



## **Teacher Variables as Predictors of Learning Outcome in Yorùbá Language Tone Marks among Senior Secondary School Students in Ile-Ife, Nigeria**

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### **Abstract**

This study investigated the influence of teacher variables on the learning outcome of Yorùbá Language tone marks with a view to assessing the performance of students' use of tone marks in Yorùbá language among senior secondary school students in Ile-Ife, Osun State, determining the influence of teacher factors (qualification, experience, content knowledge and methodology) on students' learning outcomes of tone marks and also comparing the performance of students' use of tone marks in Yoruba language among senior secondary school students in public and private schools in the study area. The study's respondents comprised 28 Yorùbá language teachers and 280 students using simple random sampling technique. Fourteen private schools and fourteen public schools were selected, making a total of 28 schools. The data which were gathered through three different validated instruments were analysed using percentage, t-test and ANOVA. The findings of the study showed that senior secondary school students in Osun State had a poor mastery of Yoruba tone marks and that there was no significant influence of teachers' factors on the learning outcomes of students. However, the study revealed a significant difference in the use of Yoruba language tone marks between senior secondary school students in public and private schools in the study area, in favour of private schools. The study concluded that the teacher variables did not significantly influence the students' learning outcome of tone marks in Yorùbá Language in secondary schools in Ile-Ife, Osun State.

**Key words:** Yoruba Language, tone marks, teacher variables, learning outcome, secondary school students

### **Introduction**

Studies on the use of Yoruba Language tones abound in the literature. Fagborun (1989) demonstrated that the correct use of tone marks is



notably low among students studying Yorùbá in postsecondary institutions. Ajiboye et al., (2011) examined how Yoruba tones can be disambiguated at four different interfaces: morphology, syntax, phonetics and phonology and they observe that tone rules' outputs are different depending on whether they apply across a phrasal domain or a morphologically-conditioned domain. Olumuyiwa (2013) remarked that tone marking in Bibles and other religious publications was considered optional, although a more comprehensive application would have been preferable. The majority of Yorùbá print newspapers and magazines hardly ever mark the tones. This study also indicates that students pay little or no attention to tone markings when writing essays for class projects or assignments, which makes it difficult for the instructor or examiner to comprehend the ideas presented in the essays.

Asahiah (2014), corroborating Odejobi (2005), also opined that most digital Yorùbá publications either lack tone markings entirely or include them sparingly, with only a few digital archives and more recent versions of the Yorùbá Bible being exceptions. He stressed that tone marks (*àmì ohùn*) are applied to the vowels (a, e, ẹ, i, o, ọ, u) in each syllable of Yorùbá words and phrases. Therefore, we can assert that our understanding of Yorùbá syllables influences how we place the tone marks. Observations have also shown a lot of students struggle to indicate the correct tone marks for vowels and nasal consonants. This issue also affects their reading comprehension of the Yorùbá language from secondary school to tertiary level.

According to Nansa, Truce, and Kajsa (2024), "teacher factors" refers to a broad variety of elements related to the duties and obligations of educators in a classroom. Such factors include teachers' qualification, experience, content knowledge and methodology. Teachers' degrees of specialisation and certification status have a major and beneficial correlation with students' learning (Agbor, Onnoghen & Etan, 2023). The term "teacher experience" describes how long a teacher has been a classroom instructor teaching a specific subject. One of the factors cited by Aina and Olanipekun (2015) as being highly significant in the academic performance of pupils who achieve more is the teacher's years of experience. According to Okoye and Tanimowo (2022), when teachers receive sufficient professional and academic growth, it can be



stated that experience and student accomplishment are positively correlated.

Content knowledge is the specific understanding that teachers possess the subject-matters in a certain subject area (Yalley, Armah, Ansah, & Palou, 2021). Subject mastery, according to Yalley et al., (2021), can also be used to identify teachers and gauge their effectiveness in the classroom. Subject mastery encompasses a person's knowledge and expertise in a specific area. A teacher's classroom effectiveness is fundamentally based on their deep understanding of the material being taught (Omotoyinbo & Olaniyi, 2021).

