



Quality of Yorùbá Teachers on Students' Academic Performance in Senior Secondary Schools in Lagos State, Nigeria

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ABSTRACT

This study examined quality of Yorùbá teachers on students' academic performance in senior secondary schools in Lagos State, Nigeria. The study adopted a descriptive and correlational design. The population of the study comprised a larger population through the use of questionnaire and records of Yorùbá teachers in senior secondary schools in Lagos State. Two research questions were raised and two null hypotheses were tested at 0.05 level of significance. A sample of 108 respondents was drawn through purposive sampling techniques. Two research instruments titled Yorùbá Teacher's Quality Questionnaire (YTQQ) and Records Observation Format (ROF) were used for data collection. Content validity of the instruments was ensured by test experts and the reliability consistency of the instruments was 0.77 using test-retest methods. The Pearson Product Moment Correlation was used to analyse data collected via Statistical Package for Social Science (SPSS) version 23.0. The findings of hypotheses 1, and 2 showed that: a significant relationship existed between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Education Districts of Lagos State, Nigeria. ($r = 0.625$; $N=108$; $p < 0.05$); and a positive significant relationship existed between Yorùbá teachers' pedagogical knowledge and students' academic performance in senior secondary schools in Lagos State, Nigeria ($r = 0.665$; $N=108$; $p < 0.05$). Based on the findings, the study concluded that Yorùbá teachers' qualification and pedagogical knowledge have positive impact on students' academic performance in senior secondary schools in Lagos State, Nigeria. Therefore, it is recommended amongst others that government should employ additional Yorùbá teachers with quality teaching in order to promote cultural heritage of Yorùbá tradition.

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Introduction

Education seems to be an essential for socio-cultural, economic and technological development. With the history of developed nations bearing records of this, developing nations aspiring to realize the some status have to put a premium. According to Boit, Njoki and Chang'ach (2012), the purpose of education is to equip the individuals to reshape their society and eliminate inequality. In particular, secondary school education is an important sector in national and individual development. Afe (2001) states that teachers play a crucial role in educational attainment because they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. The quality of education depends on the teacher as reflected in the performance of their students.

Teacher is the bridge that makes teaching and learning effective. The teacher is thus the builder whose performance depends on adequate qualification, gender, experience and preparation. In a study by Mart (2013, as cited in Hunpegan and Makinde, 2024) states that the primary objective of the teacher is to develop curiosity in children in order to maximize learning efficiency. He believes that one of the most important conditions for effective teaching is an in-depth knowledge of the subject matter being taught. According to Usman in Musau and Abere (2015), a qualified teacher can be defined as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four year institution and well qualified in his/her area of specialization. This adequate knowledge and experience could be attained or achieved by acquiring additional knowledge that will stimulate his/her communication in teaching for efficiency (Oyedeji, 2000). However, Olaleye (2011) further suggested that there is a relationship between teacher characteristics that included of teachers'

knowledge of the subject, their communication abilities, the teacher interest in the job, emotion and stability of the teachers. More so, Yusuf and Adigun (2010) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large. It has been proved that teachers have an important influence on students' academic achievement.

Statement of the Problem

This study investigates the challenges affecting Yoruba teachers' in private and public senior secondary schools in Lagos State, Nigeria. Perhaps, it has been observed that many schools whether public or private in Lagos State engage unqualified Yorùbá teachers that lack the requisite knowledge in term of academic competence and training needed to transfer knowledge to their students. These teachers who ought to be the catalyst for learning and aiding academic performance in students have become a cog in the wheel of academic progress in the Nigerian educational system. In the result released by WAEC for the 2014 May/June Senior Secondary School Examination, only 31.28% (529,425) candidates out of 1,692,435 candidates who sat for the examination had credits in five subjects and above including Mathematics, English Language and Yorùbá Language as against 38.81% and 36.57% in 2012 and 2013 May/June examinations respectively. Though the result of May/June 2017 had recorded increase in the pass rate with 923,486 candidates representing 59.22% of a total of 1,471,151 candidates who sat for the examination scoring a minimum of five credits including Mathematics, English Language and Yorùbá language as against 52.97% in 2016, there is a lot more to be done therefore to encourage pass rate in schools.

It is against this backdrop that this research seeks to examine the effects of teachers' characteristics



on students' academic achievement in Yorùbá. The problem of the study therefore, is to investigate the effects of teachers' characteristics such as qualification, experience and gender on the academic performance of senior secondary school students.

Research Questions

The following questions were answered in the study:

1. What is the relationship between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Lagos State, Nigeria?
2. What is the relationship between Yorùbá teachers' pedagogical knowledge and student academic performance in senior secondary schools in Lagos State, Nigeria?

Research Hypotheses

Consequently, the following null hypotheses were tested in the study at 0.05 level of confidence:

- H₀₁:** There is no significant relationship between Yoruba teachers' qualifications and students' academic performance in senior secondary schools in Education Lagos State, Nigeria.
- H₀₂:** There is no significant relationship between Yoruba teachers' pedagogical knowledge and students' academic performance in public senior secondary schools in Lagos State, Nigeria.

