr, Olufunke M. OSIKOMAIYA	Language situation in Nigeria: an examination of the language policy. **Page 160-176**	Department of English Language, School of Language, Tai Solarin College of Education Omu-Ijebu, Nigeria
8	Dr Rita Ochuko MEBITAGHAN	Fidélité et la traduction du culturel : les images dans la traduction française de *Anthills of the Savannah* de Chinua Achebe **Page 177-201**	Department of Languages and Linguistics, Faculty of Arts, Delta State University, Abraka, Delta State, Nigeria.

t of ion, rsity, tate, t de , oit et es , lavi,	**Dr Segun OMOSULE,** & **Mrs. Catherine O. WILLIAMS**	Aesthetics and oral performances **Page 202-227**	Department of English, Olabisi Onabanjo University, Ago- Iwoye, Ogun, Nigeria & Department of English, Tai Solarin University of Education, Ijebu Ode, Ogun, Nigeria.
State o- te, of age, ai e of geria of nd ts, aka, eria.	**Dr Timothy Olugbenro ERINOSHO & M. Olusesan A. OSUNKOYA**	The western powers and Africa's relations, 1945-1990 **Page 228-261**	Department of History & Diplomatic Studies, Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun, Nigeria .

TEACHER'S CLASSROOM BEHAVIOUR AND SUBJECT MASTERY AS CORRELATES OF STUDENTS' PERFORMANCE IN YORUBA

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Abstract

The study investigated Teacher's Classroom Behaviour and Subject Mastery as Correlates of Students' Performance in Yoruba. The study adopted a descriptive design. The population consisted of S.S.II students and the Yoruba language teachers in public senior secondary schools in Ilesa East Local Government, Osun State, Nigeria. The sample comprised eight hundred S.S. II students spread over eight our of the twenty four public senior secondary schools in the Local Government Area. All the twenty four (24) Yoruba language teacher teachers in the eight (8) sampled schools were also used for the study. Two instruments, constructed and validated for data collection were Teacher Classroom Behaviour Observation Scale (r = 0.72) and performance test in Yoruba

language ($r = 0.80$). Data collected were analyzed using frequency counts, simple percentage and multiple regression analysis to test the formulated hypotheses. All the hypotheses were tested at 0.05 level of significance. The study showed that subject mastery of the teachers ($\beta = 0.146$; $t = 4.611$; $p < 0.05$) and teachers' classroom behaviour ($\beta = 0.0102$; $t = 3.112$; $p < 0.05$) related significantly with students' performance in Yoruba language. There is a significant composite effect of teacher's subject mastery, classroom behaviour, teaching experience and teachers' qualification on the academic performance of students in Yoruba language ($F_{(4,825)} = 10.241$, $P < 0.05$). Hence teachers' attitude to work relate significantly to the students' academic performance in Yoruba (Adjusted R^2 = 0.039). Based on the findings, it was recommended that qualified and experienced Yoruba language teachers should be made to handle Yoruba language teaching especially in senior secondary schools. In addition, teachers should be exposed to in-service training to increase their knowledge and skills in the teaching profession.

Keywords: Teacher's Classroom Behaviour, Subject-Mastery, Students' Performance in Yoruba, Yoruba Language, Attitude.

Introduction

Nigeria has been described as a 'linguistic paradise'. This is because the actual number of languages indigenous to Nigeria is still unknown, more languages continue to be discovered while others go into extinction (Emenanjo in Aziza, 2010). It is generally accepted that of the 6000 or so languages of the world, Nigeria alone as over 400 apart from these; English, French, Arabic and the Nigeria Pidgin (NP) also feature prominently in the polity.

Language has been described as the means by which a person learns to organize experiences and thought. According to Adebayo (1995), the child learns to order and react to habits about environment through language. The totality of these habits is what anthropologists refer to as culture; language thus being the main link among all other components of the same culture.

The languages of a nation, according to Malwi (2009) and Wolff (2006) are par 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.

Adeosun (2008) observes that the performances of a Yoruba child in his mother tongue has not been encouraging

31

and the recognition given the English language at the expense of the Nigerian indigenous languages is the bane of this poor performance. The result, according Isola (2010) is that the competence of the child in Yoruba language is dangerously affected.

