

Teacher and Student Attitude as Correlates of Achievement in Yorùbá Orthography Among Junior Secondary School Students in Akínyelé LGA of Oyo State

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Keywords:

Teachers' attitudes,
Students' attitude,
Achievement,
Yoruba language,
Yorùbá Orthography

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Abstract

The study investigated teacher and student attitude as correlates of achievement in Yorùbá orthography among junior secondary school students in Akínyelé Local Government. The study adopted a survey research design of correlational type. The sample of the study consists of twenty teachers and two hundred junior secondary school students in Akínyelé Local Government, Oyo state. Teachers Questionnaire on Attitude to Yorùbá Orthography, TQAYO ($r = .84$), Students Questionnaire on Attitude to Yorùbá Orthography, SQAYO ($r = .88$) and Students Achievements Test on Yorùbá Orthography, SATYO ($r = .94$) were used for data collection. The data were analyzed using the inferential statistics of Pearson Product Movement Correlation (PPMC) and Multiple Regression Analysis (MRA). Findings showed that there was negative significant relationship ($r = -.267$, $p < 0.05$) between students' attitude and achievement in Yorùbá Orthography while teachers' attitude had no significant relationship ($r = -.224$, $p > 0.05$) with students' achievement in Yorùbá Orthography. The independent variables had no significant joint contribution ($F_{(2,17)} = 1.02$; $p > 0.05$) to students' achievement in Yoruba orthography. Neither teachers' attitude ($\beta = -0.29$; $t = -1.26$; $p > 0.05$) nor students' attitude ($\beta = -0.16$; $t = -0.68$; $p > 0.05$) relatively contributed to the prediction of the students' achievement in Yorùbá orthography. Based on these findings, it was recommended that efforts should be made by government and school owners to encourage teachers towards the teaching of Yoruba orthography, so that students' and teachers' attitude towards the concept would be enhanced.

Background to the Study

Yorùbá is a tonal language spoken natively by about thirty million people in Nigeria and in the neighbouring countries such as the republic of Benin and Togo. In Nigeria, Yorùbá speakers reside in the south west region in the states such as Oyo, Ògùn, Osun, Òndó, Èkìtì and Lagos. Yorùbá is a dialect continuum including several distinct dialects (Bámgbóṣé, 1996). Estimates of the total number of Yorùbá dialects vary from twelve to twenty-six. According to Òjó (2001), in 1960s, through the 1970s, various orthography committees were set up by both government and academic group to consider and subsequently review the standard orthography for the language. Significant reviews were done based on the report of the orthography committee in 1966. It is the primarily the basis for the creation and introduction into schools of the standard Yorùbá orthography and hence for the standard Yorùbá language. The standard form of Yorùbá is the type of Yorùbá learned at school, and spoken (or written) mostly by educated native speakers to address who speak different dialects (Bámgbóṣé, 1996).

Orthography is a concept that is very important right from the primary school to the post primary school level and at the tertiary level, universities or colleges of education, where the teaching of Yorùbá is at an advanced level. Orthography cannot be undermined. It enables us to know how to write standard Yorùbá language with modern and contemporary usage. In Nigeria, education is seen as an instrument par excellence for effecting national development as such education is expected to be of high quality in order to produce sound quality products that can contribute to the growth of the national economy.

The quality of education of a nation could be determined by the quality and attitude of her teachers. One does not need a fortune teller to tell him/her the importance of student's achievement in Yorùbá orthography to an individual and the society at large. Students' achievement has been highly rated among other things in life and reason has been that it determines the future of a country. Good educational achievement will help to produce great leaders. In spite of the importance accorded to students' achievement in the society, there exists low level of educational achievement of students at every segment of the educational system in the country. This has given many educators/stakeholders a high level of concern about the future of the country at large.

In the National Policy on Education (2013), the language policy statement on the role the indigenous languages play in the nation's education secondary school is very clear. Under Section 3, subsection 36 e of the Policy, secondary education shall 'develop and promote Nigerian languages, art and culture in the context of world's cultural heritage'. Apart from this, the Junior Secondary School education provides that a student should offer the language of his / her environment, which is to be taught as his / her first language (L1). The document went further to say that the language of the immediate environment shall be taught as L1 where it has orthography and literature. Where it does not, it shall be taught with an emphasis on the oral version of teaching as L2. It is also compulsory for the student to learn one major Nigerian language other than that of the environment to be taught as L2. These provisions are, in addition to English and French.

