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Sous la direction du :

**Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI**



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Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture : 12, Time New Roman.

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Elle doit être brève et insister sur l'originalité des résultats de la Recherche.

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Pour un article : Nom, Prénoms (ou initiaux), "Titre de
l'article" (entre griffes) suivi de in, Titre de la revue (*en
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La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux enseignants et chercheurs des universités, instituts, centres universitaires et grandes écoles.

L'objectif visé par la publication de cette revue dont nous sommes à la neuvième publication est de permettre aux collègues Enseignants-Chercheurs et Chercheurs de disposer d'une tribune pour faire connaître leurs travaux de recherche. Cette édition a connu une légère modification au niveau du comité de rédaction où le Professeur Titulaire Gabriel C. BOKO, devient le Directeur de Publication et le Professeur (Maître de Conférences), Innocent C. DATONDJI est le Rédacteur en Chef.

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**Pr Gabriel C. BOKO &
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**STUDENTS' PARTICIPATION IN INTELLECTUALLY
RELATED CO-CURRICULAR ACTIVITIES AND
THEIR ACHIEVEMENT IN YORUBA LANGUAGE
(CASE STUDY OF YORUBA ORATURE)**

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ABSTRACT

It has been the concern of language experts on the rate at which students loose grasp of Yoruba proverbs, Idioms, etc. thus performing very low and rendering the aspects are at the verge of being neglected. Especially, among Secondary school student. This can be revitalized through the teaching of Orature as an important strategy for enhancing students achievement in Yoruba Language. The study makes use of two secondary school is Odogbolu Local Government Area Ogun State. One is experimental group using Orature as treatment, and the control group using conventional method while questionnaire would be

administered to teachers the data would be collected for analysis. Analysis of Co-variance (ANCOVA) would be used for the pre and post test of students while Chi square would be used to analyses for teachers responses of the questionnaire. The conclusion and recommendation would be made in accordance to the Language policy and curriculum planning.

Key Words: Orature, Co-Curricular activities, student achievement, and Yoruba language.

INTRODUCTION

Background to the Study

Co-curricular activities revolve around different features and characteristics for the overall development of a child. Curriculum is not only the single criteria of co-curricular activities but the holistic growth is to develop the various facets of personality development of children, classroom teaching should be supplemented with co-curricular activities. These class activities affect cell domains of life such as cognitive (intellectual), affective, emotional, social, moral, cultural, aesthetic and co-curricular activities meaning are more focused

psychomotor upon cognitive aspects thereby help in the intellectual development of a child. Competitiveness, excellence, quality achievement, creativeness and enthusiasm are few of the ethics of extra-curricular activities and also strengthen the meaning of co-curricular activities in school. Extra-curricular activities are activities that are not included in the curriculum but are practiced by students in school. Co-curricular activities are activities that can perform or organized after the school hour that give students an opportunity to develop particular skills and exhibit they are Non-academic abilities that can also be regarded as outdoor activities.

Curricular activities are activities that enable to supplement or complement curricular on main syllabus activities. This co-curricular activities is also known as extra-curricular activities (ECA) that help to develop various facts of the personality development of the children, even classroom teaching should be supplemented with co-curricular activities. These out of class activities all domains of life such as cognitive (intellectual) emotional social moral, cultural aesthetic. The meanings are more focused upon cognitive aspects there by help in

intellectual development. Competitiveness, excellence, quality, achievement creativeness and enthusiasm are few of the ethnics of extra-curricular activities and also strengthen the meaning of co-curricular activities in school.

Co-curricular activities enhance student skills especially in professional field like fashion designing, music, painting, artistes, photography, printing and many more. That is why students need co-curricular activities which help in enhancing skills developments practice activities therefore many activities that are have prevailed for its manifested in these contemporary days. “All work and no play make jack a dull boy” so also academic work with no recreational activities will have adverse effect on the performance of students in schools especially in Yoruba Language.

The achievement of students in Yoruba Language as a mother tongue of a Nigeria could lacks access to interact with the native speaker of Yoruba Language but with co-curricular activities they can be good speaker of Yoruba Language. This paper seeks to investigate the impact of co-curricular activities outside the classroom in

secondary student s achievement in Nigeria these event can be devise by school to make students feel that they are surrounded by the language among themselves during activities like games debating, Drama quiz, Ludo, Ayo, Draft, press update social gathering. e. t. c.

It has been the concern of language experts on performance of students on Yoruba Language and the choice of another Language instead of Yoruba such as English .students have indifferent attitude towards any achievement in Yoruba language. This, resulting to low achievement in other subject thus affecting the general performance of students of today to years back.