The strategies selected by the teacher to facilitate an effective teaching and learning process are referred to as teaching methodology. In order to improve student accomplishment, teachers employ effective teaching methods (Hassan & Akbar, 2020). The way a teacher approaches teaching, what he does, where he does it, and when he does it are all determined fundamentally by the methods of teaching. Okoli, Ambrose, and Adeyinka (2018) conducted a study examining the relationship between teacher competence and attitude and student achievement in Yorùbá language. The study focused on how teacher characteristics influence student accomplishment in Yorùbá. Data were collected using three instruments: the Teacher Competence Scale ( $r=0.81$ ), the Teacher Attitude to Yorùbá Language Questionnaire ( $r=0.89$ ), and the Achievement Test in Yorùbá Language ( $r=0.78$ ). The research involved 250 students from five public senior high schools in Ibadan North-West Local Government. The data analysis employed multiple regressions, Pearson Product Moment Correlations, and frequency counts. The findings revealed a significant positive correlation between teacher competence in Yorùbá and students' achievement ( $r=0.532$ ,  $N=250$ ,  $P<0.05$ ), as well as a significant relationship between the teacher's attitude toward Yorùbá and the academic achievement of the students ( $r=0.711$ ,  $N=250$ ,  $P<0.05$ ).

According to Makinde and Adetokun (2022), a teacher must demonstrate strong content understanding during a lesson for teaching and learning to be successful. Fakeye (2012) and also Akinsola and Olaosebikan (2021) assert that educators need to possess expertise in the subject-matters they teach as well as possess a wide range of effective



teaching techniques, strategies, and educational resources. According to Abijo (2016), Yorubá language teachers in Nigerian secondary schools are more likely to employ multiple choice tests, essay-style questions, and combinations of these question kinds. The teachers hardly ever employ practical work or homework that is turned in, even if they occasionally use oral examinations and student comments. The results of the investigation also indicated that the use of multiple-choice examination and student notes by Yorubá language teachers was contingent upon the teachers' personal status and teaching background. Omowumi and Abijo (2021) investigated teacher-factors affecting the implementation of Yorubá language curriculum in Oyo state. The study used a survey research design *ex post facto*. The study included 210 JSS2 students and their Yorubá teachers as its sample. Achievement tests and questionnaires were employed as research instruments in this study. The percentage and T-test were used for Data analysis. The findings showed that teachers' attitude, competence and classroom management taken together allowed reliable prediction of students' interest in Yorubá language. Therefore, teachers' attitude and competence are valid predictors of students' interest towards the teaching and learning of Yorubá language. The result revealed, among others, that teachers fairly give attention to students' area of difficulty 75 (30.9%) with the mean response of (1.85) and that the mean responses of the teachers on their attitude to teaching of Yorubá Language tends to 2.00 which is an indication that teachers attitude towards teaching of Yorubá language is fair. Makinde and Adetokun (2022) examined factors such as teachers' content knowledge, job satisfaction, school type, and location. A correlational descriptive survey design was used to explore these predictors. Three hundred Yorubá students and ten teachers were chosen at random from ten (10) Senior Secondary Schools, with equal numbers of students from rural and urban locations. Data were collected using four instruments, and descriptive and inferential statistics were employed for analysis. The findings revealed that although school location did not significantly positively affect teacher job satisfaction, teacher content knowledge, or school type, students' attitudes toward Yorubá orthography did have a significant impact.



According to Novita, Afriyanti, and Siska (2023), learning outcomes serve as a road map that leads students in the direction of the anticipated course outcomes. They also tell the students of the things they should be able to do at the end of the course and lay out the path for the teachers to follow. Learning outcomes can assist educators in defining specific learning goals and creating effective teaching methods to guarantee that students meet those goals. Learning outcomes serve as indicators of the effectiveness of an academic course or program, as they provide a clear picture of what can be accomplished by participating in that particular program.

### **Theoretical Review: Potential Educational Experiences**

This study utilises the Potential Educational Experiences theoretical model to emphasise the relationship among students' learning outcomes, teaching methodology, and content knowledge. (Schmidt, McKnight, Valverde, Houang, & Wiley, 1997). This approach, according to Schmidt, Guo and Houang, 2021, explains the dynamic process between content knowledge and teaching methodology in facilitating effective learning experiences for all students. The model emphasises both direct and indirect influences on the obtained curriculum and takes into consideration various antecedents and contexts at the system, school, and classroom levels in addition to the student level. These antecedents could be things like student characteristics, learning environments, teaching practices, and teacher characteristics. The model delineates three primary pathways by which the curriculum that is implemented influences the curriculum that is attained. The impact of organisational differentiation on teacher resources and teaching support, the effects of teacher practice-related factors (e.g., content coverage, instructional activities, and supportive functions) on student achievement, and the influence of peer characteristics and student characteristics on teaching quality are all included in these channels. In this study, the researcher focuses on the teacher's content knowledge and methodology and its impact on students' learning outcomes.

