

Teacher and School Factors Predicting Learning Outcomes in Yoruba Orthography among Senior Secondary School Students in Oyo State, Nigeria

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ABSTRACT

This study investigated teachers' job satisfaction, teachers' content knowledge, school type, and location as predictors of students' learning outcomes in Yoruba orthography. The study adopted a descriptive survey design of correlational type. Ten teachers and 300 Yoruba students were randomly selected from ten (10) Senior Secondary Schools in Akinyele Local Government, Ibadan, with equal representation of rural and urban areas. Four instruments were used for data collection and analyzed using descriptive and inferential statistics. Findings showed that students' attitude to Yoruba orthography significantly positively correlated with teacher job satisfaction, teacher content knowledge, and school types, while school location did not. Teachers' job satisfaction, content knowledge, school location, and school types were significant to students' achievement. The composite contribution of the independent variables on students' attitudes and achievement in Yoruba orthography remained significant. Teachers' job satisfaction potentiated to predicting students' learning attitude and achievement in Yoruba orthography.

Keywords:

Yoruba Orthography; Job Satisfaction; Content Knowledge; Variable.

ABSTRAK

Penelitian ini menyelidiki kepuasan kerja guru, pengetahuan konten guru, jenis sekolah, dan lokasi sebagai prediktor hasil belajar siswa dalam ortografi Yoruba. Penelitian ini mengadopsi desain survei deskriptif tipe korelasional. Sepuluh guru dan 300 siswa Yoruba dipilih secara acak dari sepuluh (10) Sekolah Menengah Atas di Pemerintah Daerah Akinyele, Ibadan, dengan keterwakilan yang sama antara daerah pedesaan dan perkotaan. Pengumpulan data menggunakan empat instrumen dan dianalisis menggunakan statistik deskriptif dan inferensial. Temuan

menunjukkan bahwa sikap siswa terhadap ortografi Yoruba berkorelasi positif secara signifikan dengan kepuasan kerja guru, pengetahuan konten guru, dan jenis sekolah, sedangkan lokasi sekolah tidak. Kepuasan kerja guru, pengetahuan konten, lokasi sekolah, dan jenis sekolah signifikan terhadap prestasi siswa. Kontribusi gabungan dari variabel independen pada sikap dan prestasi siswa dalam ortografi Yoruba tetap signifikan. Kepuasan kerja guru berpotensi untuk memprediksi sikap belajar siswa dan prestasi dalam ortografi Yoruba.

Kata Kunci:

Ortografi Yoruba; Kepuasan kerja; Pengetahuan Konten; Variabel.

1. Introduction

In all the world languages, it is obvious that speaking a language precedes its writing which connotes that language is primarily spoken. Writing a language starts immediately after the speakers have acquired knowledge about its vowels and consonants. The Yoruba language is of no difference as its speaking predated its writing. Arohunmolase (1987) gives an account that before the arrival of the missionary, none of the African languages were written except VAI, a language spoken in Liberia. The missionary strived to ensure that the Yoruba language was written. The ultimate goals of the missionary to engage in such activities centered on their mission to preach the gospel to the Yorubas and to translate the Holy Bible to the language of the residents (Yoruba people). In a similar notion, Arohunmolase (1987) concludes that the missionary established the Yoruba orthography to show the rest of the world that the African language (Yoruba) encompasses artistic merit in which other continents of the world were contesting.

Over the years, educators in most countries have been concerned with spelling. One role of schools in many societies is to teach 'correct spelling' (even where this is recognized to present great difficulties); indeed, in some school systems, a great deal of time and effort is expended on this because the consequences of failure to learn to spell properly are quite severe. Based on this, teachers are left to proffer means to enable their students to succeed as readers and writers (Sebba, 2007).

According to Ken (2014), the development of writing has been cited as one of the most important inventions in the history of humankind. However, only about half of the world's languages have standardized orthographies. Although many languages have existed for generations without writing, there are tremendous benefits to having a standardized orthography.

