



EDUCATION DIALOGUE:  
RESEARCH  
REPORTS  
FROM AFRICA

Edited by  
Martins Fabunmi (PhD)  
Beatrice Ifeoma Ajulo (PhD)  
Isaac N. Nwankwo (PhD)

*A Collaborative Publication of the Education Dialogue Association  
and the School of Education, University of The Gambia*

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RESEARCH REPORTS  
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UNIVERSITY OF IBADAN LIBRARY

*Editors:*

**Martins Fabunmi (PhD)  
Beatrice Ifeoma Ajufo (PhD)  
Isaac N. Nwankwo (PhD)**

*Education Dialogue in Africa*

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## **Review Process**

The association received 41 papers for presentation during the fourth conference of the Education Dialogue Association (EDUDIA) which was held on 25 March, 2024 at the University of The Gambia. All the papers were subjected to a thorough process of double-blind peer review. The professionals in EDUDIA's Reviewers team were drawn from different countries. They were strictly guided by the EDUDIA's Review Criteria. They were also requested to look at the manuscripts with a view to assisting authors to produce the best quality articles.

Following the review process, the editorial committee considered the reviewers' comments and found two articles to be unsuitable for publication. The suitably qualified ones were given the reviewers' reports and asked to use the suggestions to strengthen their papers. After receiving the corrected manuscripts, the editorial committee finally accepted 25 articles for inclusion in this Book of Conference Proceedings. That means the acceptance rate was about 61.0%.

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## **Preface**

This book, titled *Educational Dialogue: Research Reports from Africa*, is the proceedings of the multidisciplinary conference that the association held on 25 March, 2024 at the University of The Gambia. The following three erudite scholars edited the book: Professor Martins Fabunmi, the outgoing President of the Dialogue Association; Professor Beatrice Ifeoma Ajufo, Dean, School of Education, University of The Gambia; and Professor Isaac N. Nwankwo, the incoming President of the Dialogue Association, who is from the Nnamdi Azikiwe University, Awka, Nigeria.

This Book of Proceedings contains the following twenty-five articles, which are structured into five sections. Section One - Introduction comprises the following chapters: System Analysis in Education: Resource Verification and Accreditation Processes; and Gender Parity and Equitable Education for Sustainable Development.

Section Two - Educational Management dealt with the following: Projecting Number of Classrooms and Pupils in Oyo State Primary Schools (2023 - 2027); Stakeholder Engagement and Participation in Ensuring Compliance with Inclusive Education Policies in Nigeria; Capacity Building towards Re-Strategising for the Effective Implementation of Inclusive Education Policy in Nigeria; Administration of Inclusive Education for Sustainable Human Development; Influence of Teachers' Motivation on Students' Performance: A Study of Secondary Schools in Enugu State; Empirical Review on Leadership Integrity and School Effectiveness; and Supervisors' Mentoring and Motivation Skills as Predictors of Teachers' Morale in Senior Secondary Schools in North East Geo-Political Zone of Nigeria.

Section Three - Educational Foundations consists of these chapters: Need For Inclusive Education in Oyo State for Development Sustainability; Predictive Validity of Students' Internal Assessments on Basic Education Certificate Examination (BECE) Basic Science Achievement in Rivers State, Nigeria; Relevance of Universities and University Affiliated Colleges of Education B.Ed Economics Curriculum to Secondary School Economics in South-West Nigeria; Relationship between Internet Utilization and University Lecturers' Job Performance in Adamawa State; Principles and Effective Implementation of Inclusive Education; Strategies for Sustainable Development in Public Secondary Schools in Atiba LGA of Oyo State: Roles of Classroom Teachers; Nigerian Education Policy and Practice in Perspectives: National Curriculum Conference as a Post-Independence Education Landmark; Work-Life Support Policies and Their Effect on Employee Retention in the Service Industry in Lagos State, Nigeria; Utilisation of Remote Teaching Methods on Evaluation of Lecturers Teaching Performance in Universities in South-West, Nigeria; and Home Language and Other Socio-Cultural Factors as Correlates of Yoruba Language Achievement of JSS3 Students of Oyo State Private Secondary Schools, Nigeria.