The issue of quality in the educational system has been receiving a great deal of attention in the society in recent times. Stakeholders of education especially parents as well are now clamouring for quality in the education system which may be as a result of the perceived poor quality products turned out from schools on yearly basis. The demand for quality in education is not out of place considering the huge to be done therefore to encourage pass rate in schools. Since one of the purposes of education is the acquisition of knowledge and skills, students' performance after graduation can be seen as a reflection of their performance in school. This also borders on the quality of human and material resources which are available during their schooling. For many years, educators and researchers have debated on which of the policy-makers become more involved in school reform, greater attention is given to the role teachers' quality plays on students' achievement.

In Nigeria, most secondary schools are facing several challenges due to the dynamic nature of the environment, delay in payment of salaries of teachers, insufficient amount of money from their parents, low rate of monitoring and evaluation of student's performance by parents and some school teachers etc. As the most significant resources in schools, teachers are critical to raise educational standards and students' achievement in school.

Secondary education is a very critical level of any educational system. This is because it is the bedrock on which higher education is built, as the foundation of whatever a child wants to become in life academically is laid here. It is sad to note that the academic performance of students at this level is very poor all over the country in Nigeria (Adébulé, 2004), the quality of secondary school leavers has continued to deteriorate each year 2014 Senior School Certificate Examination (SSCE) conducted by the West African Examinations Council (WAEC) where only 31.28% of the candidates that sat for the examination had 5 credits in five subjects and above including English Language and Mathematics while some students failed Yorùbá Language (WAEC, 2014).

Ọládòşebìkan (1985) in his study on attitude of students stated that attitudes are related to the achievement and enrolment in the subject. According to him, poor attitude, leads to poor achievement and poor achievement leads to not offering the subject. It follows therefore, that in order to have better students' performance in schools, there is need to motivate them to have positive attitude towards their academics. This supported by the finding of Adébòwálé (2000) who said that, students' lack of interest in school subjects makes it difficult for teachers to impart pertinent knowledge to them on the student but suggested that Yorùbá Language should be compulsory for the student like any other subject, this will make them take the subject serious and it will also help the teacher when impart knowledge on them. This invariably, will influence the learner's choice and even, achievement in that subject. Education imparted through quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to make an individual a useful member of the society. This is why it is important for teachers and students to have the right attitudes towards learning process in school.

The quality of education of any nation determines the development status of that particular nation. The most important person in a school setting is the teacher and he is the pivot of the education process. The teacher is the most important person in the entire education programme and he can make or mar the best educational programme in the world. Education therefore is what teachers make of it. Thus, competent, devoted and professionally qualified teachers are part of essential foundation for a good education system. In other words, the attainment of national objectives for the adequate preparation of students for their examinations and achievement of educational objectives depend largely on quality and attitude of both teachers and students in the schools.

Akinolá (2003), similarly, stresses that attitude has a greater influence on aspects of learning which are emphasized in the classroom. Dulton (2004) concurs that attitudes are related to academic performance when measured on promotion grades. According to Bandura (1977), attitude is often used in conjunction with motivation to achieve. It is how well people judge themselves to perform a task successfully. Moreover, extensive evidence and documentation were provided for the conclusion that attitude is a key factor in the extent to which people can bring about significant outcomes in their lives. The relationship between attitude and academic achievement is best summed up by Bandura (1977).

Adétókun (2018) examines the effect of teacher job satisfaction, teacher content knowledge, school type and school location and students' attitudes on academic achievement in Yorùbá orthography. He found that teachers' job satisfaction, teachers' content knowledge, school types and students' attitude significantly influenced achievement of students in Yorùbá orthography. Aláwodé (2010) investigated Yorùbá language teachers and students' attitude toward Cooperative Learning Method (CLM) in Junior Secondary Schools (JSS) in Àpápá Local Government Area (LGA) of Lagos State, Nigeria. The quasi-experimental design was used. A total of 240 JSS II students with an average age of 12 years and 11 Yorùbá language teachers participated in the study. Two validated 10-item instruments, Students Attitude towards Cooperative Learning Method Scale (SATCLMS) and Teachers Attitude towards Cooperative Learning Method Scale (TATCLMS) were used for data collection. The test-retest method was used to determine the reliability of the instruments to obtain reliability indices of 0.78 and 0.86 for SATCLMS and TATCLMS respectively. Two research questions guided the exploration. Percentages and frequency were used to answer the research questions. The findings of the study were that both teachers and students had negative attitudes towards CLM, however, teachers had more positive attitudes toward CLM than the students. It was recommended among others that teachers of Yoruba language should adopt the CLM in their instructions in the classroom so as to impact on the attitudes of the students.