Nordquist (2017) defines orthography as the practice or study of correct spelling according to established usage. He goes further in a broader sense that orthography can be referred to as the study of letters and how they are used to express sounds and forms. Orthography is a topic of great interest, not least because it is a point where issues of language as a formal object and language as a social and cultural phenomenon intersect. Orthography touches on matters of social identity, national identity, cultural politics, representation, and voice (Sebba 2007).

Adeniyi and Adesanya (2005) define orthography as the process of writing appropriately. They further state that orthography is signs, rules, and principles that are used to write a particular language correctly and appropriately. The sequences of written words follow the same sequence as spoken, about Bamgbose's (1965) view that one should write what one hears.

The written form of the Nigerian languages can never be underestimated as the government appreciates its importance in realizing the National Policy on Education 2004 policy statements because the mission and goals of the education system usually determine learning outcomes. The National Policy on Education (NPE, 2004), Section 4, paragraphs 19 (e) and (f) reads as follows: the medium of instruction in the primary school shall be the language of the immediate environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of the environment, and French shall be taught as a subject.

Based on this established policy, the government does not disregard the power of orthography in achieving these goals. Section 2, subsection 14(c) states, "government shall ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community; and to this end will: develop the orthography of many more Nigerian languages, and produce textbook in Nigerian languages.

Sequel to these developments, the West African Examinations Council, in its syllabus, requires students to answer the sound system aspect of the orthography and also to answer all questions in paper 2 in Yoruba using the standard Yoruba orthography. But an available online report of student's performance in the Yoruba language from 2010-2015 in WAEC shows that most candidates performed poorly in the subject as a result of their carelessness as regards the use of modern Yoruba orthography, inability to write good Yoruba and correct spellings of terms, lack of in-depth knowledge on the use of tone-marks and improper use of punctuation marks. The researchers believe that if these weaknesses persist, the poor performance of students will continue to surface if orthography is not given due consideration because Makinde (2004) asserts that writing skill occupies a more prominent position among other skills. Writing skill is particularly important in academic advancement (Kolawole, 2003).

Students learning outcomes in Yoruba orthography remain a germane priority. This study, however, is interested in the students' attitude and achievement in Yoruba orthography as a means to examine their learning outcomes in Yoruba orthography simply because learning outcome transcends cognitive assessment.

Adeyinka (2014) sees attitude as an organismic factor that affects behavior and that a positive attitude facilitates learning while a negative one hinders learning, making it an aspect that should be examined when discussing issues relating to language acquisition and development especially as it affects students in teaching-learning situation.

On the other hand, achievement is defined as a measurable behavior in a standardized series of tests (Yusuf, 2002). An achievement test is usually constructed and standardized to measure

proficiency in school subjects. In most cases, according to them. "accomplishment" is sometimes used in place of "achievement." According to Bruce and Neville (1979), educational achievement is measured by a standardized test developed for school subjects.

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively to the quality and performance of learners, such as psychological factors, Adeyinka and Ilesamin (2017), film genre, Adeyinka and Akinsola (2020), parent attitudes Akande (2020). However, this research work concentrates on the teacher- teacher's job satisfaction, teacher's content knowledge, and school factors- school location and school type as predictors of students' learning outcomes in Yoruba orthography.

Teachers contribute to students' success and school development to a great extent. Finding ways to value the profession and keep it attractive seems important. Teachers are a distinct occupational group of people specially equipped by training to undertake the task of facilitating the acquisition of knowledge (Kanu, 2012).

In Zembylas and Papanastasiou's (2006) view, teacher job satisfaction is a function of the perceived relationship between what one wants from teaching and what one perceives teaching is offering to a teacher. Considering studies conducted by Aronsson and Goeransson (1999), workers with less job satisfaction due to less control over their employment status always hinder the outcomes of their organization's goals. Chamundeswari (2013) supports the findings that contract teachers are concerned with insecure employment conditions. Dorozynska (2016) claims that it is important to value job satisfaction as it influences teacher turnover. Job satisfaction is a key to teachers' psychological and emotional well-being, motivation and career commitment, and quality of teaching and students' success. Teachers' job satisfaction plays a vital role in students' learning in Yoruba orthography.