Adeniyi and Bello (2007), in their study on teacher attitude and student performance in indigenous language in Lagos State found that students' performances, as reflected in their results, do not demonstrated their competence in the indigenous language. Several studies, including Babajide (2001), Oyetade (2001), Igboanusi and Peter (2005) have also investigated the attitude of Nigerians to English versus the various indigenous languages. It was observed by Babajide (2001) that as a result of the perception of English in Nigeria as a unifying tongue with a great instrumental significance, less emphasis was placed on learning and speaking of the various indigenous languages. Presently, Nigerian languages are often associated with unfavorable attitudes.

Ehindero and Ajibade (2000) assert that, "students who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers lack the necessary professional qualification (that is, skills techniques, strategies, temperament of cetera) required to communicated

concepts, ideas, principles et cetera in a way that would facilitate effective learning". They also believed that these deficiencies contribute significantly to the growing rate of failure and subsequent drop out of students in tertiary institution.

Teachers are among the most important payers influencing students' achievement, holding the key to sealing the gaps in students' achievement. It takes a competent teacher to be able to teach the language skills effectively and to make them competent users of the Yoruba language. To improve on these skills in students, the Yoruba language teachers should be effective and competent. Akiri and Ugborugbo (2009) suggest that effective teaching is a significant factor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance.

Over time, pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching Ajao, (2001). It has been observed that teachers have an important role to play on students' academic achievement and they play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe,

33

2001). Both teaching and learning depends on the teacher: No wonder an effective teacher has been conceptualized as one who produced desired results in the course of his duty as a teacher (Uchefuna, 2001l).

This means that the teacher should possess some characteristics to make him an effective teacher. Anderson (1991) in his study added that educator has come to realized that any meaningful improvement in the education that students receive is highly dependent on the quality of the instruction that the teacher provides. Darling-Hammond (2000) emphasized on the characteristics of a teacher. He reported a study carried out by the National commission on Teaching and American's Future on the relationship between teachers' qualification and other school variables such as class size on the achievement of students. The result showed that students who are assigned to several ineffective teachers in a class have significantly lower achievement and gains than those who were assigned to several highly effective teachers. Teacher characteristics has to do with the teacher being able to posses some qualities such as mastery of the subject matter, utilization of instructional materials, the use of an effective teaching methods, and attitude of the teacher toward the subject, among others.

34

Studies have consistently 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). 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 Adeyemi, 2008). The above strongly shows that subject matter knowledge (competence), teachers' qualification, teacher Teaching experience, classroom behaviour (Teachers' Attitude, Teaching skills and teacher-student relationship) are strong variables indicating students' performance.

Anderson (1991) opined 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' 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 they (teachers) must thoroughly understand the content of what they teach. A teacher whose

35

understanding of topic is thorough users clearer language, their discourse is more connected and they provide better explanations than those whose background is weaker. They way the students perceive the teaching in terms of their (teachers) 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.

Teachers' teaching qualification is another characteristic of the teacher. This means that the qualification of a teacher matters when it comes to effective teaching. Darling-Hammond (2000) opined that certificate or licensing status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state

36

approved teacher education program at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught. In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E) as stipulated by the Federal Government of Nigeria (National Policy on Education, 2004).

Teachers' classroom behavior is another characteristic of the teacher that can affect students' performance. In his observational theory, Bandura (1997) demonstrated that behaviours are acquired by watching another (the model, teacher, parent, mentor and friend) that performs the behaviour. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, many teachers seldom realize that how they teach, how they behave and how they interact with students can be paramount to what they teach. This kind of teacher bias, however, can have a negative effect on their self-efficacy perceptions, that is, their personal judgments about their capabilities to organize and execute courses of action required

37

to produce designated types of educational performances (Bandura, 1997; Zimmerman, 1999).

The way the teacher handles the class has a long way to go on the academic achievement achievements. The teachers' classroom behaviour can be exhibited through teachers' attitude towards the subject, the way he or she handles topic taught in class. A teacher who exhibits a good attitude to teaching the English language or any subject should employ a good teaching skills and methods in knowledge delivery. Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serous implications for the learners, the teachers, the immediate social group with which the individual learner relates and the entire school system. A teachers' attitude to teach the language is a very important element of teacher characteristics. A teacher's attitude will determine how he or she will handle the class. Positive teachers' attitudes are fundamental to effective teaching.