It is established that the knowledge of indigenous language or mother tongue of any child helps in acquisition of other languages thus enhancing the performance of the child in other subject (Fafunwa, 1974; Fadahunsi, 2014). Even Lagos state government ,seeing the importance of Yoruba Language as mother tongue compelled that a day Wednesday should be set aside for the speaking of Yoruba Language, for both the students and teachers all in the attempt to revitalize the learning o9f Yoruba Language in schools.

Today, the young folks have lost the grip of some aspect in Yoruba Language with the impression that it is a language of primitive people (Ikudayisi and Banjo, 2015).

In recent times, indifferent attitude toward Yoruba as a school subjects are prevalent among students. It observed that all indigenous activities are missing in school and this has affected the cognitive, affective and psychomotor domains of students.

This kind of observation can be attributed to the inclusion and participation of both the teachers and students in co-curricular activities using orature as one of the aspect of co-curricular activities, other are drama, tales, proverbs, poems e t c

This study therefore tends to make use of orature as an aspect of co-curricular activities, also antidote for the general performance of students in schools.

During reformation period extra-curriculum get extra-curricular play life activities give emphasize upon aesthetic as well as cognitive development, which are the essential component of education. It helps in developing features like speech fluency.

Statement of the Problem

Yoruba language was known to be enriched with orature also known as co-curricular activities such as moon light play, folktales, other plays etc. but in the recent times, with the advent of social media and other development, the attention of teachers, parents and students have been diverted otherwise thus, the involvement of Co-curricular activities (Orature) in school becomes endangered. Students are fast forgetting the concept of orature while some do not know its the concept at all.

It is established that students are fast losing grip of Yoruba language in terms of proverbs, idioms, poems etc. which has generally affected the richness of the Yoruba language in the recent times in terms of students low achievement in the language.

This study therefore, seeks to find out the effectiveness of Yoruba orature on Junior Secondary School students achievement in Yoruba language.

The study further assesses the role of teachers in students participation in orature on Junior Secondary School students' achievement in Yoruba language. It also

compares the effect of orature on gender of Junior Secondary Schools student achievement in Yoruba language.

Purpose of the Study

The purpose of the study was to investigate the factors influencing students' participation in co-curricular activities in public secondary schools in Odogbolu Local Government.

Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which students participate in co-curricular activities / orature and their influence students achievement in Yoruba language;
- ii. To examine the role of teachers on students' participation in co-curricular activities/orature in secondary schools in Odogbolu Local Government;
- iii. To examine the influence of parents' involvement on students' participation in co-curricular/orature

activities in secondary schools in Odogbolu Local Government;

- iv. To investigate the influence of gender on students' moral education and participation in co-curricular on academic performance of student in Yoruba Language;
- v. To examine the difference in the performance of students who are exposed to co-curricular activities/orature and those who are not.

Research Questions

The study will be guided by the following research questions:

- i. To what extent does students participation in co-curricular activities / orature influence students achievement in Yoruba language?
- ii. What is the role of teachers on students' participation in co-curricular activities/orature in secondary schools in Odogbolu Local Government?
- iii. What is the influence of parents' involvement on students' participation in co-curricular/orature

activities in secondary schools in Odogbolu Local Government?

- iv. Will gender have influence on students' moral education and participation in co-curricular on academic performance of student in Yoruba Language?
- v. Is there any significant difference in the performance of students who are exposed to co-curricular activities/orature and those who are not?

REVIEW OF RELATED LITERATURE

This chapter reviewed materials and other works related to the student's participation in intellectually related co-curricular activities and their achievement in Yoruba language (case study of Yoruba Orature)

African Traditional Orature: Meaning and Scope

According to Pio Zirimu and Ngugi wa Thiong'o. The Ugandan Scholars of East African School of Literary Criticism stated that Orature refers to the body of values, narratives and customs that are transmitted through spoken words. They introduced the term to replace what has been known as African oral tradition or African oral literature.

African traditional orature tells us of the total body of oral discourse, styles and tradition of Africa people including their visual arts. Africans make use of orature to embody and transmit those moral, ethical and aesthetic values which form their relationship and worldview. Beyond mere verbalization of past events, Ifemesia notes that African traditional orature involves: A presentation of the ideals and values of society; of the ideological and spiritual patrimony handed down by the ancestors, whose memory the present generation cherishes and reveres.

For Nugugi wa Thiong'o orature is not seen as a branch of literature but as a total aesthetic system, with performance and integration of art forms as two of its defining qualities. For him performance specifically distinguishes orature from literature.