Ferguson and Womack (1993) write that effective communication of content knowledge is a hallmark of good teachers. This connotes that for teaching and learning to be successful, a teacher must display good content knowledge in the course of his/her lesson. Deborah, Mark, and Geoffrey (2008) state that content knowledge is the key to positive student learning outcomes because it functions in the process of teaching and learning than classroom management, time allocation, or planning. Researchers like Fakeye (2012) and Mullens (1993) state that teachers must be knowledgeable in their study area. In truth, if a teacher is not enlightened in his/her subject, then any hope of effectiveness goes out the window. Hence, effective teaching could be measured by the level of a teacher's subject matter competence, which is a prime predictor of students' learning outcomes.

Likewise, Akinsola and Olaosebikan (2021) point out that teachers are supposed to be vast with appropriate teaching methods, strategies, and instructional materials. One of the National Teacher Institute's (2009) publications show that teachers who lack knowledge and confidence may naturally attempt to avoid or minimize their difficulties through a variety of strategies which include; avoidance of the topic, heavy reliance on text, and over-emphasis on practical activities

which over time, may result to negative learning outcomes.

For school factors, location can be termed as rural and urban, and it could influence the level of learning outcomes of students. Amusan (2014) claims that children in rural areas have the most difficulty engaging in education and have lower quality educational provision. He writes that it is hardly surprising then that rural areas show low participation in education and lower attainment. Amusan 2014 alongside Onah and Ugwu, 2010, and Yusuf and Adigun (2010), reveal that location has no significant effect on students' academic performance.

Owoeye (2002) remains resolute in her study that school location has a significant effect on a student's academic performance and that parents enroll their children into rural schools on the basis of better performance.

There is considerable interest in the differences in academic outcomes of students who attend private and public schools. Marc and Ping (2015) assume that the academic outcomes of private school students exceed those of public school students probably because of the students' characteristics, school resources, or practices.

In Olaniyonu's (2000) considerations, the school location is an important factor that promotes effective and efficient academic work or the student's learning outcomes. Throwing light on the concept of location, Ezike (1997) conceptualized the urban environment as an environment with a high population density containing a wide variety, beauty, and commonplace views. He further identified the rural environment as being characterized by low population density containing a low variety and isolated place views. Okunola (2014) observe huge differences between urban and rural schools in terms of infrastructure, social amenities, and staffing.

Adeniyi and Bello (2007) claim in their opinion that private schools are doing relatively well when compared with their public school counterparts. This is because the proprietors of these various private schools injected the required funds and commitments that keep the schools running and minimize bottlenecks and bureaucracies.

Other scholars like Adeyinka and Ilesamin (2017), Adeyinka and Akinsola (2020), and Akande (2020) have been concerned with different variables in the field of Yoruba education with few works such as Bamgbose (1965) Adeniyi and Adesanya (2005) only studied the Yoruba orthography. Still, they did not examine variables predicting students' learning. Hence, this present study investigated teacher and school factors as predictors of students' learning outcomes in Yoruba orthography in selected schools in Akinyele Local Government, Ibadan

1.1 Statement Of The Problem

Despite the numerous importance of the Yoruba language orthography in the school curriculum and the society, there have been reports, including the WAEC Examiners' Report, that students are not doing well in it. Much as the situation described here causes concern, why some students fail to attain the expected standards is not yet known. Researchers would therefore like to establish the influence of teacher variables (job satisfaction, content knowledge) and school

variables (school type and location) on students' learning outcomes in Yoruba orthography in Akinyele Local Government Area, Oyo State.

Similarly, many of the previous studies conducted to examine the impact of teachers and school on students' learning outcomes focused more on English, Mathematics, and Science than the Yoruba language. This study attempted to close the gap.

