

# African Research Review

AN INTERNATIONAL MULTI-DISCIPLINARY JOURNAL,  
ETHIOPIA

AFRREV VOL. 11 (1), SERIAL NO. 45, JANUARY, 2017: 49-59

ISSN 1994-9057 (Print)

ISSN 2070-0083 (Online)

DOI : <http://dx.doi.org/10.4314/afrrrev.v11i1.4>

---

## **Material Resources Availability, Parent Subject Perception and School Type as Correlate of Student Performance in Secondary School Yorba Language in Oyo State**

**Abijo, J. A.**

Institute of Education

University of Ibadan, Ibadan, Nigeria

Phone No: +2348033510187

Email address: [jaabijo@gmail.com](mailto:jaabijo@gmail.com)

---

**Oyekanmi, J. O.**

Department of Language Education,

Faculty of Education

Imo State University, Owerri, Nigeria

Phone: +2348136196731; +2348051303915

E-mail: [dryemioyekanmi@gmail.com](mailto:dryemioyekanmi@gmail.com)

---

### **Abstract**

Students' poor performance in the Yoruba language is being considered a serious problem by researchers and education stakeholders. Despite their efforts, no appreciable improvement is noticeable for hardly are enough researches on the extent to which school material resources availability, parental subject perception and school

type correlate with students' achievement in Yoruba Language which this study is out to investigate. Being an Ex-post-facto design of survey research type, multi-stage sampling technique was used to draw 400 parents of 820 Yoruba Language students and their 20 teachers from two Local Government Areas in Oyo State. School Material Resources Availability Inventory ( $r = .85$ ), Parental Subject Perception ( $r = .75$ ), and Yoruba Language Achievement Test ( $r = .70$ ) were instruments for data collection. Four research questions were posed and data generated were analyzed using Multiple Regression Analysis at  $P < 0.05$ . Findings revealed relationship between school material resources availability and students' achievement ( $r = .248$ ); between parental subject perception and students' students' achievement ( $r = .244$ ); and positive significant correlation between school type and students' achievement ( $r = .250$ ). Parental subject perception is most influential ( $\beta = .143$ ) and school type ( $\beta = .126$ ). Therefore, parents should have right perception of the Yoruba Language while Government provides school material resources and facilities to improve students' performance in the Yoruba Language.

**Key words:** Material resources Availability, Parent subject Perception, School type, Student performance, Yoruba Language

### Introduction

Education is the cornerstone of economic growth and social development. It is a principal means of improving the welfare of individuals; it increases the productive capacities of societies and country's political, economic, social and cultural institution. Education leads to the integral development of the whole person in terms of contributing positively to the development of the society, acculturation and learning how to learn, thus there is an emphasis on the development of cognitive, affective and psychomotor aspects of learners to make them develop fully (Labo-Popoola, 2003). This made some educators affirm that education is the only means by which an individual can acquire specialized knowledge and skills regarded as prerequisites for economic development, social change and mobility. It is therefore understandable while most government all over the world attach great importance to education (Emeke, Adeoye, and Torubeli, 2006).

Yoruba language is one of the subject taught in Nigerian schools right from the kindergarten to the University level. It is a policy that Yoruba language as one of the three major languages in the country should be used as language of instruction for pupils right from primary one to primary three. Not only that, the Government considers it to be in the interest of national unity that each child should be encouraged to learn not only his own mother tongue but also another Nigerian language. Yoruba language is one of the major languages recognized in Nigeria's constitution. In this connection, the slogan "Don't speak the vernacular+" which has been geared towards

underscoring the status of Yoruba language in both primary and secondary schools has been drastically removed and it has even gone into oblivion Oyelaran, ( 1998) cited by Abijo, ( 2009 ). Despite the importance of Yoruba language, the level of performance of students in the subject is still low. The students' performance in Yoruba language at the internal and external examinations has been consistently poor.