Adediwura and Tayo (2007) sees the teacher as one that is interesting and must work his students into such a state of interest in that the teacher is going to teach him that every other object of attention is banished from his mind. The behaviour of the teacher in the class reflects in the way the teacher handles

38

the class. The teacher should be able to employ teaching method and use skills that would bring about effective learning in the class. This means that the teacher should be able to use approaches in a logical fashion, which the students can follow.

Successful teachers tend to be those who are able to use a range of teaching strategies and who use a range of interaction styles, rather than a single, rigid approach (Hanushek, 2005). In addition to the ability to create and adapt instructional strategies, strong research supports has linked student learning to variables such as teacher clarity, enthusiasm, task-oriented behavior, variability of lesson approaches, and students opportunity to learn criterion material (Hanushek, 2005 and Zimmerman, 1999).

Teachers' abilities to structure material, ask higher order questions, use student ideas, and probe student comments have been found to be important variables in what students learn. For instance, teachers who provide structure for their students (e.g. by informing students of what they are to learn and how they are to learn it) are likely to have students who spend more time involved in learning and who, ultimately, learn more. Similarly, teachers who regularly monitor and supervise their students' learning (e.g. by checking student work and helping individual students overcome errors and learning difficulties)

39

are likely to have students who exhibit higher levels of achievement. High levels of learning may occur as well as learners feeling good about themselves and the material they are learning when teachers use instructional time efficiently. Learning takes place with ease and faster under teachers that are well organized. The way teachers interact with students influences their motivation and attitudes towards school. Skillful teachers summarize and link ideas together at the end of his lesson. This would help the teacher review summaries of previous work and help students link what has been learnt to what is coming.

1. Theoretical framework

The theory underpinning this study is the Leary Model of Interpersonal Relationship. The Leary Model has been extensively investigated in Clinical psychology and Psychotherapeutic settings (Stract, 1996). It has proved to be a rather complete model to describe interpersonal relationships (Foa, 1961; Lonner, 1980). In the Leary model, two dimensions are important. Leary called them the Dominance-Submission Axis and the Hostility-Affection Axis. While the two i=dimensions have occasionally been given other names – Brown (1965) used Status and Solidarity, Dunkin and Biddle

(1974) used Warmth and Directivity – they have generally been accepted as universal descriptors of human interaction. The two dimensions have also been easily transferred to education. Slater (1962) used them to describe pedagogical relationships and Dunkin and Biddle (1974) demonstrated their importance in teachers' efforts to influence classroom events.

2. The Problem

There have been reports of persistent poor performance of students in Yoruba language at the Senior Secondary School level of education. Scholars have suspected and speculated that the teachers lack the necessary professional qualification (that is, skills, techniques, strategies, temperament et cetera), subject mastery and classroom behaviour required to communicated concepts, ideas, principles et cetera in a way that would facilitate effective learning have contribute significantly to the growing rate of failure. Hence, this study was carried out to investigate the extent to which teachers' subject mastery and classroom behaviour correlate with students' academic performance in Yoruba language among public senior secondary students in Ilesa East Local Government of Osun State.

41

3. Hypotheses

Three null hypotheses are formulated in this study for statistical analysis.

H1: There is no significant relationship between secondary school teachers' subject mastery and their students' academic performance in Yoruba.

H2: There is no significant relationship between secondary school teachers' classroom behaviour and their students' academic performance in Yoruba.

H3: There is no significant relationship between secondary school teachers' attitude to work and their students' academic performance in Yoruba.

4. Significance of the study

The findings from this study would be useful to teachers, school administrators, Ministries of Education, Teaching Service Commission etc. in the sense that, it would provide useful hints on the evaluation, promotion and appointment of teachers and their teaching output, as perceived by the students who are the direct recipients of the teachers' professional competence or incompetence. It would also be used in understanding classroom interaction between teachers and students, to improve the quality of instruction and can be

used by educational administrators and supervisors during teacher's assessment.

5. Methodology

This study adopted a descriptive design, which involves the use of observation and test for collection of data. This is because the variables studied have already been manifested and the researcher had no control over them.

The population of the study consisted of all Senior Secondary School (SSS) 2 students and their respective Yoruba language teachers in public secondary schools in Ilesa East Local Government Area of Osun State. Nigeria simple random sampling technique was adopted to select the sample which comprised eight out of the twenty four public secondary schools in the study area. In each of the schools, a total number of one hundred (100) SS2 students were selected to participate in the study, making a total of eight hundred (800) SS2 student in all. All the twenty-four (24) Senior Secondary Yoruba language teachers in the selected schools also participated in the study.