1.2 Research Questions

1. What relationship exists between the independent variables (teacher job satisfaction, teacher content knowledge, school type, school location) and the dependent variables (students' learning attitude to and achievement in Yoruba Orthography)?
2. What is the composite contribution of the independent variables (teacher job satisfaction, teacher content knowledge, school type, school location) to the dependent variables (students' learning attitude to and achievement in Yoruba Orthography)?
3. What is the relative contribution of the independent variables (teacher job satisfaction, teacher content knowledge, school type, school location) to the dependent variables (students' learning attitude to and achievement in Yoruba Orthography)?

2. Methods

2.1 Research Design

A survey research design of correlational type was adopted for the study. This was because the study set out to describe and report phenomena as they exist. This design was therefore considered appropriate for studying teacher and school factors as predictors of students' learning outcomes in Yoruba Orthography.

2.2 Research Instruments

Four instruments used for data collection in this study were;

1. Teacher's job satisfaction Questionnaire (TJSQ)
2. Student's Attitude to Yoruba Questionnaire (SAYOQ)
3. Teacher's Content Knowledge Observation Scale (TCKOS)
4. Yoruba Orthography Achievement Test (YOAT)

The school type and location were embedded in the demographic information alongside the respondents' age, gender, and religion. Also, all instruments were face and content validated by experts in Language Education, Evaluation, and Measurement. Researchers trial-tested the instruments in an area outside the main study. The reliability scores showed TJSQr=0.98, SAYOQr=0.734, TCKOSr=0.75 and YOATr=0.66.

2.3 Population and Samples

The study population comprised all senior secondary schools in Akinyele Local Government Area of Oyo State. In this study, Akinyele Local Government was stratified into two areas due to its settings- rural and urban, respectively. Simple random sampling was used to pick five schools from each area, totaling ten (10) schools. All the current SS2 Yoruba language students and teachers of the ten (10) schools were consciously selected. Likewise, ten (10) intact classes made up the study. In all, 310 participants participated in the study.

2.4 Data Collection

The consent of the principals, teachers, and SSS 2 students of the participating schools was sought through pre-visit. Before administering the instruments on the given date, the teacher addressed the students on the research's purpose and the researcher's anticipation. At a much organized time, the instruments, packaged as a single document, were administered in this order: Teacher's job satisfaction Questionnaire, Student's Attitude to Yoruba Questionnaire, teacher's Content Knowledge Observation Scale, and Yoruba Orthography Achievement Test. The collections of the instrument were done on the spot.

2.5 Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Multiple regression and Pearson Product Movement Correlation were used to determine the composite and relative effects of dependent and independent variables.

3. Results and Discussion

3.1 Research Question One

What relationship exists between the independent variables (teacher job satisfaction, teacher content knowledge, school type, school location) and the dependent variable -students' learning attitude to and achievement in Yoruba Orthography?

Table 1. Summary of the Correlation Matrix between Independent Variables and Dependent Variables in Yoruba Orthography

Variables	N	Mean	SD	1	2	3	4	
Students' Attitude(1)	300	22.983	5.008	1.000				
Job Satisfaction (2)	300	20.760	5.916	.675**	1.000			
Contentknowledge (3)	300	18.683	5.816	.481**	.517**	1.000		
School Location (4)	300	1.500	.501	.121*	.016	.277**	1.000	
School Types (5)	300	1.500	.501	.293**	.148*	.066	.200**	1.000
Variables	N	Mean	SD	1	2	3	4	
Achievement (1)	300	22.847	6.519	1.000				
Job Satisfaction (2)	300	20.760	5.916	.739**	1.000			
Contentknowledge (3)	300	18.683	5.816	.431**	.317**	1.000		
School Location (4)	300	1.500	.501	.301**	.016	.177**	1.000	
School Types (5)	300	1.500	.501	.214**	.148*	.066	.200**	1.000