Fasasi (2012) observed that material resources availability in schools are a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate material resources for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning can be separable from teaching" is that teachers do the teaching to make the students learn, but student can be learnt without the teacher. Likewise, Gbeinbo (2009) asserted that learning occurs through someone's interaction with his/her environment; that is, a person is capable of generating learning from environment without being taught. Environment here refers to facilities or resources that are available to facilitate students learning outcome. It includes textbooks, audio-visual, software and hardware of educational technology, size of classroom, sitting position and arrangement. Availability of tables, chairs, chalk boards, library, laboratories, school bus, plants, building, well, lighting, ventilation, football pitch, sickbay, suggestion box etc.

Oni (1992) asserted that school facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent, the smooth functioning of any social organization or system including education. He further stated that availability, adequacy and relevance influence efficacy and high productivity in the performance of students. Throwing more light on school material resources and moral guiding provision, Olatoye (2004) asserted that school, material resources when provided will aid teaching learning programme and consequently improve academic achievement of students while the models guides their provision to schools could take any form as rational bureaucratic and political model whichever model is adopted according to him, there is always a common feature of differing allocation of facilities to schools. Lackney (1999) stated that school building, classroom, housing the students, the physical and environmental conditions could cause poor students' learning outcome in school subjects. He pointed to the fact that school building which are located near factories, poorly ventilated, having large class size and school size and failure of embedding school within their community can cause poor learning outcome in school subjects. Most of the factors are visible in the urban and rural areas where schools are situated.

Moreover, Greewald, Hedge and Lauren (1996) opined that the wealth of a nation or society could determine the quality of education in the land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning

infrastructures that with such students may learn with ease thus bringing about good academic performance.

Writing on the role of material resources availability in teaching, Ndiku (2002) submitted that no effective source of education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitude. In his contribution, Ezeano (2003) reiterated that when facilities are provided to meet a relative need of a school system, students will not only have access to reference materials mentioned by the teachers, but individual students will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students. Labo-Popoola (2003) found that the classroom learning environment in some school was poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others. A situation which the research regarded as hazardous to healthy living of the learners.

In *Nigerian Tribune* of Thursday, November 25, 1999, under the caption; “Mass failure will continue until...”, the chairman of the National Committee of WAEC, Dr. U. B. Ahmed opined that the classroom is the origin of failure... a close look at the public school, and what goes on there shows that nothing good can come out of most schools as they do not have facilities, adequate and appropriate human resources to prepare candidates for WAEC or NECO examination.

The above statement indicates that the problem of candidates’ mass failure in WAEC or NECO will continue until the situation of the nation’s public schools change for better. Commenting on why high academic attainment is not in vogue in Nigeria, Olatoye (2002) identified poor and inadequate physical facilities, obsolete teaching technique, overcrowded classrooms among others as factors.

This study also tried to find out the relationship between school type and achievement in senior secondary Yoruba language. The school types investigated is urban and rural schools. School as a variable of interest could contribute to students’ academic performance Ciprinmi-Sklar (1997) & Odowgmo (1994) are of the view that some factors associated with the school of the learner contribute immensely to academic achievement. There have been serious contentions among Nigerian elites that there is a widening gap in education being provided by urban and rural schools for adolescent in Nigeria. For example, Isiugo-Abanihe and Labo-Popoola (2004) reported that there is a significant difference in the learning outcome of students from different types of schools.

Suzanne and Lauren (2012) discovered that students in rural schools perform poorly in school subject because they do not have access to the same level of funding of urban

and sub-urban schools. Parental subject perception is vital to the academic performance of students. In most scenarios, parents wished their children to follow their path of career choice thereby imposing the career choice on their children. Some parents consider career for their children based on the job prospect and how the course is ranked in the society. Most parents use to discourage their children from offering Yoruba language in schools. These parents see Yoruba Language as having non-lucrative career as compared to engineering, medicine and law. This is to a great extent has influenced negatively the perception of Yoruba Language as a subject in school thereby discouraging students' academic achievement. Most parents prefer communicating with their children at home in English language rather than Yoruba language. The subject (Yoruba language) was ranked below vocational and science in term of perceived job prospect and nearly 90% of students had not considered Yoruba language as a field of study (Abijo, 2009).

