

PSYCHO-SOCIAL FACTORS AS PREDICTORS OF STUDENTS' LEARNING OUTCOMES IN YORUBA LANGUAGE VALUE CONCEPTS AMONG PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN IBADAN

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Abstract

This study investigated the extent to which the selected psycho-social factors (self-esteem and home background) could predict students' learning outcomes in value concepts in Yoruba language. This study adopted descriptive survey design. A total of 1000 senior secondary II students proportionately selected from 20 secondary schools in randomly selected five LGA's in Ibadan, Nigeria were the respondents. Four research questions were raised and answered. The instruments used were: Self-Esteem Scale ($r=.76$); Home Background Scale ($r=.94$); Attitude to Value Concepts in Yoruba ($r=.94$); and Achievement Test in Yoruba Value Concepts ($r=.86$) using test-retest. Data generated was analyzed using descriptive statistics of frequency counts, mean and standard deviation as well as inferential statistics of multiple regressions. The findings showed that there was a positive relationship between self-esteem and students' achievement. Home background was positively related to students' attitude to value concepts in Yoruba. Composite contribution of self-esteem and home background was not significant; contributing 8.4% of the variation in students' achievement while the composite contribution of self-esteem and home background to students' attitude was significant; contributing 13.3% of its variation. The relative contribution of self-esteem to students' achievement was significant while the relative contribution of home background to students' attitude was significant. Self-esteem predicted students' achievement while home background predicted students' attitude to value concepts in Yoruba. It is recommended that indigenous knowledge and right values be inculcated in children and enabling environment provided to sustain the values. The study had thus revealed that psychosocial factors are students' personal factors that could render emphasis on the cognitive aspect of learning ineffective if not adequately taken care of.

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Keywords: Self-esteem, home background, value concepts in Yoruba, secondary school students in Ibadan.

Introduction

Yoruba language and culture are compact; knitted and inseparable. The aspects of Yoruba culture captured in this study as the value concepts are: ìwà ọmọlúàbí (virtuous character), òwe Yorùbá (Yoruba proverbs), èèwò (taboo), oríkì orílẹ̀ (lineage praise poetry). Ademowo and Balogun (2014) citing Wilhelm Abraham emphasized that culture function as a catalyst for development in these distinct ways.

- a. as a means of creating order
- b. as an instrument of the achievement of social integration
- c. to make events in human experience intelligible and significant and as regulator of change.

The Yoruba culture is wholesome; promoting healthy minds and body among its people. The Yoruba people aim at developing an individual in a manner that he/she would be able to face life's challenges and overcome. In order to achieve these, the nurturing begins from the womb. All precautions are taken so that nothing adverse affects the child and hinders him from acquiring education that would root him firmly to become productive in the community (Awoniyi, 1975).

In the Yoruba traditional community, families and relations build houses knit together and live together forming a large family compound. All the children are nurtured and trained together as belonging to a clan. Children acquire assertiveness training, social responsibility and peaceful coexistence in the community

through observation, imitation and lessons learnt in story sharing, folktales, songs, poetry and proverbs from peers and adults (Fayemi, 2009, Dei, 2011, Olatunji, 2015). Also, disobedience and misconducts are punished accordingly by all not necessarily waiting for the real parents. This is done with the belief that charity begins at home; these children will grow to be the ambassadors of the community elsewhere; they must not be misrepresented.

Dei (2011) elucidated on the kind of education that should be given to young ones; this should be such that will place learners' experiences, cultures, and prior home/community knowledge at the center of education to enable them transform our communities. A close relations and bonding between schools, parents, elders, families and communities would be essential to allow for local knowledge to be transmitted to youth to assist in their holistic education. These, among others probably inform the aims and objectives of education in Nigeria. Paragraph 5 of the National Policy on Education (NPE, 2013) states the aims and objectives as:

- 1) the inculcation of national consciousness and national unity;
- 2) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- 3) the training of the mind in the understanding of the world around; and
- 4) the acquisition of appropriate skills, abilities and competencies both mental and physical

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equipment for the individual to live in and contribute to the development of his society.

The Yoruba traditional education aptly fit into these and hence its inclusion in the formal education curriculum.

Literature review

Psycho-social factors are the psychological and sociological aspects of an individual. The psychological factors are the mental or behavioral characteristics of an individual that could affect learning outcomes while the sociological factors point to the social relationships the student has and how he or she interacts within the social group as it relates to learning, (Kuo, 2011). Learning encompasses a wide range of variables that emanate from neurological to psychological, cognitive and affective domains. Affective domain is described as the emotional side of human behavior and the cognitive as the mental side of human behavior. Rather than being separate, cognitive and affective domains are two sides of the same coin, (Andres, 2003).

Psycho-social factors are constructs like self-concept, self-esteem, motivation, locus of control, beliefs, attitude, peer influence, parental involvement, school climate, home background, social awareness, interpersonal skills, self-awareness and some others. Lee and Shute (2010) found that psycho-social factors can be used to assess student risk for academic failure. Studies carried out in foreign languages like English and French found positive relationship among psycho-social variables and students' learning outcomes, (Fakeye, 2010, 2011, Araromi, 2014, Mkpae, 2014). These findings recommended interventions

to enhance students' psycho-social behaviour in order to boost learning outcome.