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

The tables showed students' learning attitude in Yoruba Orthography had positive significant correlation with teacher job satisfaction ($r = .675$, $p < 0.05$); teacher content knowledge ($r = .481$, $p < 0.05$); and school types ($r = .293$, $p < 0.05$) of the respondents while school location had no significant correlation with students learning attitude ($r = .121$, $p > 0.05$). They further showed that students' learning achievement had positive significant correlation with teachers' job satisfaction ($r = .739$, $p < 0.05$); teachers' content knowledge ($r = .431$, $p < 0.05$); and school location ($r = .301$, $p < 0.05$) and school types ($r = .124$, $p < 0.05$) of the respondents

From the results gathered above, it was obvious that there was a significant positive relationship between teachers' job satisfaction, teachers' content knowledge, school types, and students' attitudes to Yoruba orthography. The results revealed significant positive relationships between the independent variables and students' achievement in Yoruba orthography to further expand the results.

The finding from this research question corresponds with Adeyinka (2014) submission that teachers have an important role in students' academic achievement, and they play a crucial role in educational attainment. It is in line with Fakeye's (2012) study that teachers should possess some characteristics that are keys to sealing the gaps in students' achievement. Considering Fakeye's (2012) claims, it is obvious from the result that effective teaching could be measured by the level of a teacher's subject mastery competence, which is regarded as a prime predictor of students' learning outcomes. However, the result negates Owoeye's (2011) claim that school location has a significant effect on students' academic attitudes.

3.2 Research Question Two

What is the composite contribution of the independent variables (teachers' job satisfaction, content knowledge, school type, school location) to the dependent variable -students' learning attitude and achievement in Yoruba Orthography?

Table 2 showed a Multiple Regression (R) coefficient of .686 and a Multiple R Square of .470. The significance of the composite contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom ($F_{(4,295)} = 65.441$, $p < 0.05$). The second table showed a Multiple Regression (R) coefficient of .451 and a Multiple R Square of .204. The significance of the composite contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom ($F_{(4,295)} = 18.856$, $p < 0.05$).

The result showed that the contribution of the four independent variables to the dependent variables, when combined, was significant in predicting the dependent variables. It was realized that when all the independent variables were taken together, they contributed significantly to students' attitudes to and achievement in Yoruba orthography. These results corroborate Kanu's (2012) and Olaniyonu's (2000) belief that teachers and school are important factors that promote effective and efficient academic work or the student's learning outcomes. The results equally support Amusan (2014) that teacher and school factors contribute effectively to the quality and performance of learners

Table 2. Summary of Regression Analysis of the combined Independent Variables on the Students' Learning Attitude to and achievement in Yoruba Orthography

R =.686 RSquare= .470 R Square(Adjusted)= .463 Standard Error of Estimate= 3.66998						
Analysis of Variance						
Sources	Sum of Square (S.S.)	Df	Mean Square	F	Sig.	Remark
Regression	3525.633	4	881.408	65.441	.000	S
Residual	3973.283	295	13.469			
Total	7498.917	299				
R =.451 RSquare= .204 R Square(Adjusted)= .193 Standard Error of Estimate= 5.85693						
Analysis of Variance						
Sources	Sum of Square (S.S.)	Df	Mean Square	F	Sig.	Remark
Regression	2587.366	4	646.842	18.856	.000	S
Residual	10119.581	295	34.304			
Total	12706.947	299				
P<0.05						

3.3 Research Question Three

What is the relative contribution of the independent variables (teachers' job satisfaction, content knowledge, school type, school location) to the dependent variables (students' learning attitude and achievement in Yoruba Orthography)?