The parental subject perception had greatly influenced students to develop negative attitude towards Yoruba language in schools that is why the student's level of performance is still low. Adeagbo (2005) found that, in Nigeria, students' performance in Yorba language at the internal and external examinations has been consistently poor. Students' poor performance in language generally and Yorba language in particular has been considered a serious problem in senior secondary school education by the major stakeholders (teachers, parent, students and researchers).

This poor performance in Yorba language has been confirmed by low level of students' performance in public examination (SSCE) conducted by external bodies like WAEC and NECO over the years. In spite of various individuals, researchers and governmental efforts to improve the students' performance in the subject, no substantial improvements have been noticed in the students' learning outcome. Several studies had researched into, some factors and their implication on students' learning outcome in Yoruba language, but it seems only few had attempted to investigate the extent to which school material resources availability, parental subject perception and school types correlate with the students' achievement in Yoruba language. This researcher therefore carried out empirical investigations on school material resources availability, parental subject perception and school type as correlate of students achieved in Yoruba language.

### **Research Questions**

Based on the stated problems, the following research questions guided the study.

- i. What type of relationship exists (a) among the predictors (school material resources availability, parental subject perception and

- school type (b) between each of the predictors and the criterion (students' achievement in Yoruba Language)?
- ii. Does the obtained regression equation resulting from set of the three-predictor variable allow reliable prediction of students' achievement?
  - iii. Which of the three-predictor variable are most influential in predicting students' achievement in Yorba language?
  - iv. Is there any predictor variable that does not contribute to the prediction model?

**Methodology**

The research design used in the study was an Ex-post facto design of a survey type of research. Multistage sampling technique was adopted for the study. Random sampling technique was adopted to select ten secondary schools (i.e. five rural and five urban) with a sample of 820 (40 students per class) Yoruba students. 400 parents of Yoruba language students responded from two Local Government Areas in Oyo state. Three instruments were used to gather information in this study which are; School Material Availability Inventory (r.85), parental subject perception (r=.75) Yoruba language Achievement Test. Four research questions were raised and answered in this study. The Data obtained were analyzed using Multiple Regression Analysis at .05 level of significance.

**Result**

**Research Question One:** What type of relationship exists (a) among the predictors (School material resources availability, parental subject perception and school type (b) between each of the predictors and the criterion (students' achievement in Yoruba Language)?

**Table 1: Correlation Matrix of Student Achievement, School Material Resource Availability, Parent Subject Perception and School Type**

	YLAT	SMRA	PSP	ST
YLAT	1.000			
SMRA	.248*	1.000		
PSP	-.244*	-.110*	1.000	
ST	.250	.650*	-.147*	1.0000
Mean	9.130	40.320	21.600	38.640
SD	4.980	8.580	28.650	9.980

Note\* Correlation are significant at p<.05

**Note:** YLAT = Yoruba Language Achievement Test; SMRA = School Material Resource Availability; PSP= Parent Subject Perception; and ST = School Type.

Table 1 shows a correlation matrix among predictors (School Material Resource Availability, Parent Subject Perception and School Type and the criterion (Students Achievement in Yoruba Language). The table also outlined the magnitude and direction of relationship that exists among the variables of the study. The result shows that, there exists a positive and negative significant relationship among the predictors that is; School Material Resource Availability ( $r=.248, p<.05$ ), Parent Subject Perception ( $r=-.244, p<.05$ ), School Type ( $r=.20, p<.05$ ) and the criterion (Students Achievement in Yoruba Language). This implies that an increase in the predictors leads to a corresponding increase in the criterion and vice versa. In other words, degrees of relationship observed between the variables suggest an association among them.

**Research Question Two:** Does the obtained regression equation resulting from set of the three predictor variables allow reliable prediction of students’ achievement in Yoruba Language?