In Section Four - Science, Library And Computer Information, the following topics were dealt with: Role of Inclusive Physics Education in Cultivating a Diverse Skilled Workforce for Sustainable Development; The Opinion of University Physics Teachers in Training; Evaluation of Learner's Access to Library Facilities, Resources and Social Studies Information in Secondary Schools in Osun State, Nigeria; and Demographic Factors and Library Personnel Competence as Determinants of Quality Service Delivery in University Libraries in South-West, Nigeria.

Section Five - Social Science and Peace Studies contains the following: Effect of Play Therapy and Reduction of Social Anxiety among Primary School Children in Ibadan, Nigeria; Performance Analysis of Stock Market on Economic Growth in Nigeria (1992 – 2022); Challenges to the Implementation of Human Rights in Africa; and Postmortem Analysis of the Predictive Factors Underpinning the Choice of Conflict Management Styles of Student Nurses in Clinical Settings.

EDUDIA aims to bridge the gap between countries in Africa by promoting research and organising conferences. That is the reason for rotating the conferences among countries in Africa yearly. We desire to make available research reports in Africa to researchers and general readers. That will enable cross-fertilisation of ideas. The book contains articles from different disciplines. It is a reflection of the multidisciplinary nature of EDUDIA's conferences. EDUDIA continues to attract scholars from various disciplines from all over the world to its conferences. I, therefore, implore all teacher educators to be part of this mass movement and have their articles published in globally visible publishing outlets. In view of these developments, I recommend this book as a must-read for everybody, irrespective of discipline. Finally, I am grateful to the co-editors for making possible the publication of this *Book of Proceedings*.



**Professor Martins Fabunmi (FGEN)**  
**Foundation President & Chairman, Board of Trustees,**  
**Education Dialogue Association**

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## Chapters 18

# HOME LANGUAGE AND OTHER SOCIO-CULTURAL FACTORS AS CORRELATES OF YORUBA LANGUAGE ACHIEVEMENT OF JSS3 STUDENTS OF OYO STATE PRIVATE SECONDARY SCHOOLS, NIGERIA

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### Abstract

The purpose of this study was to examine Home Language and other socio-cultural variables as correlates of JSS 3 students' Yoruba Language achievement in Oyo State private secondary schools. The study adopted a correlation research design. The target population consisted of all junior secondary III students in Oyo state private schools. A sample size of 1287 respondents was drawn using simple random sampling technique. A fifty items Yoruba Language achievement test and students' questionnaire were the instruments used for the study. The study was guided by four research questions. Mean, Standard deviation and multiple regressions were used to answer the research questions. The findings shows that the overall model of the predictor variables ( age, gender, socio economic status peer group) interaction is not effective in predicting student achievement in Yoruba Language .  $F(2405=3.149, P<0.05)$ , this implies that the combination of the predictors variables is statistically significant at  $P<0.05$  which indicates that the obtained regression resulting from a set of four predictors age ,gender, socio economic status and peer group interaction allows reliable prediction of students achievement in Yoruba Language Home Language and the socio-cultural variables of age, gender, social-class and peer group interact together to correlate with Yoruba Language Achievement of JSS III students in Oyo state private schools. Both the child's home language and English language should be taught at the very basic level of education with the structure and intricacies of both exposed sequentially, from simple to complex. Children should be allowed to belong to legitimate groups to encourage ease in language use, teachers should vary in their teaching methods to accommodate learners of all age and abilities, both males and females should be encouraged in their educational endeavours, teachers should identify specific challenges of learners from poor homes as well as those from rich homes, continuous training and re-training of teachers of Yoruba Language should be considered a priority.

## **Introduction**

Nigeria, a heterogeneous country, has a population of more than 160 million people, with diverse ethnic groups and linguistic backgrounds. The country has over 250 recognised ethnic groups and over 450 indigenous languages spoken in its different parts. Hence, it is regarded as a multilingual nation, with its people having the ability of an individual to speak multiple (or many) languages.