Orature in that authentic Nigeria educational system is non-formal and operates without written curriculum. The moonlight nights are the classrooms; the elders, age groups, peer association and family units form the members of the teaching staff with their creative memories serving as dictionaries, encyclopedias and textbooks. Furthermore the subject and cultural activities.

Significantly this form of education which is subsisting in most African societies today involves oral transmission, physical interaction and visual education. This scenario aptly captures the pedagogical environment that plants and sustains Yoruba traditional orature.

Orature as a Pedagogy for Child Upbringing

The African communities are founded on the belief that their future depends largely on the ethical conduct of the in view of maintain social harmony and peace in the community. Acts of virtues are taught using the vehicle of oral transmission and other art forms that aim at integrating would-be adults in the mainstream of their culture. According to B3n3zet Bujo: The methods used to teach virtues vary in accordance with the age of the children and young people; for example:- The fairy tales and legends that are told to children again and again with special emphasis on the vices and virtues of the protagonists. The children are to internalize these as lessons for daily dealing with their fellow human beings. Proverbs are equally important. These play a decisive role in communicating ethical goods and correct behaviour; they often supplement and correct one another by means

of contradictory assertions. For example, the Bahema in east Congo say: “ If a tree is not set in an upright position very early on, it remains crooked forever”. “*Kekere ni ati n peka iroko ti o ba dagba tan a ma gba ebo lowo eni*” This means that if the child is not corrected early, it will be too late for him/her to learn correct behaviour when he/she becomes an adult.

The traditional system of education in Africa is a finely connecting nexus. It is thus intimately integrated to resonate with the social, cultural, artistic, religious, political, economic and recreational life of the ethnic group. This fundamentally makes every sphere of life to be fecund for learning. This means that the activities named above provide the traditional educational curriculum for the development of the children in the community.

Children who are born into Nigeria communities spontaneously become students of their cultural milieu as they go through various developmental stages using the traditional orature. For Edwin Smith reasoned that at the various stages of the development of African child, folktales as a aspect of orature are used a educative

devices. They are not only used to amuse and express feelings, but also to teach ideals forms of behaviour and morality.

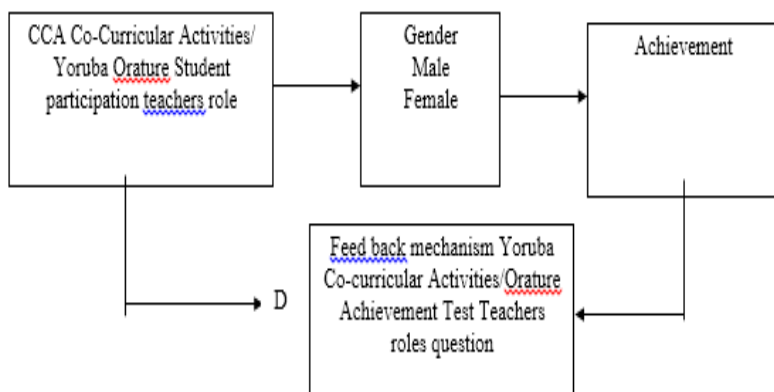
In African traditional communities children learn by listening to the elders, imitating and reflecting them. The stories, jokes, proverbs, games and other art forms that are orally transmitted and emulated are handed down to successive generations. The specific concern of these elements is to induct the developing children into the socio-cultural, political, religious and moral values of the community. From the very tender age children learn lessons from folktales, songs and other art forms about events that warranted forgiveness especially with references to the deities.

Children in African traditional communities are taught to regard everyone in the community as fellow brothers and sisters. In fact in the traditional African society nomenclatures like cousins, uncles, aunts, nephews and nieces do not exist. Rather you have brother and sisters substituting for cousins, nephews and nieces while aunts and uncles are regarded as fathers and mothers. That is why in Africa each person is related to

everyone. The community is supreme and defines each and every one. The community sets the tune for the advancement of individuals in the community. This effective connection to the community makes it imperative for members of the community to maintain social harmony and thus seeks for forgiveness in the event of transgression which makes them to inhabit in peaceful environment thus making them settled and prepared to learn in schools and perform very well academically.

Orature is the informal form of education which integrates every member of the community from infancy using what most African scholars especially denote as African traditional Orature. This oral transmission of narratives and customs from older generations to successive ones is done through folktales, folksongs, proverbs, parables and other symbolic verbal forms.

The Conceptual Frame Work



METHODOLOGY

Introduction

This chapter focuses of the design, variables (observed and tested) population, sample and sampling, techniques, instruments, treatment procedures and methods of data analysis

Research Design

The study adopted the quasi experimental design using
2 x 2 x 2 factorial matrix

EX	O1	X1	O2	
C		O3	X2	O4

Ex: represent experimental group exposed to Yoruba Co-curricular activities and Yoruba Orature in Yoruba Language.