**Table 2 Model Summary and Regression ANOVA**

R		.343				
R Square		118				
Adj. R Square		.111				
Std. Error of the Estimate		4.690				
Model		Sum of squares	D.f	Means square	F	Sig
1	Regression	1164.766	3	388.255	17.651	.000*
	Residual	8710.474	396	21.966		
	Total	9875.240	399			

From Table 2, it could be seen that there is a positive correlation among the three predictors, which are school material resources availability, parental subject perception, school type and students’ achievement in Yorba Language which is the dependent variable ( $R = .343$ ). This implies that the factors are quite relevant towards the determination of the dependent variable. The adjusted R square value .111 revealed that the three factors accounted for 11.1% of the total variance in the dependent

variable. The remaining 89.9% could be due to factors and residuals in the model that are not considered in this study. Also, the model was found to be statistically significant ( $F_{(3,396)} = 17.651, P < .05$ ).

**Research Question Three:** Which of the three-predictor variable are most influential in predicting students' achievement in Yoruba language?

**Table 3: Relative predictions of the predictor variables on students' achievement in Yoruba Language**

Model	Unstandardized coefficients		standardized coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	4.144	1.202		3.448	.001
SMRA	.083	.036	.143	2.295	.022*
PSP	-.036	.008	-.209	-4.385	.000*
ST	.063	.031	.126	2.024	.044*

**Note:** \* Correlation are significant at  $p < .05$

**Note:** YLAT = Yoruba Language Achievement Test; SMRA = School Material Resource Availability; PSP= Parent Subject Perception; and ST = School Type.

Table 3 shows the individual variable's contribution to the prediction model on students' achievement in Yoruba Language. The table indicates that all the three predictors were found to have significant relative prediction to the students' achievement in Yoruba Language. These variables are: School Material Resource Availability  $\beta = .143, t(3,396) = 2.295, p < .05 (.022)$ ; Parental Subject Perception,  $\beta = -.209, t(3,396) = -4.385, p < .05 (.000)$ ; School Type,  $\beta = -.126, t(3,396) = 2.024, p < .05 (.044)$ . They all contribute significantly to the prediction model.

**Research Question Four:** Are there any predictor variable that does not contribute to the prediction model?

From table 3, it is obvious that there is none of the predictor variables that do not contribute to the prediction model.

### Discussion of Findings

The positive significant relationship that surface between school material resources availability and students' achievement in Yoruba Language buttresses the assertion of Ajayi, (2004) who reiterated that when school facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials



mentioned by the teacher, but individual students will also learn at their own paces and achieve much in the school subject. Olutola (2002), noted that the availability of the school building and other plants contribute to good academic performance as they enhance effective teaching-learning activities. He further stated that well sited school building with aesthetic conditions, playground, lavatory, e.t.c. according to the scholar usually contribute to achieving higher educational attainment by the students.

Moreover, this finding supports Bassey (2002) who noted that the use of instructional resources would make discovered facts glued to the memory of students. An adage says “a look is worth a thousand words” also helps to reveal the value of instructional materials in teaching and learning process. From their statements, one could conclude that resource materials as part of school facilities serve as concrete channels of information which can help a learner to form a mental picture of what is being taught and reproduce it when it is time for evaluation. However, the finding from this study negate Adeogun (2001) who carried out study on the effects of the school physical facilities on student’ academic achievement, the report shows that, to some extent, school physical resources do not have much influence on students’ academic achievement when compared with the effect of socio economic status of the parents, students academic background and attitude of student to studies.

The positive significant of parental perception of a subjects buttresses the discovery of (Cooper, Linsay & Nye, 2000) who found that compared with the parents who were not involved, involved parents developed more complex strategies for working with schools through their subjects’ perception and their children to promote achievement. Parents’ subject perception with their childrens’ schooling is not a uniform process, and researchers have studied many dimensions of parental perception of school process in general. The perceptions of the parents on school subject command their involvement.

It is also found that school type has a positive effect on students’ achievement in Yoruba Language. This finding corroborated the work of Meleen (2010) who did observe that the education provided by urban schools is unparalleled. Statistics shows that more students who attended urban schools are four times more likely to achieve than their counterparts in rural schools. The reason for this is that there is every possibility of provision of educational material resources with more qualified teachers in urban schools than in the rural schools.