Understanding the impact of any single aspect of teacher factor requires considering its relationship with other aspects. For instance, content knowledge and teaching methodology are inextricably linked. The interconnected aspects of teacher factor work together to create a



conducive environment that fosters academic growth and success for all students. By recognising the interdependence of these aspects, a Yoruba Language teacher can develop a more comprehensive understanding of effective and equitable methodology, essential for improving educational outcomes for all students in the use of Yoruba language tone marks.

This study focuses on Yoruba tone marks by examining the influence of teacher factors on the tone marking performance of secondary school students in Yoruba Language. Yoruba tones which are three in number: low (L) tone (̀), mid (M) tone ( ̂ ) and high (H) tone ( ́ ) are indicated on vowels and syllabic nasal consonants. Below is a table which shows the three Yoruba tones.

**Table 1: Tone musicals and note correlation**

<b>Tone Musical</b>	<b>Note Correlation</b>
H (High tone)	(mi)
M (Mid tone)	(re)
L (Low tone)	(do)

The H tone reaches its peak at (mi), while the L tone is at its lowest at (do) as illustrated in Table 1. The M tone is positioned in between at (re). The transition from L to H is upward (crescendo), whereas the shift from H to L is downward (decrescendo). Yorùbá tone markers play a crucial role as they help distinguish between words that have similar spellings but different meanings as in table 2:

**Table 2: Examples of words and their tone patterns**

Word	Tone Pattern	Gloss
Igba	MM	two hundred
Igbà	ML	climbing belt
Igbá	MH	Calabash
ìgbà	LL	A period of time
ìgbá	LH	garden egg

**Source: Adapted from Asahiah, Odejebi, Adagunodo and Olubode-Sawe, 2017**

The H and L tones in the aforementioned instances show how the two words are different from each other. When a syllable contains multiple tones, a vowel can be represented as ⟨òó⟩ to indicate a tone that rises from low to high, or, less commonly in modern use, integrated into a lone accent. A shift in tone in a tonal language is equally important as a change in the consonant or vowel quality. Since Yorùbá is a tonal language, mastering the tone mark helps learners to understand the meanings of many Yorùbá words. In Yorùbá, words are expressed tonally, meaning that changes in pitch can alter a word's meaning or grammatical function. This suggests that the pronunciation of Yorùbá words is governed by tone marks known as *àmi ohùn*. These marks are placed above the vowels in each syllable of a word or phrase (Oyeladun, Akinsola & Adeyinka, 2023).

A number of studies have been carried out on different aspects of Yoruba tone marks (Olumuyiwa, 2009; Asahiah, 2014)). While some of these studies focus on a proposal for restoring tone marks in standard Yoruba, some are concerned with the poor use of the Yoruba tone marks by students and factors responsible for students' poor use of the tone marks (Akinsola & Olaosebikan, 2021). Factors such as parental influence (Akande, 2020), students' background and school type (Makinde & Adetokun, 2022) have been studied. However, this study shall be investigating some teacher factors which have not been hitherto



studied (i.e., qualification, experience, content knowledge and methodology) that could be responsible for students learning outcome in Yoruba language tone mark. One of the primary challenges faced in teaching and learning the Yorùbá language is the use of tone marks. Yorùbá language students often find it difficult to use the tone marks effectively and therefore, their learning outcomes are affected. Although teacher factors such as gender and job satisfaction have been looked into, not much has been done about the influence of the earlier-mentioned factors on the learning outcome of tone marks among senior secondary school students. This gap is what has prompted this research. It is against the backdrop provided above that the present study seeks to investigate the influence of certain teacher-related factors on the performance of secondary school students in Yoruba Language tone marking. Given this aim, the specific objectives of this study are to: (a) assess the performance of students' use of tone marks in Yorùbá language among senior secondary school students in Ile-Ife, Osun State, (b) determine the influence of individual teacher factors on students' use of tone marks in Ile-Ife, Osun State senior secondary schools and (c) compare the performance of students' use of tone marks in Yoruba language among senior secondary school students in public and private schools in the study area.