Two instruments tagged "Teacher Classroom Behaviour Observation Scale (TCBOS)" and "Performance Test" were designed respectively for the teachers and students, to rate he

43

teachers' subject mastery level and classroom behaviour and to ascertain the students' performance level in Yoruba language. The performance test was constructed by the researchers based on pas Senior Secondary Certificated Examination (SSCE) questions in Yoruba Language.

The instruments were subjected to screening by ex The instruments were subjected to screening by experts in tests and measurement, during which the instruments were subjected to face, content and construct validity. Necessary corrections were made and the instruments were thereafter acclaimed to meet face, content and construct validity. The performance test was administered on a separate group of students from two schools, which are not part of the schools for the main study. The reliability was determined through test-retest method. Yielding a correlation coefficient of 0.80. the reliability of the observation scale was determined using Conbach alpha yielding a co-efficient of 0.72.

The researchers personally visited the schools that constituted the sample of study. The permission of the schools' principals was obtained. The performance test was then personally administered on the SS2 students. The researcher personally supervised the classroom teaching of each of the 24 Yoruba language teachers during which the "teacher

44

Classroom Behaviour observation Scale" was used to rate the subject mastery and classroom behaviour of each of the teachers. Alongside this, the researcher collected information on the Senior Secondary Yoruba Language Teachers about their gender, teaching qualification and teaching experience from the principals' offices.

The data collected was analysed using frequency counts and simple percentages. In addition, multiple regression analysis was used to test the formulated hypotheses. All the

Model	Unstandardized co-efficient (B)	Standardized co-efficient (Standard Error)	Beta (β)	t	Sig.

hypotheses were tested at 0.05 level of significance.

Results

Testing the Hypotheses

Table 1: Summary of Multiple Regression Analysis showing relative influence of Subject Mastery, Classroom Behaviour and Attitude to Work of Teachers on Students' Academic Performance.

45

* Significant at 0.05

H1: There is no significant relationship between secondary school students' academic performance in Yoruba and their teachers' subject mastery.

Based on the results on table 1, subject mastery of the teachers related significantly to the academic performance on students in Yoruba language ($\beta = 0.146$; t=4.611; p<0.05). the null hypothesis 1 is thus rejected. It is thereby concluded that there is significant relationship between secondary school students' academic performance in Yoruba and their teachers' subject mastery.

H2: There is no significant relationship between secondary school students' academic performance in Yoruba and their teachers' classroom behavior.

The results on table 1 reveal that teachers' classroom behaviour related significantly to the academic performance on students in Yoruba language ($\beta = 0.102$; t = 3.112; p<0.05). it is thereby concluded that there is significant relationship between secondary school students' academic performance in Yoruba language and their teachers' classroom behaviour. Hence the null hypothesis 2 is rejected.

Table 2: *Summary of Multiple Regression showing co-efficient of Determination.*

46

Model	R	R^2	Adjusted R^2
1	.207	.043	.039

Table 2 reveals that there is a relationship between all the factors and the academic performance of students in Yoruba (R = 0.207). This leads to the fact that the factors accounted for 3.9% of the total variance in students' academic performance (Adjusted $R2$ = 0.039).

H03: There is no significant relationship between secondary school students' academic performance in Yoruba and their teachers' attitude to work.

The results on table 2 reveal that teachers' attitude to work (as determined by the influence of the factors: subject mastery, classroom behaviour, teaching experience and qualification) contribute significantly to the students' academic performance in Yoruba (Adjusted $R2$ = 0.039). it is thus concluded that there is significant relationship between students' academic performance in Yoruba and their teachers' attitude to work. The null hypothesis 3 is therefore rejected.

Table 3: *Multiple Regression Analysis showing significant status of the Effect of Teachers' Subject Mastery, Classroom Behaviour, Experience and Qualification.*

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	52.83	4	1136.878	10.241	.000*
Residual	103083	824	113.625		
Total	**113269.4**	**828**			

* Significant at 0.05

Table 3 shows that the effect of teachers' subject mastery, classroom behaviour, teaching experience and teachers' qualification on the students' academic performance is significant ($F_{(4.825)}$ = 10.241, $p < 0.05$). Hence, there is a significant composite effect of these factors on the academic performance of students in Yoruba language.