It is obvious that the above studies and other previous known studies like Odey (2002), Carol (2007), Berecter (2002), Abíjò (2016), Derrick, Ponton, Confessor and Carr (2007), Adéníyì and Adésànyà (2005) did not look at the influence of students' and teachers' attitude on students' achievement in Yoruba orthography. Though Adetokun (2018)

worked on Yoruba orthography, his work was not on student and teacher attitude. This shows the main reason for conducting this study. It is to have a better understanding and reveal findings on teacher and student attitude as correlates of students' achievement in Yorùbá orthography among junior secondary school students. It will also help to bridge the gap in knowledge by looking at the achievement of student within the Yorùbá orthography context. This is because lots of studies have not been done on this particular area. Findings will also reveal if attitude of teacher and student affects students' achievement either positively or negatively.

Statement of the Problem

Observations and reports from examination bodies like the West African Examinations Council (WAEC) and the National Examination Council (NECO) in 2015 revealed that a high percentage of secondary school students continue to perform poorly in Yorùbá Language in their junior school examination due to their poor knowledge of Yoruba orthography. This poor performance continues to generate much concern among parents, teachers, students and other stakeholders in the educational system. This is likely to be caused by some factors such as; the level of parents' education, occupation and support, number of children in the family, academic motivation, self-concept or students' attitude.

However, previous studies have only found teacher and student attitude responsible for student's learning outcomes in Yorùbá Language as a whole and other subject areas like English language, Social Studies, Mathematics, Sciences and so on, mainly at the senior secondary school level, as little or no studies has been directed towards specific aspect of Yorùbá language like Yorùbá orthography, in the junior secondary school that this present study investigated.

Research Questions

1. What relationship exists between the independent variables (teacher attitude, student Attitude) and the dependent variable (students' Achievement in Yorùbá orthography)?
2. What is the joint contribution of the independent variable (teacher attitude, student Attitude) on the dependent variable (students' Achievement in Yorùbá orthography)?
3. What is the relative contribution of the independent (teacher attitude, student Attitude) variable on the dependent variable (students' Achievement in Yorùbá orthography)?
4. Which of the independent variables best predict students' achievement in Yorùbá orthography?

Methodology

Research Design: The survey research design of correlational type was adopted for the study. This was because the study sets out to describe and report phenomenon as they exist.

Population of the Study: The population of the study comprised all junior secondary schools students and their Yorùbá language teachers in Akínyelé Local Government Area, Oyo State.

Sample and Sampling Technique: Out of all the secondary schools in Akínyelé LGA, the simple random sampling technique was used to select five schools. From each of the school selected, 40 JSS 2 students were selected using the simple random sampling technique. Four (4) Yorùbá teachers were also randomly selected in each of the schools. In all 200 JSS 2 students and 20 Yorùbá teachers took part in this study.

Instrumentation: Three instruments used for data collection in this study were:

1. Teacher's Questionnaire on attitude to Yorùbá Orthography (TQAYO)
2. Student's Questionnaire on Attitude to Yorùbá Orthography (SQAYO)
3. Student's Achievement Test on Yorùbá Orthography (SATYO).

Teachers' Questionnaire on Attitude to Yorùbá Orthography (TQAYO) was used by the researcher to determine whether teachers have positive or negative attitude in teaching Yorùbá Orthography in junior secondary schools. The instrument consisted of ten (10) items, to which response is pre-structured using the modified Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was face and content validated by experts in language education and measurement evaluation. It was trial-tested on a sample of 10 teachers selected in schools outside the area of this study. The reliability index showed 0.84, having used Cronbach Alpha reliability method.

Students' Questionnaire on Attitude to Yorùbá Orthography (SQAYO) was also self-designed by the researcher. It aimed at determining whether students have positive or negative attitude to Yorùbá Orthography. It consisted of nine (9) items, to which response was pre-structured using the modified Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was face and content validated by experts in language education and measurement evaluation. It was trial-tested on a sample of 20 students selected in a school outside the area of this study. The reliability index showed 0.88, having used Cronbach Alpha reliability method.

The third instrument, *Students Achievement Test on Yorùbá Orthography (SATYO)*, designed by the researcher, comprised sections A and B. Section A had ten (10) multiple-choice items that covered some of the standard Yoruba spellings the students have been taught. Section B embodied five (5) simple words in non-standard Yorùbá which they were instructed to re-write to a standardized version of the approved Yorùbá spellings. It was face and content validated by two Yorùbá (language) educators. It was thereafter trial-tested on a sample of 20 students selected in a school outside the area of this study. Split-half method of reliability was used to determine its reliability coefficient of 0.94.