Table 3. Summary of the Relative Contribution of the Independent Variables on Students Learning Attitudes to and achievement in Yoruba Orthography

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	10.839	1.656		6.546	.000
Job Satisfaction	.555	.038	.656	14.440	.000
Content Knowledge	.048	.039	.056	1.217	.001
School Location	1.003	.439	.100	2.287	.023
School Types	.006	.439	.001	.013	.010
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	16.906	2.642		6.398	.000
Job Satisfaction	.441	.061	.401	7.194	.000
Content Knowledge	.123	.063	.110	1.962	.003
School Location	.249	.700	.019	.356	.002
School Types	.367	.701	.028	.523	.001

Teachers job satisfaction ($\beta=.555$, $t= 14.440$, $p<0.05$) was the most potent contributor to the prediction of students learning attitude in Yoruba Orthography followed by school location($\beta= .100$,

$t = 2.287$, $p < 0.05$), followed by teachers' content knowledge ($\beta = .056$, $t = 1.217$, $p < 0.05$) and then followed by school types ($\beta = .131$, $t = 3.515$, $p < 0.05$).

The table further showed that teachers' job satisfaction ($\beta = .401$, $t = 7.194$, $p < 0.05$) was the most potent contributor to the prediction of students learning achievement in Yoruba Orthography followed by teacher content knowledge ($\beta = .110$, $t = 1.962$, $p < 0.05$), followed by school type ($\beta = .028$, $t = .523$, $p < 0.05$) and then followed by school location ($\beta = .019$, $t = .356$, $p < 0.05$).

These results support Dorozynska's (2016) submission that teachers' job satisfaction is key to teachers' psychological and emotional well-being and student's academic success. They are also reflections of Zembylas and Papanastasiou's (2006) study that job satisfaction is important for teachers and empirically influential on students and school.

3.4 Discussions

The study revealed that there was a significant positive relationship between independent variables (teacher job satisfaction, teacher content knowledge, school type) and dependent variable (students learning attitude in Yoruba Orthography) of secondary school students. Likewise, there was a significant positive relationship between independent variables (teachers' job satisfaction, teachers' content knowledge, school location, and school types) and dependent variables (students' learning achievement in Yoruba Orthography) of secondary school students. It is obvious from the findings of the study that the contribution of the four independent variables to the dependent variable (students' learning attitude in Yoruba Orthography), when combined together was significant in the prediction of dependent variables.

Based on these findings, Adeyinka (2014) submission that teachers have an important role to play in students' academic achievement is relatively true. The findings are also in support of Fakeye's (2012) opinion that teachers should possess some characteristics which are keys to sealing the gaps in students' achievement. It is obvious from the result, considering Fakeye's (2012) claims, that effective teaching could be measured by the level of a teacher's subject mastery competence which is regarded as a prime predictor of students' learning outcomes.

The findings corroborated Okunola's (2014), Kanu's (2012), and Olaniyonu's (2000) positions that teacher and school factors contribute effectively to the quality and performance of learners and that teachers and school are important factors that promote effective and efficient academic work or the student's learning outcomes.

4. Conclusion

Teachers' job satisfaction, teacher's content knowledge, and school types were found to be significantly related to students' learning attitude to and achievement in Yoruba orthography, while no significant relationship between school location and students' learning attitudes to Yoruba orthography. It implies that school location is not related to students' learning attitudes to Yoruba orthography. It should, therefore, be noted that if school location and other factors are merged together to determine the student's learning attitude in Yoruba orthography, then enhancing an

effective positive attitude would necessarily go through understanding and developing the students' motives and perception. Teachers should also understand students' attitudes towards the learning of Yoruba orthography and adopt methods or ways by which position change could be achieved if found to be negative.

4.1 Recommendations

Based on the findings, the following recommendations were made:

1. School administrators should make teachers' satisfaction their priority by prompt paying of salary, avoiding job-loss threat approach, encouraging participation in school policy and educational planning in the system, making entitlements and benefits available to them, and giving them deserved promotion as when due.
2. Teachers should always engage in meaningful innovations and activities that would enhance their content knowledge in their area of specialization.
3. Government should buckle down in ensuring a level playing ground for students who attend schools in rural or urban areas. The gap that exists is a hindrance to the growth and development of learning Yoruba orthography.
4. School counselors should be responsible, responsive, and active by providing counseling services in school for all students whose attitude to Yoruba orthography is not encouraging.

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