### **Conclusion**

From the findings of the study, it was observed that there are positive relationships among (school material resource availability , parental subject perception, and school type) and students’ achievement in Yoruba Language which is the dependent variable

The materials used in the study varied from students 'chairs and lockers to such materials as owned by the school like school bus, stationaries, plants, tools in the laboratory, well or boreholes and building .The result showed that such materials as language laboratory ,library, students' stools in the laboratory , toilet ,fan and textbooks were found to be significantly predict students' performance in secondary school Yoruba language . Furthermore, it was discovered that parental subject perception is the most influential variable in the prediction. Therefore, when parent demonstrate right perception to Yoruba Language as a subject that their children should offer, it will motivate their children to exhibit the right attitude and achieve more in the subject. Moreover, since the finding of the study reveals that there was significant joint relationship among independents and dependents variable when government improve on the supply of necessary school facilities and parent demonstrate right perception to Yoruba Language as a subject, it will enhance smooth teaching-learning process and improve students' achievement in Yoruba Language.

### **Recommendations**

The findings summarized above have far-reaching educational implication for government, teachers, parents, students, curriculum planners and school administrators. Therefore, the following recommendations were made.

- Parents should have right perception toward the school subject most importantly Yoruba Language as this will motivate their children in developing right attitude to learning.
- Government should improve on the provision of adequate infrastructural facilities and learning materials in order to enhance maximum students' learning achievement in Yoruba Language
- Government should provide equal opportunity for both the urban and rural schools in the distribution of school material resources to schools.

### **References**

- Abijo, J. A. (2009). *Effects of two methods of teaching essay writing on students' learning outcomes in Yoruba language at the Senior Secondary School level*. Unpublished PhD Thesis. University of Ibadan.
- Adeagbo, T. T. (2005). *Effective communicative language teaching method, parent supportiveness and gender in learning outcomes and attitude in Yoruba reading comprehension*. Unpublished Ph D Thesis University of Ibadan.
- Emeke, E. A, Adeoye, A, Torubeli V. A. (2006). Locus of control, self-concept and emotional intelligence as correlates of academic achievement among Adolescents in senior secondary school in Oyo state Nigeria. *Journal of*

*clinical and conselling psychology*, Vol. 12. Issue 12. Eric Clearing house for social studies, social science education. Bloomington.

- Fasasi, R. A. (2012). Improving learner attitude to science under the universal basic Education Programme; The effect of ethno-science based instruction. *Proceedings of the Annual conference of Science Teachers' Association of Nigeria* held at Abuja Nigeria from August 6-11, 2012. Pp 169-177.
- Gbeinbo, E. R. (2009). *The problems encountered in practical chemistry perceived to be influencing students' learning outcome*. An unpublished M.Ed dissertation of the University of Ibadan, Ibadan, Nigeria.
- Isiugo-Abanihe, I. & Labo-Popoola O. S. (2004). School type and location as Environmental factors in learning English as a second Language. *West Journal of Education* Vol. 24, No.1 pp 55-63
- Labo-Popoola, S. O. (2003). *Teacher and school variables as determinant of students' achievement in summary writing and comprehension aspect of English Language*. An unpublished PhD Thesis, University of Ibadan, Ibadan, Nigeria.
- Olatoye, R.A. (2002). *A causal model of school factors as determinants of science achievement in Lagos state secondary schools*. Unpublished PhD Thesis, University of Ibadan, Ibadan, Nigeria.
- Olatoye, R.A. (2004). Emergent issues in enhancing the teaching and learning of science in schools. *Issues in Educational measurement and Evaluation in Nigeria*. pp 101-114. Institute of Education University of Ibadan, Ibadan, Nigeria.
- Suzanne, G. L. E. (2012). Mathematics achievement gap between sub-urban peers increase overtime. Causay Institute. *Issue brief no 2* summer 2012.