Self-esteem indicates to what extent an individual believes in himself/herself to be capable, significant and worthy according to some values. Vishalakshi and Yeshodhara (2012) described self-esteem as a positive or negative orientation towards oneself, an overall evaluation of one's worth or value. These scholars believed that high self-esteem brings a high level of confidence, problem solving abilities and assertiveness and thus, elevates the performance or achievement level of students. On a general level self-esteem is very important for children as it plays a significant role in their daily interactions with others, friendships, ability to cope with life events and overall confidence.

In evaluating the conceptualization of self-esteem Schumann (1994), LeDoux (1996) and Rubio (2007) dedicated attention to whether to label it as being related to cognition or affect. Since evaluation is necessarily involved in our sense of worthiness and competence, cognition is found to be a central factor. These studies affirmed that neuro-scientific studies have shown that cognition and affect are distinct but inseparable and have stressed the connections between the neocortex, involved in thinking and the limbic system which is related to emotions. Rubio (2007) stated that when the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, in the context of language learning, it can have serious consequences. The

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study explained that students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class. Mruk's matrix (1999, 164) demonstrated the relationship between competence and worthiness and the resulting behaviors. Individuals can have a sense of high and low worthiness and competence combined in different ways:

- a. High worthiness and high competence lead to high or authentic self-esteem.
- b. High worthiness and low competence lead to Type I Defensive self-esteem, resulting in a self-centered behavior.
- c. Low worthiness and high competence lead to Type II Defensive self-esteem, resulting in overachieving behavior.
- d. Low worthiness and low competence lead to low self-esteem, resulting in negativistic behavior.

In more extreme forms, Types I and II can lead to narcissistic and antisocial behaviors respectively, and low self-esteem to depression. Thus it is not the case that individuals with high self-esteem show narcissistic behaviors. The reviewed studies suggested that in the language classroom both the teachers and students need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom.

Home background is the social factor in this study. Home is the habitation of individuals and it is expected to be comforting. The family background and context of a child affect his reaction to life situations and

his level of performance. Osunloye (2008) and Tenibiaje and Tenibiaje (2011) stressed that home background in terms of family structure, size, socio-economic status and educational background play important role in students' educational attainment and social integration. Children are morally, mentally upright and emotionally balance when the caring responsibilities are carried out by both parents. Availability of home resources that children are in need of to study effectively has been reported significant in learning outcomes. Agulanna (2000) and Ushie, Emeka, Ononga and Owolabi (2012) gave the characteristics of both homes (single-parent and two-parent). Family/home is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. Single-parents often have an average lower income than two-parent families and are thus more constrained in ensuring adequate financial resources to meet their children learning needs. Also, single-parents have to cope with double responsibility of work and child-rearing, making parenting more challenging for them. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs which may affect children performance in school.

Schultz (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Although Omoruyi (2014) supported the fact that children of unmarried parents/separated families often fail and are at risk emotionally, the study submitted that this may not be

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completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation. In two-parent homes, both parents have roles to play in child education. If roles are adequately played, it is expected that such a child is likely to be more confident, sociable and psychologically balanced. However, if anyone fails in his/her duties in the home, the child is likely to suffer like one in the single-parent home. In a nutshell, marital instability and/or non-resourceful home background brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic performance.

Statement of the problem

In few decades back, educators and examination bodies in Nigeria observed that students' performance in school subjects as shown in internal and external examinations is dwindling; Yoruba language inclusive. A cry to safe education from imminent fall was raised and research efforts were intensified at discovering the cause and thereby proffer lasting solutions. Scholars identified some factors as causes of failure in these core areas: language policy implementation failure, teacher factor, misconceptions about learning and speaking of Yoruba language, globalization and technological advancement and attitudinal disposition to Yoruba language. Studies largely focused on interventions through various teaching strategies, teachers' factors, adverse effects of globalization and technology with little consideration for psycho-social factors that could affect students' learning outcomes in

Yoruba value concepts. Studies have established a strong link between these students' psycho-social factors and academic success in subjects like English, Literature-in-English, Mathematics and the Sciences but there is dearth of such research in Yoruba language. In order to fill this gap in literature this study investigated the extent to which these psycho-social factors (self-esteem and home background) could predict learning outcomes in value concepts in Yoruba language.

Research questions

- (1) What relationship exists between the independent variables (self-esteem and home background) and students' achievement in Yoruba value concepts?
 - (a) achievement in Yoruba value concepts?
 - (b) attitude to Yoruba value concepts?
- (2) What is the composite contribution of the independent variables (self-esteem and home background) to students' achievement in Yoruba value concepts?
 - (a) achievement in Yoruba value concepts?
 - (b) attitude to Yoruba value concepts?
- (3) What is the relative contribution of the independent variables (self-esteem and home background) to students' achievement in Yoruba value concepts?
 - (a) achievement in Yoruba value concepts?
 - (b) attitude to Yoruba value concepts?
- (4) Which of the independent variables (self-esteem and home background) would predict students' achievement in Yoruba value concepts?
 - (a) achievement in Yoruba value concepts?
 - (b) attitude to Yoruba value concepts?