In Nigeria, like many other multilingual nations around the world, people speak the language their ethnic group as their mother tongue and first language (L1) and they speak English as second language L2. As a result of the intense inter-ethnic linguistic rivalry among different ethnic groups, no single indigenous Nigerian Language has emerged as a national language in the country. Hence, the English language serves this official function and as a result, it competes intensely with the indigenous languages.

Yoruba is one of the mother tongues spoken in Nigeria. However, as important as it has proven to be, there has been series of records in their use of Yoruba, especially among private school students. Lots of research works have been conducted to determine the factors that are related to the poor performance as well as proffer solutions to avoid future occurrences. According to Abijo (2014), the factors responsible for students' poor performance in Yoruba language include untrained teachers and lack of motivation. Adeyinka (2013) points at lack of quality teachers, insufficient time for lesson preparation, lack of learning materials and lack of motivation from parents/guardians as key factors causing poor performances of students in Yoruba language.

Also, Adeyinka (2010) found that teachers' qualification and students' environment do not influence students' academic performance, rather, teachers' method of teaching does. However, students' response in the same study with Adeyinka (2010) showed that teachers' qualification and students' environment influence students' poor performances whereasteachers' method of teaching and learning materials do not. In another study, Abijo (2017) found that school location, school proprietorship, attitude to schooling and attitude towards Yoruba language had significant direct effects on students' performance in Yoruba language. These studies, though important did not consider some socio-cultural variables that are likely to predict achievement in Yoruba language in Oyo state area. The current study seeks to specifically investigate the language spoken at home, including mother tongue, and other socio-cultural factors as correlates of Yoruba Language performance among JSS III students in Oyo State. In the Nigerian society, where multiple languages abound, different homes speak different languages based on different factors such as parental educations, home environment or location among others.

The home language of a child is, more or less, the first language he hears as an individual, the language or the variety of a language that is most commonly spoken by the members of his family for everyday interaction at home. The language in a typical home in southwest Nigerian may be pidgin, English or Yoruba (or any other Nigerian indigenous language) as the case may be. Ilesanmi (2018) describes mother tongue as the language of one's immediate environment, the first language learnt by an individual not necessarily the language of his mother or father, but the language he first came in contact with; the language of his play group, the language of his thought and the language he dreams in. The above definitions among others show not only the importance of mother tongue in

an individual but also suggests that how well an individual learns or speaks is likely related to the mother tongue since it is more or less a first contact language.

A critical survey of related literature on socio cultural variables indicated that interaction among variables such as age, gender social class and peer groups are likely to play important roles in the academic achievement of students and in their affective learning outcomes. These previous research works such as the study of Zinta&Tiwari 2016 and Barry 2015 have not provided substantial evidence in identifying the order and strengths of interaction between sociological and cultural variables and the affective learning outcome in language especially when these variables are considered together. The present study investigates the combined effects of the foregoing variables in explaining learning outcomes in Yoruba language (one of the mother tongues) from a multivariate stand point. The results from prior studies about the effect of age on academic achievement are mixed. Okoye (2010) concluded, based on his study that negative relationship exists between age and achievement and this remaining constant overtime. Results from longitudinal studies on the other hand, contradict such a result by demonstrating that there is reduction in student achievement as students get older (Odejide, 2011).

For gender, a significant amount of researches have indicated that gender plays a part in student academic achievement. For examples, Adeleke and Amoo (2007) found significant differences between male and female students in Mathematics achievement among senior secondary school students in Oyo state. Their findings have it that a significant gender effect favours males in mathematics. However, certain studies indicated that gender differences generally are small or non-existent. Abijo (2014) found that in sciences, boys outperform girls but in reading and writing, girls have the advantage. Social class on its own has proven over time to be a major factor in determining students' academic performances. Cary. (2016) argues that social class background determines access at school and opportunities for students in higher education. Zinta and Tiwari (2016) in their study titled "An investigation of the relationship between parental socio-economic background and students' academic achievement provides data that show the under representation of students from lower socio-economic backgrounds in higher education.

Therefore, this present study is important to determine if home language alongside other socio-cultural factors could actually combine as correlates of Yoruba Language academic performance of JSS 3 students in Oyo state, Nigeria. The gap and justification for this study may be approached from the premise that a study on the relationship between home language and achievement could yield different results if combined with other variables. None of the previous studies reviewed, investigated the influence of home Language together with sociological and cultural variables.