To achieve the objectives stated above, the following question was answered:

1. What is the students' performance in tone marking in Yorùbá Language among senior secondary school students in Ile-Ife, Osun state?

while the two hypotheses that will be tested are as stated below:

**Ho<sub>1</sub>:** There is no significant influence of teacher factors on students' learning outcomes of tone marks

**Ho<sub>2</sub>:** There is no significant difference in the use of Yoruba language tone marks based on school type

### **Methodology**

The research adopted the descriptive survey research design. The population of the study comprised all senior secondary school Yorùbá language teachers and students in Osun State. Osun State has three senatorial districts and consists of thirty (30) local government areas. In



Ife, which is one of the cities under Osun East Senatorial District, there are 64 schools, 18,966 students and 54 Yorùbá Language teachers. The study sample comprised 28 teachers and 280 students in SS2. Twenty-eight senior secondary schools were selected using the simple random sampling technique. One teacher each was selected randomly in schools where they have more than one Yorùbá Language teacher while one teacher was selected purposively in schools where there is only one Yorùbá Language teacher. Simple random sampling technique was used to select 10 students from each of the selected schools, making a total number of 280 students.

Three research instruments used to collect data for this study are three; namely (a) Teacher's Qualification and Teaching Experience Questionnaire (TQEQ) to elicit information on teacher qualification and teaching experience, (b) Teaching Methodology and Content Knowledge Observation Checklist (TeMeCoKOC) to assess factors related to teachers' content knowledge and, (c) Methodology and Students' Knowledge of Tone Marks Test (MeSKoTaM) to elicit information on the extent of use of tone marks among students using a standard test. An essay test was given to the students to gather data on the prevalent use of tone marks in their writing skills while the observation checklist was used to find out the different techniques used by teachers in teaching the Yoruba tone marks.

Data collected were analysed using descriptive and inferential statistics. The demographic variables were analysed using descriptive statistics such as frequency and percentage; while Research Question One was analysed using frequency counts, percentage and mean score. Also, Regression Analysis was used to analyse the influence of independent variables on the dependent variable.

## **Results**

In this section, the data analyses, interpretations and discussion of the results of the study were presented. The results were presented in line with the research questions raised and the hypotheses formulated for the study.

**Research Question One:** What is the students' performance in tone marking in Yorùbá Language among senior secondary school students in Ile-Ife, Osun state?



In order to answer this question, the scores of each student were firstly obtained and presented, after which the descriptive statistics was carried out using frequency counts, mean and percentages. The test was then carried out on the scores of the students in the tone marks test in Yorùbá language. The scores were subjected to frequency counts and percentages as shown in Table 3:

**Table 3: Frequency and percentages of Students' Scores in the use of Tone Marks**

Score	Frequency	Percentage
0	97	34.6
1-10	135	48.2
11-20	23	8.2
21-30	3	1.1
31-40	5	1.8
41-50	17	6.0
<b>Total</b>	<b>280</b>	<b>100.0</b>

**Source:** Survey Report (2024)

Table 3 shows that 97 (34.6%) of the students in Ile-Ife, Osun State secondary schools scored 0, followed by 135 (48,2%) of them who scored between 1 and 10, 23(8.2%) students had a score ranging between 11 and 20; 3(1.1%) fell between the score range of 21 and 30; 5 (1.8%) of the students had scores between 31 and 40; while 17 (6.0%) of the students scored the marks ranging from 41 to 50.

The descriptive statistics and the performance of the students in tone marking in Yorùbá Language is further shown in Table 4 and Table 5 respectively.



**Table 4.1: Descriptive Statistics of respondents’ scores in tone marking**

<b>Descriptive Statistics</b>	
Number of Respondents	280
Mean Score	8.58
Standard Deviation	10.76
Minimum Score	00
Maximum Score	50

**Table 4.2: Performance of students in tone marking in Yorùbá Language**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Poor	168	60
Average	87	31
Good	25	9
Total	280	100

**Source:** Survey Report (2024)

Table 4.1 showed the descriptive statistics comprising the mean score, SD, minimum and maximum scores of respondents, which was used to assess the use of tone marks.