C: represent control group exposed to no teaching of CCA (Orature) in Yoruba Language.

- O1 and O3 represent the pre-test scores of the experimental group and control group.
- X1: represent treatment of Co- curricular activities/Yoruba Orature.
- X2: represents treatment of conventional teaching: previous knowledge on Yoruba Orature
- O2xO4: represent the post test scores of the experimental group and the control group.

Variables in the Study

- Independent variable:
Students participation Co-curriculum activities/Yoruba Orature
- Dependent Variables:
Student achievement in Yoruba Language
- Moderator variable:
Gender influence on student achievement (male/female)

Population

The population for this study was made up of Junior Secondary School two students in two (2) schools in Odogbolu Local Government Area

Sample and Sampling Procedure

Sampling techniques was used in selecting the two schools were randomly selected on for the experimental group and the other one for control group.

Instruments

The following research instruments are developed by the researcher and not be used for the study.

1. Yoruba Co-curriculum activities/Orature achievement test (YCAOAT)
2. Questionnaire on student achievement in Yoruba Language (Co-curricular Activities /Orature) (QSAYL).
3. Instructional guide for Yoruba Co-curriculum activities (Orature), (IGYCAO)

Validity and Reliability of Instruments

1. Student's Co-curriculum activities (Orature) achievement test

The achievement test was adapted from question in *Egbe Akomolede Yoruba fun ile iwe giga sekondiri lati owo Adebisi Aromolara ati Oyebanjo Mustapha.*

2. Teachers role questionnaire toward students participation in Co-curriculum activities was given to researcher supervisor and expert on Yoruba Language in Junior Secondary School to ensure face and content validity of the instrument.

Procedure

The experimental school would be exposed to Co-curricular activities (Orature) with Yoruba language while

the teaching second school (control group) would have no treatment of Co-curricular Activities, only treatment of Co-curricular activities, only the conventional teaching of Yoruba language. The treatment for this study would last for four weeks, the following time schedule would be used for the study.

1. Protest administration
2. Learning of Yoruba Co-curricular activities
Orature
3. Learning of Yoruba Co-curricular activities
4. Administration of teachers questionnaire and
protest Administration.

Method of Data Analysis

The three research question was tested and the analysis of Co-variance (ANCOVA) was used for pre-test and post-test. While (χ^2) Chi-square was used to analysis data collected from teachers questionnaire. The analysis was done at the .05 level of significance.

PRESENTATION AND INTERPRETATION OF RESULTS

Introduction

This chapter reveals the presentation of data and the outcome of the data analysis as carried out with the use of simple percentage, Chi-square and ANCOVA.

Analysis of Demographic Data of the Respondents

Table 1: Distribution based on Gender

Gender	Frequency	Percentage (%)
Male	8	40
Female	12	60
Total	20	100%

According to the table above, 40% of the respondents are male, while 60% of the respondents are female. This shows that the female respondents are a little more than the male respondents that took part in the study. This may likely be as a result of the general belief that in every society the female population is always more than that of the male.

Table 2: Distribution based on Age

Age	Frequency	Percentage (%)
25yrs – 35yrs	6	30
35yrs – 45yrs	10	50
45yrs – 55yrs	4	20
55yrs – 65yrs	-	-
Total	20	100%

Table 2 shows the age of the respondents. The table shows that 6(30%) of the respondents were between the age of 25yrs – 35yrs; 10(50%) of the respondents were between the age of 35yrs – 45yrs; 4(20%) of the respondents were between the age of 45yrs – 55yrs while none of the respondent were 55yrs – 65yrs.

Table 3: Distribution based on Years in Service

Years in Service	Frequency	Percentage (%)
3yrs – 5yrs	3	15
6yrs – 10yrs	6	30

11yrs – 15yrs	9	45
16yrs – 20yrs	2	10
Total	20	100%

Table 3 shows the respondents distribution based on years in service. The result shows that 3(15%) of the respondents had 3yrs – 5yrs; 6(30%) had 6yrs – 10yrs; 9(45%) had 11yrs – 15yrs while 2(10%) had 16rs – 20yrs.

Data Analysis

RQ1: To what extent does students participation in co-curricular activities / orature influence students achievement in Yoruba language?

Table 4: Chi-square analysis of RQ 1

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.720 ^a	9	.001
Likelihood Ratio	64.284	9	.001
Linear-by-Linear Association	12.926	1	.001

N of Valid Cases	99		
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a. 9 cells (56.2%) have expected count less than 5. The minimum expected count is .48.