### **Statement of Problem**

Students' achievement in Yoruba language in recent times in most private secondary schools have been poor. The study was inspired by the alarming rate of failure as well as grammatical/structural errors inflicted in private Junior secondary schools in Oyo State.

Researchers need to provide explanation for the poor performance in order to proffer possible Solutions.

Researchers have looked into different variables as correlates of private Junior secondary school students' poor performance in Yoruba language, yet fluctuating results are recorded yearly, hence, this study examined the relationship among home language or language spoken at home and other socio-cultural variables (age, gender, socioeconomic status, and peer group) and JS3 private school students' achievements in Yoruba language..

### Research Questions

- 1a. What is the profile of type of students Home Language (or Language spoken at home)?
- 1b. Does home Language predict achievement in Yoruba Language?
2. Which of the independent variables has the strongest relationship with achievement in Yoruba Language?
3. To what extent does home Language and the socio-cultural variables of age, gender, socio-economic status and peer group interaction when put together, predict junior secondary students' academic performance in Yoruba Language?
4. What is the relative contribution of each of the variables to the prediction?

### Methodology

The study was a survey with correlation research design. The target population for this study comprises all the junior secondary III students in Oyo state private secondary schools in Nigeria. There are thirty-three (33) local government areas in Oyo state, a total sample of 1,287 JSS III students were selected for the study using simple random sampling techniques respectively. Thirty-five (35) private secondary schools in five local government areas were stratified on the basis of local government areas simple random sampling was then used to select five schools to participate in the study. An intact class was used in each of the schools.

Two instruments guided the study namely Students' social cultural questionnaire with reliability coefficient of 0.85 and Yoruba language achievement test with reliability coefficient of 0.80. Data collected were analysed using descriptive statistics, correlation and multiple regression.

### Results and Discussion

The results are presented with respect to research questions highlighted in the background.

Research Question1: What is the profile of type of students Home Language (or Language spoken at home)? And does home language predict achievement in Yoruba Language?

**Table 1.1.1: The profile of type of students in terms of the language spoken in their homes, ranging from mother tongue, pidgin English and English language**

	No	MT	PG	ENG
Language of the home	245	Total number of mother tongue speakers	Total number of pidgin speakers	Total number of English speakers
	245	43	8	194

**Table 1.1.2**

	N	Mean	Std. Deviation	R	Sig
Students' achievement in Mother tongue(Yoruba)	245	43.0569	20.37317		
			.61936	.962	.003

Table 1.1.1 shows the profile of students in terms of the language they speak in their various homes. In the above table, the total number of students is 245 among which 43 speak their mother tongue, 194 speak English language and only 8 speak pidgin in their homes.

**Table 1.1.3: Descriptive statistics of students' gender and their achievement in mother tongue language (Yoruba)**

Gender	Mean	N	Std. Deviation
Male	49.2609	92	20.18479
Female	39.3506	154	19.63042
Total	43.0569	246	20.3717

Table 1.1.3 shows the descriptive statistics of the students' gender and achievement in Yoruba language. The table reveals 39.35 and 49.26 as the mean scores of females and males respectively, giving a total mean of 43.05.

**Table 1.1.3.1.: Correlation between gender and students' achievement in Yoruba Language**

	N	Mean	Std	R	Sig
Gender	245		.48485	-.236	.000
Achievement in Yoruba	245	43.0569	20.37317	-.236	.000

Table 1.1.3.1 shows that there is a statistical significant correlation between gender and students' achievement in Yoruba Language at 0.01, the computed outcome has significant

which is at 0.000 level (2 tailed) there is also a negative correlation ( $r = -.236$ ) between students' gender and Yoruba language achievement which implies that males and females vary in their achievement in Yoruba in this case, males are in favour as revealed in table 4 above.