Also, to determine the performance of students in the use of tone marks in Yorùbá Language, scores of respondents were categorised into three levels (poor, average and good). To categorise the scores of the variables, the minimum and maximum score on academic performance were 0 and 50 with mean and standard deviation ( $\bar{X} = 8.58$  &  $SD = 10.76$ ). Scores that ranged between the minimum obtained score and the mean score minus one SD (0-2) were regarded as ‘poor’ performance, while scores greater than the mean minus one SD but lesser than the mean plus one SD (3-23) were taken as ‘average’ performance of the students in the use of tone marks in Yorùbá Language; while scores that ranged between the mean plus one SD and the maximum obtained score (24-50) were regarded as ‘good’.

Moreover, the categorised scores were subjected to descriptive statistics using frequency counts and percentages, and the results were presented in Table 5. It was observed from the table that 168 (60%) of the 280 respondents’ performance in the use of tone marks in Yorùbá Language was poor; the performance of 87 (31%) of the 280 students in tone mark



usage in Yorùbá Language was average; while the performance of 25 (9%) of them was good. From this result, it was found out that the performance of the senior secondary school students in Ile-Ife, Osun State in the use of tone mark in Yorùbá Language was poor.

**Research Hypothesis One:** *There is no significant influence of teacher factors on students’ learning outcomes of tone marks*

To test this hypothesis, the data for learning outcomes of tone marks was used as dependent variable, while the data for each of teachers’ qualification, experience, content knowledge and methodology scores were used as independent variable. The test was then carried out on the scores of the students in tone marking in Yorùbá Language and each of the teacher factors (teachers’ qualification, experience, content knowledge and methodology), using one way ANOVA. The result is as presented in Table 5.

**Table 5: Influence of Teacher Qualification on Students’ Learning outcomes of Tone Marks**

ANOVA					
Dependent Variable: Students’ learning outcomes of tone marks					
	Sum of Squares	Df	Mean Square	F	Sig.
<b>Between Groups</b>	165.471	2	82.736	6.942	.062
<b>Within Groups</b>	83.429	7	11.918		
<b>Total</b>	248.900000	9			

**Source:** Survey Report (2024)

Table 5 showed the influence of teacher qualification on the students’ learning outcomes of tone marks, which can be explained by the significant F-value ( $F = 6.942, P > 0.05$ ). Since the p-value is greater than 0.05 ( $p = 0.062$ ), the null hypothesis is confirmed and it can be concluded that there is no significant influence of teachers’ qualification on students’ learning outcomes of tone marks in Yorùbá Language.



### **Influence of Teachers’ Experience on Students’ Learning Outcomes of Tone Marks**

To actualise the influence of teachers’ experience on students’ learning outcomes of tone marks in Yorùbá Language, scores obtained on students’ learning outcomes of tone marks in Yorùbá language was used as dependent variable while scores obtained on teachers’ experience scale was used as independent variable. With the use of one-way ANOVA, the influence of the independent variable on the dependent variable was determined. The result is as presented in Table 6.

**Table 6 Influence of Teachers’ experience on students’ learning outcomes of Tone Marks**

ANOVA

<b>Dependent Variable: Students’ Learning Outcomes of Tone Marks</b>					
	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	64.067	2	32.033	1.213	.353
<b>Within Groups</b>	184.833	7	26.405		
<b>Total</b>	248.900	9			

The result, as presented in Table 6, shows the results of the influence of teachers’ experience on students’ learning outcomes of tone marks with the use of ANOVA. It showed that the F-value was greater than 0.05 ( $F = 0.353, P > 0.05$ ), which confirmed the null hypothesis and indicated no significant influence of teachers’ experience on students’ learning outcomes of tone marks. This result therefore shows that there is no significant influence of teachers’ experience on students’ learning outcomes of tone marks in Yorùbá Language.



**Table 7 Influence of Teachers’ Content Knowledge on Students’ Learning Outcomes of Tone Marks**

**Dependent Variable: Students’ Learning outcomes of Tone Marks**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	12.150	2	6.075	.180	.839
<b>Within Groups</b>	236.750	7	33.821		
<b>Total</b>	248.900	9			

Table 7 shows the influence of teachers’ content knowledge on students’ learning outcomes of tone marks. The significant F-value ( $F = 0.839$ ;  $P > 0.05$ ) indicated that the teachers’ content knowledge did not influence students’ learning outcomes of tone marks.