6. Summary of findings

The findings of this study showed that:

1. There is significant relationship between secondary school students' academic performance in Yoruba and their teachers' subject mastery (β=0.146; t = 4.611; $p < 0.05$).

2. There is significant relationship between students' academic performance in Yoruba and their teachers' attitude to work (β = 0.102; t = 3.112; $p < 0.05$).

3. There is significant relationship between students' academic performance in Yoruba and their teachers' attitude to work ($F_{(4.825)}$ = 10.241, $p < 0.05$).

48

7. Discussion of Findings

The study showed that teachers' mastery of subject matter contributes significantly to students' academic performance in Yoruba language ($\beta = 0.146$; $t = 4.611$; $p<0.05$). This is in line with Fakeye (2012) and Oboirien (2011) who found that teachers' knowledge of subject matter has significant relative contribution to academic achievement of students in English language. Ehindro and Ajibade (2000) equally reported a significant relationship between students' perception of teachers' knowledge of subject matter and academic performance in their study. Monk and King (1994) corroborated this in his study, he revealed that teachers' mastery of subject matter is significant to students' achievement.

The study also revealed that there is a significant relationship between teachers' classroom behavior and students' academic performance in Yoruba language ($\beta = 0.102$; $t = 3.112$; $p < 0.005$). This is in line with Adediwura and Bada (2007) who reported that students' academic performance correlates positively and depends significantly on students' perception of the teachers' attitude and skills in the classroom. In a similar study, Adeleye (2005) found out that, teachers'

49

teaching methods contributed significantly to student academic achievement. This is contrast with Olisa (2008) who in her study found out that teachers' teaching methods do not have any relationship with student achievement in English language. This finding may be due to the fact that, the study investigated private schools.

The study also showed that the relative contribution of teachers' attitude to work, qualification and teaching experience to students' academic performance in Yoruba language is significant (Adjusted R2 = 0.039). this finding is consistent with that of Jones (1997) who claimed that students tend to achieve better results when taught by teaches with more years of teaching experience. This finding is also corroborated by Hariss and Sass (2008) who observed that teachers experience and qualification has a significant effect on students' achievement in English language. Robinson (2009) and Rockoff (2004) added that teachers' teaching qualification could contribute significantly to student's achievement in mathematics and language only if it was combined with others school factors. However, this finding negates that of Makinde and Tom-Lawyer (2008) who found no significant relationship between students' academic achievement and teachers' qualification and experience. The disparity in the two findings

may be due to the fact that this study looked at Junior Secondary Students.

Conclusion

The study focused on the investigation of significant relationship between teachers' subject mastery and classroom behaviour and the academic performance of senior secondary students in Yoruba language. It was concluded that there is a significant composite effect of subject mastery, classroom behaviour, teaching experience and qualification on the academic performance of students in Yoruba language. As such, these important teacher variables should be focused when trying to look for solution to related poor performance of students in Yoruba language.

Based on the findings of the study, the following recommendations are made: Yoruba language teachers should endeavour to develop and improve themselves in the profession. This could be achieved by making attempts to upgrade their certificates and by attending seminars and workshops. Parents should Encourage their Children to Develop the Right Attitude to Yoruba Language Learning by ensuring that they are Provided with all they Need in Yoruba

Language Classes. They should also be encouraged to speak in their Mother Tongue at home.

Experienced Teachers should be allowed to handle Yoruba language, especially at the senior secondary level. These are the teachers who have been marking West African Examinations council (WAEC) and National Examination Council (NECO) examinations. They are aware of the standard required by these external examination bodies, they would be able to groom the students for future purposes. Different teachers should be made to handle different aspects of Yoruba language. This would enable them to be more efficient as they would be made to handle the aspect they have interest in and capable of doing. The school should encourage the students to take Yoruba language seriously by providing learning facilities. Government should revisit teacher-training programme to cater for teaching skills, so as to equip the teachers with the basic pedagogical skills and content knowledge necessary for teaching Yoruba language. This should be supplemented with seminars and workshop specially organized for Yoruba language teachers. With this, the teachers would be aware of innovations in the profession.

The government should also invest in the educational sector of the country. Learning infrastructures should be

provided to encourage students to develop positive attitudes towards the subject. Government should also make sure that the teachers employed possess the necessary teaching qualifications to certify them to teach Yoruba language. Teachers should also be motivated to teach in order to improve their attitude in teaching the subject.

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