**Table 1.1.4: Descriptive statistics of students' age and Yoruba Language achievement**

	Mean	Std. Deviation	N
Students' age		.56951	246
Achievement in Yoruba Language	43.0569	20.37317	246

**Table 1.1.1.4: Correlation between age and students' achievement in Yoruba language**

	N	Mean	Std. Deviation	R	Sig.
Age	245		.56951		.554
Yoruba achievement		43.0569	20.37317	0.38	

Table 1.1.1.4 shows that there is a statistically significance between age and students' achievement in Yoruba language. The computed outcome is significant (2 tailed) = 0.554. There is also a correlation ( $r = 0.038$ ) between age and students' achievement in Yoruba language shown in table 1.1.1,4.

**Table1.1.5: Correlation between social class and students' achievement in Yoruba Language**

	N	Mean	Std. Deviation	R	Sig
Social class	245		.69251	-.041	
Yoruba Achievement	245	43.0569	20.37317		.521

Table 1.1.5 shows the correlation between social class and students' achievement in Yoruba Language ( $r = -.041$ ). There is also a significant difference of 0.521 (2 tailed)It shows there is a statistically significance between socio economic status and students achievement in Yoruba Language

**Table 1.1.6: Descriptive statistics of peer influence and students' achievement in Yoruba Language**

	Mean	Std. Deviation	N
Peer membership	23.6220	2.52808	246
Yoruba achievement	43.0569	20.37317	246

**Table 1.1.6.1: Correlation between peer membership and students' achievement in Yoruba language**

	N	Mean	Std. Deviation	R	Sig
Peer membership	245	23.6220	2.52808	.090	
Yoruba achievement	245	43.0569	20.37317		1.57

The computed outcome of table 1.1.6 shows that there is a statistical significance of peer group membership and students' achievement in Yoruba language.

**Research Question 2: which of the independent variables has the strongest relationship with achievement in Yoruba language?**

**Table 2: correlation matrix of home language, age, gender, social class and peer influence**

Variables	Home Language	Gender	Age	Social class	Peer group influence
Home Language	1				
Gender	0.26	1			
Age	.012	-.131	1		
Social class	.003	.020	.047	1	
Peer influence	.032	-.109	.146	.063	1

Table 2 presents the inter-correlation matrix showing the relationship between home language and age, gender, social class and peer influence, when put together, home language and age has a correlation outcome of 0.012, with gender, it is  $r = 0.026$ , with social class it is  $r = 0.003$  and with peer influence, it is  $r = 0.032$  all at 0.05 level of significance (2 tailed).

**Research Question 3: To what extent does home language and the socio-cultural variables of age, gender, socio-economic status and peer group interaction when put together, predict junior secondary students' academic performance in Yoruba Language?**

**Table 3 .1: Model Summary of regression analysis**

Model	R	R square	Adjusted square	Std. error of estimate
1	.248	.062	.042	19.94053

From Table 3.1 the multiple correlation  $R = 0.248$  shows that the relation between the predictors (gender, socio-economic status and peer group interaction) and the criterion

(students' academic performance in Yoruba language) was moderate and positive. The adjusted  $R^2 = 0.042$  shows that this model accounts for 4.2% of variance in students' achievement in Yoruba language.

**Table 3..2: Regression ANOVA**

Model	Sum of squares	Df	Mean Square	F	Significance
Regression	6261.245	5	1252.249		
Residual	95429.95	240	397.625	3.149	.009
Total	101691.203	245			

Table 3 .2 shows that the overall model of the predictors variables (gender, socio-economic status and peer group interaction) is not effective in predicting students in achievement in Yoruba language ( $F(240,5) = 3.149$ ,  $P < 0.05$ ), this implies that the combination of the predictors variables is statistically significant at  $P < 0.05$  which indicate that the obtained regression resulting from set of three predictors (gender, socio-economic status and peer group interaction) allow reliable prediction of students' achievement in Yoruba language.