It presents the F-ratio of 0.839 at  $p > 0.05$  ( $p = 0.179$ ). The result indicated that, there is no significant influence of teachers’ content knowledge on the students’ learning outcomes of tone marks in Yorùbá Language.

**Table 8: Influence of teachers’ methodology on students’ learning outcomes of tone marks in Yorùbá Language**

**Dependent Variable: Students’ Learning Outcomes of Tone Marks**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	64.150	2	32.075	1.215	.352
<b>Within Groups</b>	184.750	7	26.393		
<b>Total</b>	248.900	9			

Table 8 displays an analysis of the impact of teachers' methodologies on students' learning outcomes regarding tone marks in Yorùbá Language in secondary schools within Osun State. The results indicated that the significant F-value exceeded the 0.05 level of significance ( $F = 3.435$ ;  $P > 0.05$ ). As the p-value was greater than .05, the conclusion drawn was that there is no significant influence of teachers' methodologies on students' learning outcomes concerning tone marks in Yorùbá Language in secondary schools in Ile-Ife, Osun State.



**Research Hypothesis Two:** *There is no significant difference in the use of Yoruba language tone marks based on school type*

The difference in the performance of Yoruba language tone marking between senior secondary school students in public and private schools was analysed using t-test as shown in the table 9 below:

**Table 9: Difference in students’ performance in tone mark usage**

School	Poor	Average	Good	Total	T	Df	p
Private	75(53.6%)	47(33.6%)	18(12.8%)	140(100%)	-2.253	1	.024
Public	93(66.4%)	40(28.6%)	7(5%)	140(100%)			
<b>Total</b>	168(60%)	87(31.1%)	25(8.9%)	280(100%)			

Table 9 shows the frequencies of the students from private and public secondary schools; and the differences in their performance of tone mark usage in Yoruba language. The study showed that 75(53.6%), 47(33.6%) and 18(12.8%) of the private school students demonstrated poor, average and good performance in tone mark usage in Yoruba language respectively; while 93(66.4%), 40(28.6%) and 7(5%) of the public-school participants demonstrated poor, average and good performance respectively in tone marking in Yoruba language. Also, it can be observed that the t-test indicated a significant difference between the performance of private and public-school students in tone mark usage ( $n = 280, t = -2.253, df = 1, p = .024$ ). Since the p-value is less than .05 thresholds, therefore, the stated null hypothesis was rejected. This result concludes that there is a significant difference in the performance of use of Yoruba language tone marks between senior secondary school students in public and private schools in the study area.



## Discussion

The primary aim of this study was to determine the influence of teacher qualifications, teaching experience, content knowledge and methodology on the students' learning outcome of tone marking in Yorùbá Language in secondary schools in Osun State. Based on the first finding of this study, it was found out that the performance of Osun state secondary school students in the senior category in tone mark usage in Yorùbá Language was poor, while some of the participants did not even use the tone marks at all. This finding aligns with the results of Oyeladun, Akinsola, and Adeyinka (2023), who discovered that there was only a limited number of students with a strong understanding of Yorùbá tone marks. There were even some of the students who did not use tone mark at all. The low use of tone marks could be indicative of a more general issue with language proficiency among students. One could note that the mastery of tone marks is crucial for fluency in Yorùbá, and its neglect might suggest broader gaps in language competence. This could affect students' ability to engage fully in written and oral communication in formal settings.

Also, the poor performance in tone mark usage among students indicates potential deficiencies in the teaching methodologies employed in Yorùbá Language education. Yorùbá, a tonal language, relies heavily on tone marks to convey meaning accurately, as tone marks also distinguishes words that are otherwise spelled identically, but have different meanings based on their tone. For instance, the word "*apá*" means "arm," while "*àpà*" means "destroyer," and "*ápá*" can mean "scar." It is therefore important that effective language instruction should emphasise the importance of tone marks and provide ample practice opportunities.

Another finding of this study is the result from the first hypothesis tested, which indicated that none of the teacher factors (teachers' qualification, experience, content knowledge and methodology) had significant influence on the students' learning outcomes of tone marks. This implies that, there was no significant influence of teachers' qualifications, experience, content knowledge and methodology on students' students' learning outcomes of tone marks. The finding of this study disagreed with the finding of Adeyinka (2018) whose findings



revealed a positive relationship between teacher competence in Yorùbá and students' achievement.