Methodology

The study adopted correlation design because data was specifically collected from a representative

sample of a larger population through the use of questionnaire and records. The sample size comprised of 108 respondents made up of Yorùbá teachers selected through purposive sampling techniques in private and public senior secondary schools in Lagos State, Nigeria. These consisted of 18 selected from each of the six (6) Education District of Lagos State. The study tested two hypotheses. Two major instruments were used to collect data. These include Yorùbá Teacher's Quality Questionnaire (YTQQ) and Records Observation Format (ROF) of students' academic performance for five years (2013-2017) in final year West African Senior Secondary School Certificate Examination {WASSCE} respectively to seek the response of teachers and students on the teachers' quality and students' academic performance in senior secondary schools in Lagos State. The questionnaires were scored on the basis of the response's options on each of the items namely Strongly Agree (4), Agree (3), Disagree (2) Strongly Disagree (1). The instrument was subjected to test-retest reliability exercise which involved two times administration of the instruments within two week interval through the use of the Pearson's Product-Moment Correlation statistical analysis. The scores obtained at the different times were correlated and the reliability established to be 0.77.

Analysis of Data

Hypothesis One: There is no significant relationship between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Education Lagos State, Nigeria.

Table 1: Pearson's correlation analysis between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Lagos State, Nigeria.

Variables		Yorùbá_Teachers'_Qualifications	Students'_Academic_Performance
Yoruba_Teachers'_Qualification	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	108	108
Students'_Academic_Performance	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	108	108

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 indicates that there is a positive significant relationship between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Lagos State, Nigeria. ($r = 0.625$; $N=108$; $p<0.05$, 2-tailed). Hence, the hypothesis which states that there is no significant relationship between Yorùbá teachers' qualifications and students' academic performance in senior secondary schools in Lagos State, Nigeria

is rejected. This implies that a significant relationship exist between Yoruba teachers' qualifications and students' academic performance in senior secondary schools in Lagos State, Nigeria.

Hypothesis Two: There is no significant relationship between Yorùbá teachers' pedagogical knowledge and students' academic performance in senior secondary schools in Education Lagos State, Nigeria.

Table 2: Pearson's correlation analysis between Yoruba teachers' pedagogical knowledge and students' academic performance in senior secondary schools in Lagos State, Nigeria.

Variables		Yoruba_Teachers'_Pedagogical_Knowledge	Students'_Academic_Performance
Yoruba_Teachers'_Pedagogical_Knowledge	Pearson Correlation	1	.665**
	Sig. (2-tailed)		.000
	N	108	108
Students'_Academic_Performance	Pearson Correlation	.665**	1
	Sig. (2-tailed)	.000	
	N	108	108

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 indicates that there is a positive significant relationship between Yorùbá teachers' pedagogical knowledge and students' academic performance in senior secondary schools in Lagos State, Nigeria. ($r = 0.665$; $N=108$; $p<0.05$, 2-tailed). Hence, the hypothesis which states that there is no significant

relationship between Yorùbá teachers' pedagogical knowledge and students' academic performance in senior secondary schools in Lagos State, Nigeria is rejected. This implies that a significant relationship exists between Yorùbá teachers' pedagogical knowledge and students' academic performance in



senior secondary schools in Lagos State, Nigeria. This finding was in concordant with previous research which points to the importance of teacher content knowledge for student achievement, particularly in mathematics (Baumert et al., 2010).

Discussion of Results

The result of the analysis through Pearson's Product-Moment Correlation Co-efficient shows that a significant relationship exists between Yorùbá teachers' qualification and students' academic performance in senior secondary schools in Lagos State, Nigeria. Specifically, it summarizes that with 499 degrees of freedom at 0.05 significant level of confidence, the calculated Pearson's Product Moment Coefficient of Correlation value ($r = 0.625$; $N=108$; $p < 0.05$). The study also found that significant relationship exists between Yorùbá teachers' qualification and students' academic performance in senior secondary schools in Lagos State, Nigeria.

This finding corroborated with Akinsolu (2010) that teachers' qualifications, experience and teacher-student ratio were significantly related to students' academic performance. However, the study also found that significant relationship exists between Yorùbá teachers' pedagogical knowledge and students' academic performance senior secondary schools in Lagos State, Nigeria. Likewise, the submission of Mart (2013, as cited in Hunpegan and Makinde, 2024) is also in consonance with this study's result. Mart claimed that teacher's primary goal is to cultivate students' curiosity for efficiency in learning and that one of the most significant requirements to teach effectively is good knowledge of subject matter the teacher is teaching. Specifically, it summarizes that with 499 degree of freedom at 0.05 significant level of confidence, the obtained Pearson's Product Moment Coefficient of Correlation value ($r = 0.665$; $N=108$; $p < 0.05$). This findings is in line with Daso (2013) in a study had found out that there was a significant relationship between teachers' method

of teaching, teachers' attitude and students' achievement.

Conclusion and Recommendations

The study sought to examine the relationship between quality of Yorùbá teacher and performance of selected senior secondary school students in Lagos State. The findings of the study provide empirical and statistical evidence to show that teachers' quality have a positive relationship with students' academic performance in senior secondary schools in Lagos State, Nigeria. Based on the findings, the study recommends that:

1. Government should embark on proper monitoring and evaluation of Yorùbá teachers' quality in order to ensure that the Yoruba teachers carry out their duties effectively in line with the Yoruba tradition and culture.
2. Government should recruit professional Yorùbá teachers to reduce the teacher-students ratio thus enabling individual education programmes being taken to all learners.
3. Yorùbá Teachers should be encouraged to adopt role playing methods during teaching.
4. Yorùbá Teachers should be encouraged to attend cultural seminars and workshops both local and international so as to keep abreast of new and more effective Yoruba culture and heritage.
5. Government should find possible means to retain veterans and experienced Yorùbá teachers who are still willing to serve and contribute their wealth of experience to improving teaching profession.
6. Yorùbá teachers should be encouraged to frequently take students on field trips and funds should be made available by the school for this exercise.

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