**Research Question 4: what is the relative contribution of each of the variable to the prediction on research question 3?**

**Table 4: Regression Coefficient**

	Unstandardised B	Coefficients Std. Error	Standardised coefficient Beta B	T	Sig
(constant)	48.393	14.589		3.317	.001
Home Language	.229	2.059	0.007	.111	.912
Age	-.003	2.279	.000	-0.01	.999
Gender	-9.573	2.664	-2.228	-3.593	.000
Social class	-1.203	1.846	-.041	-.652	.575
Peer group	.548	.513	.068	1.068	.287

Table 4 shows the beta value of each of the predictors variables in relation to students' achievement in Yoruba language, that out of five predictors variable, only Gender ( $B = -2.228$ ,  $t(240) = -3.593$ ,  $P < 0.05$ ) is significantly contribute to the model. While home language ( $B = 0.007$ ,  $t(240) = 0.111$ ,  $P = 0.912$ ), Age ( $B = 0.000$ ,  $t(240) = -0.01$ ,  $P = 0.999$ ), social class ( $B = -0.041$ ,  $t(240) = -0.652$ ,  $P = 0.575$ ) and peer group ( $B = 0.068$ ,  $t(240) = 1.068$ ,  $P = 0.287$ ) does not contribute significantly to students' achievement in Yoruba language. Table 13 Shows the beta value of each of the predictor's variables in relation to students' achievement

## Discussion

The finding reveals the profile of students' language use in their various homes. The results shows that in Oyo state, majority of students in private secondary schools speak English language in their homes, a few speak mother tongue while a very small proportion speak Pidgin English.

The result predicts that achievement in Yoruba language in a class in Oyo state private secondary schools will be varied from low achievements to average and high achievements. The findings agreed with David (2008) research findings that English language influences students' poor performance in Yoruba in junior certificate examinations.

The findings of this research also agree with Reyner (2001) findings which says that students are automatically placed at a disadvantage when they already have a language of their own at home, and are asked to learn another language which is the case in Oyo state and indeed Nigeria at large.

The finding from Table 1.1..2.1 shows that  $R=0.0962$  i.e. (Home language), table 4 reveals  $R= 0.236$  (Gender), table 6 shows  $R=0.38$  (age), table 7 shows that  $R= -0.41$  (social class) and table 9 shows  $R=0.090$  (peer influence). Hence, the variable which has the strongest influence on students' achievement in Yoruba among the independent variables is home language with a correlation coefficient of 0.962. This implies that although one's age, gender, social class and even peer group may determine Yoruba language achievement, the language he uses at home has a greater role to play in his overall academic performance in the Yoruba language.

Table 1.1,2,1 shows the relationship between home language and students' achievement of Yoruba language with a correlation coefficient of 0.962, Table 1.1.6. shows a correlation matrix of all variables put together. So, when the home language is put together with age, the correlation will yield to 0.012 coefficient, when home language is put alongside other socio-cultural variables to predict students' academic achievement in Yoruba language, there is a significant effect to it.

## Conclusion

Based on the findings of this study, it can be concluded that there are variables that comes together to play a role or influence the academic achievement of private secondary school students in Yoruba Language. Some play major roles while others play minor roles. Be it as it may, academic achievement does not occur accidentally at most of the time there are variables that interfered which in this case are home language, and some other social-cultural variables of age, gender, social class and the outcome of the findings also confirmed that some elites and homes with high socio-economic class preferred their children or wards communicating using English Language as a medium of communication at home at the experience of mother-tongue. They termed mother-tongue to be vernacular that is inferior language. These categories of people forget that one has to think using his or her mother tongue before translating it to English language for the message to be reasonable or meaningful.

## Recommendation

Having examined home language and other socio-cultural factors as correlates of JSS111 private secondary school students' achievement in Yoruba language in Oyo state, it is pertinent that the following recommendations are made and adhered to seriously in the overall interest of students, parents, and school stakeholders.

- Both the child's home language and Mother tongue should be taught at the very basic level with the structure and intricacies of both. Exposed sequentially from simple to complex
- Only qualified teachers should be permitted and employed to teach mother tongue at all levels of education so as to inculcate the right knowledge to learners.
- Continuous training and re training of Yoruba Language teachers should be considered a priority by the government and concerned ministries.
- Well-equipped language laboratories should be established in all school to improve proficiency in Yoruba language and any other language at intervals.
- Private schools should accord the same status to the teaching of mother-tongue and other languages in schools.

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