This implies that none of the factors considered was a prevailing factor influencing the students' learning outcome of tone marks in Osun state secondary schools in Yorùbá language. This finding contrasts with the results of Makinde and Adetokun (2022), which indicated that students' attitudes toward Yorùbá orthography had a significant positive correlation with school types, teacher content knowledge, and teacher job satisfaction. Nevertheless, adequate knowledge of subject-matters in Yorùbá and the methods used in transferring the knowledge plays a very important role in the enhancement of teaching and learning process to yield good learning outcome. Therefore, the result of this study gave the notion that, there could be other teacher factors that could be seen as prevailing factors predicting learners' learning outcome in secondary schools in Osun State. As a result of this, those other factors are to be considered as important teacher factors, but not to ignore the factors considered in this study, as they also play an important role in the development and implementation of the curriculum.

Traditionally, higher qualifications and greater experience are associated with better teaching performance and improved students' outcomes. However, this study suggests that these factors do not significantly impact students' learning of tone marks in Yorùbá. This could be due to several reasons such as: standardisation of curriculum where even highly qualified and experienced teachers might be constrained by a standardised curriculum that does not adequately emphasise tone marks. Another reason is teacher's engagement, which depicts that qualifications and experience alone do not guarantee teacher engagement or effectiveness in teaching specific content areas such as tone marks.

Moreover, content knowledge and teaching methodology are critical components of effective instruction. The lack of significant influence here suggests possible gaps or misalignments in how these elements are applied. Thus, teachers may possess general content knowledge of Yorùbá, but might not be well-versed in teaching tone marks specifically. Traditional methodologies may not be effective for teaching tone marks, while innovative or interactive methods may not



be widely implemented or recognized. Addressing this issue therefore requires a holistic approach that considers curriculum design, teacher training, student engagement, and broader systemic factors. By focusing on these areas, stakeholders can work towards improving the teaching and learning of tone marks, thereby enhancing students' proficiency in Yorùbá and preserving this essential aspect of the language.

Finally, the result of the finding in this study indicated a significant difference in the performance of use of Yoruba language tone marks between senior secondary school students in public and private schools in the study area. It further showed that private school students performed better than public school students in the use of tone marks in Yoruba language. This finding corroborates the finding of Ogunyemi (2019), who found that private school students scored significantly higher in assessments that tested their understanding and application of tone marks compared to their public-school counterparts. This proficiency can be attributed to smaller class sizes, better-trained teachers, and enhanced curricular resources in private institutions. Private school students often receive more focused language instruction and resources, resulting in higher accuracy in the use of tone marks.

Moreover, the qualifications and training of teachers play a crucial role in the effectiveness of tone mark instruction. In contrast, many public-school teachers may lack specific training in Yoruba Language pedagogy, which can negatively impact students' ability to grasp the nuances of tone marks. In addition, cultural factors and the linguistic environment also contribute to the differences observed. Private school students often engage in environments that reinforce the use of correct Yoruba, including extra-curricular activities such as cultural clubs and language competitions. This exposure encourages a deeper understanding of tone and its significance. In contrast, public school students may not have similar opportunities, resulting in less practice and reinforcement of tone mark usage. This difference in teacher preparation therefore highlights the necessity for ongoing professional development in public schools to elevate language instruction quality.



## Conclusion and Recommendations

The findings of this study revealed that, at the 0.05 level of significance, the performance of students' use of tone marks in Yorùbá Language among senior secondary school students in Osun State was poor, none of the teacher factors (teachers' qualification, experience, content knowledge, and methodology) had significant influence on the students' learning outcomes of tone marks in Osun State and, finally, there is a significant difference in the performance of use of Yoruba language tone marks between senior secondary school students in public and private schools in the study area. The study concluded that teacher factors (teaching qualification, experience, content knowledge and methodology) had no impact on the learning outcomes of tone marks among the respondents of this study. This implies that the majority of the teacher factors, contrary to logical expectation, had no significant influence on the students' learning outcome. The study recommended, *inter alia*, that there is a need to revisit the curriculum and instructional materials to emphasise the importance of tone marks in the Yorùbá language and there is a need to enhance teacher training programs to address specific gaps in teaching tone marks. It also recommended that teachers should be provided with support for in-service training both on school days and on vacations. Teachers should have access to ongoing in-service training as well as opportunities to attend national and international conferences on education.

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