Table 4 shows the extent to which students participate in co-curricular activities / orature and their influence on students' achievement in Yoruba language. The result shows that students' participation in co-curricular activities / orature significantly influence students achievement in Yoruba language ($\chi^2_{\text{cal}} = 58.7$, $df = 99$, $P < .05$). This implies that students that participate in co-curricular activities / orature significantly influences students' academic achievement in Yoruba language.

RQ2: What is the role of teachers on students' participation in co-curricular activities/orature in secondary schools in Odogbolu Local Government?

Table 5: Chi-square analysis of RQ 2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	168.524 ^a	9	.004
Likelihood Ratio	176.028	9	.004
Linear-by-Linear Association	48.667	1	.004
N of Valid Cases	99		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is 1.60.

Table 5 shows the role of teachers on students' participation in co-curricular activities/orature. The result shows that there is positive role of teachers on students' participation in co-curricular activities/orature in secondary schools in Odogbolu Local Government ($\chi^2_{\text{cal}} = 168.5$, $df = 99$, $P < .05$). This implies that teachers plays a significant role on students' participation co-curricular activities/orature in secondary schools in Odogbolu Local Government.

RQ3: What is the influence of parents' involvement on students' participation in co-curricular/orature activities in secondary schools in Odogbolu Local Government?

Table 6: Chi-square analysis of RQ 3

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	134.364 ^a	9	.009
Likelihood Ratio	149.207	9	.009
Linear-by-Linear Association	16.944	1	.009
N of Valid Cases	99		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is 1.60.

Table 6 shows the influence of parents' involvement on students' participation in co-curricular/orature activities. The result shows that there is positive influence of parents' involvement on students' participation in co-curricular/orature activities in secondary schools in Odogbolu Local Government ($\chi^2_{cal} =$

134.4, $df = 99$, $P < .05$). This implies that parental involvement is very imperative for students to participate in co-curricular/orature activities.

RQ4: Will gender have influence on students' moral education and participation in co-curricular on academic performance of student in Yoruba Language?

Table 7: Chi-square analysis of RQ 4

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.720 ^a	9	.091
Likelihood Ratio	64.284	9	.091
Linear-by-Linear Association	12.926	1	.091
N of Valid Cases	99		

a. 9 cells (56.2%) have expected count less than 5. The minimum expected count is .48.

Table 7 shows the gender influence on students' moral education and participation in co-curricular on academic performance of student in Yoruba Language.

The result shows that the influence on students' moral education and participation in co-curricular on academic performance of student in Yoruba Language is not gender sensitive ($\chi^2_{\text{cal}} = 134.4$, $df = 99$, $P < .05$). This implies that parental involvement is very imperative for students to participate in co-curricular/orature activities.

RQ5: Is there any significant difference in the performance of students who are exposed to co-curricular activities/orature and those who are not?

Table 8: Ancova analysis of RQ 4

Tests of Between-Subjects Effects

Dependent Variable: Gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	33.108 ^a	3	11.036	143.365	.001
Intercept	66.219	1	66.219	860.249	.004
Posttestscore	10.390	1	70.390	134.976	.002
Pretestscore	27.638	2	43.819	179.518	.001
Error	15.087	76	.077		

Total	557.000	79			
Corrected					
Total	48.195	79			

a. R Squared = .687 (Adjusted R Squared = .682)

Table 8 shows the difference in the performance of students who are exposed to co-curricular activities/orature and those who are not with the value of $R = .687$ and R^2 (adjusted) $= .782$. The analysis of covariance result for post-test yielded 70% while pre-test yielded 43%. This implies that students that are exposed to co-curricular activities / orature perform better than those who are not. However, there is significant difference in the performance of students who are exposed to co-curricular activities/orature and those who are not.

RECOMMENDATIONS

Based on the findings, it was recommended that students should be encouraged to participate in co-curricular activities / orature. Teachers should engage their students in co-curricular activities / orature in order to enhance better performance. Parents also should create

time for their children in participating in co-curricular activities / orature at home, as home is also apparent in fostering students' academic performance.

CONCLUSION

In view of the findings, conclusion could be inferred that students that participate in co-curricular activities / orature significantly influences students' academic achievement in Yoruba language. Teachers play a significant role on students' participation co-curricular activities/orature in secondary schools in Odogbolu Local Government. Parental involvement is very imperative for students to participate in co-curricular/orature activities. Parental involvement is very imperative for students to participate in co-curricular/orature activities. Students that are exposed to co-curricular activities / orature perform better than those who are not.

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