Procedure for Data Collection: The consent of the principals, teachers and JSS 2 students of the participating schools was sought through pre-visit. Before administering the instruments on the given date, the teachers addressed the students on the purpose of the

research and the anticipation of the researcher. At a much available time, the instruments, packaged as a single document, were administered in this order: Teachers' Questionnaire on Attitude to Yorùbá Orthography (TQAYO), Students' Questionnaire on Attitude to Yorùbá Orthography (SQAYO), Students Achievement Test on Yorùbá Orthography (SATYO). The collection of the instruments was done on the spot.

Method of Data Analysis: The inferential statistics of Pearson Product Movement Correlation (PPMC) was used to answer research question one while the Multiple Regression Analysis (MRA) was used to answer the research questions two, three and four. All the results were interpreted at 0.05 level of significance.

Results

Research Question 1: What relationship exists between the independent variables (students' Attitude and Teachers' Attitude) and the dependent variable (students' achievement in Yorùbá Orthography)?

Table 1: Summary of Correlation Matrix between Independent Variables and Students' Achievement in Yorùbá Orthography

Variables	N	MEAN	SD	1	2	3
Achievement in Yorùbá Orthography (1)	200	10.145	3.726	1.000		
Students' Attitude(2)	200	29.380	4.115	-.267**	1.000	
Teachers' Attitude (3)	20	29.550	4.161	-.224	.040	1.000

**Significant at $P < 0.05$

The results from table 1 shows that there was negative significant relationship between students' attitude and achievement in Yorùbá Orthography ($r = -.267, p < 0.05$) while teachers' attitude had no significant relationship with students' achievement in Yorùbá Orthography ($r = -.224, p > 0.05$). This result implies that students' attitude correlated with their achievement in Yorùbá Orthography while teachers' attitude did not. As such, students' positive/negative attitude to Yorùbá Orthography could influence their achievement in that aspect of the language.

Research Question 2: What is the composite contribution of the independent variables (students' attitude and teachers' attitude) on the dependent variable (students' achievement in Yorùbá Orthography)?

Table 2: Joint contribution of Independent Variables on Students' Achievement in Yorùbá Orthography

R= 0.327 R ² = 0.107 Adj R ² = 0.002						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	20.673	2	10.337	1.015	.383
	Residual	173.077	17	10.181		
	Total	193.750	19			

- a. Dependent Variable: Achievement in Yorùbá Orthography
b. Predictors: (Constant), Students attitude, Teachers' attitude

Table 2 shows that there is a no joint contribution of the two independent variables on the dependent variable (Achievement in Yorùbá Orthography) (R= 0.33). This led to the fact that the independent variables accounted for 10.7 % of the total variance in the Achievement in Yorùbá Orthography (Adjusted R² = 0.00). This joint contribution is shown not to be significant ($F_{(2,17)} = 1.02$; $p > 0.05$).

Research Question 3: What is the relative of each of the independent variables (students' attitude and teachers' attitude) on the dependent variable (students' achievement in Yorùbá Orthography)?

Table 3: Relative contribution of the Independent Variables on Students' Achievement in Yorùbá Orthography

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
	B	Std. Error	Beta				
1	(Constant)	24.281	8.587		2.828	.012	
	Students' attitude	-0.290	0.230		-0.288	-1.258	.225
	Teachers' attitude	-0.120	0.176		-0.157	-0.683	.504

- a. Dependent Variable: Achievement in Yorùbá Orthography

Table 3 shows that none of the independent variables; student attitude ($\beta = -0.29$; $t = -1.26$; $p > 0.05$), teacher's attitude ($\beta = -0.16$; $t = -0.68$; $p > 0.05$) contribute relatively to the dependent variable (Achievement in Yorùbá Orthography) this is shown not to be significant.

Research Question 4: Which of the independent variables (students' attitude and teachers' attitude) best predicted the dependent variable (students' achievement in Yorùbá Orthography)?

Table 3 shows that none of the independent variable (students' attitude and teachers' attitude) predicts on the dependent variable (Achievement in Yorùbá Orthography) because the independent variables are not significant.

Discussion of Findings

In line with results ascertained by the researcher on the research question one, considering the students' attitudes to Yorùbá orthography, there was negative significant relationship between students' attitudes and students' achievement in Yorùbá orthography while there was no significant relationship between teachers' attitude and student's achievement in Yorùbá orthography. The implication of this result is that students' attitude inversely correlated with their achievement in Yorùbá Orthography while teachers' attitude did not. As such, students' positive/negative attitude to Yorùbá Orthography could influence their achievement in that aspect of the language.

The findings corroborated Abídoyé (2010) who examined the causes and effects of attitude on academic performance of female secondary school students in Oyo State of Nigeria. He found that there was a significant effect of negative attitudes towards student's achievement in Yorùbá language. Similarly, the findings supported Derrick, Ponton, Confessor and Carr (2007) in their studies they found that learner attitude is a manifestation of desire, resourcefulness, initiative and persistence in learning. More so, the finding of the study agreed with Aláwodé (2010) who investigated Yorùbá language teachers and students' attitude toward Cooperative Learning Method (CLM) in Junior Secondary Schools (JSS) in Àpápá Local Government Area (LGA) of Lagos State, Nigeria. She found that both teachers and students had negative attitudes towards CLM; however, teachers had more positive attitudes toward CLM than the students.

Research question two showed that there was no joint contribution effect of the two independent variables on the dependent variables (students' Achievement in Yorùbá orthography). The combination of the independent variables (teacher attitude and student attitude) was significant in the prediction of the dependent variables. The implication was that the joint contribution of the independent variables has no significant prediction to student's achievement in Yorùbá orthography. This finding opposed Okùṅṣá (2014) who position that teacher and school factors contribute effectively for the quality and performance of learners. The results also against Kanu's (2012) and Ọláníyọnu's (2000) believe that teachers and school are important factors that promote effective and efficient academic work or the students' learning outcomes.

Relatively, the examined independent variables have shown no relative contribution to the prediction of the student's achievement in Yorùbá orthography. This finding was not in agreement with these studies (Mákindé, 2003; Odey, 2002; Ọgúnsíjì, 2002), that have found teachers' attitude to have significant relative contribution to the prediction of students' academic achievement. The finding was also contrary to the work of Adétòkun (2018) who found students' attitudes have a relative significant influenced on achievement of students in Yorùbá orthography. This finding also disagreed with Carol

(2007) who remarked that student performance in principles of Yorùbá language classes was dependent on many students' attitudes.

The finding revealed that none of the independent variables predicts students' achievement in Yorùbá orthography. This finding favoured Berecter (2002) as he concluded that no teacher can be effective unless he/she has thoroughly learned what he/she is to teach; understood the teaching-learning environment; can assess the impact of his/her own teaching methods and attitudes on the learners; and can evaluate scientifically the learning outcomes.

Summary of Findings

The results of the study are summarized as follows:

1. There was negative significant relationship between students' attitude and achievement in Yorùbá Orthography while teachers' attitude had no significant relationship with students' achievement in Yorùbá Orthography. This result implies that students' attitude correlated with their achievement in Yorùbá Orthography while teachers' attitude did not.
2. The study showed that when all the independent variables (teachers' attitude and students' attitude) were pulled together, they were insignificant in the prediction of the dependent variable (Achievement in Yorùbá Orthography).
3. Neither teachers' attitudes nor students' attitudes relatively contributed to the prediction of the students' achievement in Yorùbá orthography.
4. No independent variables predict the dependent variable.

Conclusion

Students' attitudes were found significantly related to students' achievement in Yorùbá orthography, while no significant relationship between teachers' attitude and students' achievement in Yorùbá orthography. It implies that teachers' attitude was not related to students' achievement in Yorùbá orthography. It should, therefore, be noted that teachers' attitudes have no causality effect with students' achievement in Yorùbá orthography. The negative significant relationship between students' attitudes and students' achievement in Yorùbá orthography indicate that student perception on learning of Yorùbá orthography is not encouraging. This could be the reason behind poor academic performance and achievement in Yorùbá language among these students. Teachers should also understand students' attitudes towards the learning of Yorùbá orthography and adopt method or ways by which positive change could be achieved if found to be negative.

Recommendations

Based on the findings, the following recommendations are made:

1. Students should be given awards for excellent performance in Yorùbá language and other indigenous languages in Nigeria, doing this will encourage students offering Yorùbá language to always be at their best form and exhibit positive attitude towards learning Yorùbá orthography since is fundamentally required for effective spelling, reading and speaking of Yorùbá language.

2. Teachers should always engage in meaningful innovations and activities that would enhance their content knowledge in their area of specialization.
3. Government should step-up their game in ensuring a level playing ground for students who attend schools in the rural or urban area. The gap that exists is a hindrance to the growth and development of learning Yorùbá orthography.
4. School counsellors should be responsible, responsive and active by providing counselling services in school for all students whose attitude to Yorùbá orthography is not encouraging.
5. Yorùbá orthography should be distinguished and taught by those who have advanced knowledge in it. Reason being that, orthography could add to success of students either in external or internal examinations on Yoruba language.

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