Methodology

The study adopted a descriptive survey design of correlational type. The population comprised all senior secondary two (SSII) students in randomly selected five Local Government Areas (LGA's) in Ibadan, Nigeria. Twenty senior secondary schools were purposively selected based on availability of Yoruba language teachers. Fifty

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students proportionately selected from each school summed up to 1000 respondents in this study. Four instruments were used to gather data, namely: Self-Esteem Scale (SES), Home Background Scale (HBS), Achievement Test in Yoruba Value Concepts (ATYVC) and Attitude to Value Concepts in Yoruba (AVCY). The instruments were made bilingual in English and Yoruba language; the Yoruba version was administered. The questionnaires were structured along four point modified Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) (mo fara mó ọ́n gan an, mo fara mó ọ́n, n kò fara mó ọ́n rárá, n kò fara mó ọ́n). A reliability test was conducted on the questionnaires using Cronbach-alpha yielding coefficients of .76 for SES: .92 for HBS and .94 for AVCY while test-retest was used in validating the ATYVC with a value of .86 obtained.

The data collected were analyzed using descriptive statistics of frequency counts, mean and standard deviation. Also, inferential statistics of Multiple Regression was used to find out the joint and relative contributions of the independent variables to the dependent variables. The results were interpreted at 0.05 level of significance.

Results

Research question 1a: What is the relationship among self-esteem, home background and students' achievement in value concepts in Yoruba?

Table 1: Correlation Matrix Showing the Relationship between Independent Variables and Students' Achievement in Value Concepts in Yoruba

Variables	Achievement	Self-esteem	Home background
Achievement	1		
Self-esteem	0.319* 0.000	1	
Home background	-0.049 0.121	-0.019 0.558	1
Mean	15.10	30.38	59.45
STD.D	7.127	5.064	7.736

Table 1 showed that there was a positive relationship between self-esteem ($r = 0.319$; $p < 0.05$) and students' achievement in value concepts in Yoruba. There was no relationship between home background ($r = -0.049$; $p > 0.05$) and students' achievement in value concepts in Yoruba. This implies that self-esteem was positively related to value concepts in Yoruba. Thus, for students' achievement in value concepts in Yoruba to improve, self-esteem must be improved.

Research question 1b: What is the relationship among self-esteem, home background and students' attitude to value concepts in Yoruba?

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Table 2: Correlation Matrix Showing the Relationship between Independent Variables and Students' Attitude to Value Concepts in Yoruba

Variables	Attitude	Self-esteem	Home background
Attitude	1		
Self-esteem	0.030 0.337	1	
Home background	0.365* 0.000	-0.019 0.558	1
Mean	48.17	30.38	59.45
STD.D	7.830	5.064	7.736

Table 2 showed that there was no relationship between self-esteem ($r = 0.030$; $p > 0.05$) and students' attitude to value concepts in Yoruba. There was a positive relationship between home background ($r = 0.365$; $p < 0.05$) and students' attitude to value concepts in Yoruba.

Research question 2a: What is the composite contribution of self-esteem and home background to students' achievement in value concepts in Yoruba?

Table 3: Summary of Multiple Regression Analysis on Composite Contributions of self-esteem and home background to students' achievement in value concepts in Yoruba

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	1221.781	2	610.891	12.031	0.000*
Residual	50623.767	7	50.776		
Total	50746.548	9			

R = 0.249
R Square = 0.101
Adjusted R Square = 0.084
Std. Error of the Estimate = 7.12573

Table 3 revealed that the composite contribution of self-esteem and home background to students' achievement in value concepts in Yoruba was not significant ($F_{(2,993)} = 12.031$; $p < 0.05$). Table 3 further revealed a multiple regression coefficient ($R = 0.249$) and multiple regression adjusted ($R^2 = 0.084$), this implies that 8.4% of the variation in students' achievement in value concepts among the respondents were accounted for by the joint effect of the independent variables. This means that the remaining 91.6% is due to other factors and residuals.

Research question 2b: What is the composite contribution of self-esteem and home background to students' attitude in value concepts in Yoruba?

Table 4: Summary of Multiple Regression Analysis on Composite Contributions of Independent Variables on Students' Attitude to value concepts in Yoruba

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Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant t
Regression	8255.940	2	4127.970	77.666	0.000*
Residual	52991.171	99	533.151	6	
Total	61247.111	101			

R = 0.367
 R Square = 0.135
 Adjusted R Square = 0.133
 Std. Error of the Estimate = 7.29045

Table 4 revealed that the composite contribution of self-esteem and home background to students’ attitude to value concepts in Yoruba was significant ($F_{(2,99)} = 77.666$; $p < 0.05$). Table 4 further revealed a multiple regression coefficient ($R = 0.367$) and multiple regression adjusted ($R^2 = 0.133$), this implies that 13.3% of the variation in students’ attitude to value concepts in Yoruba among the respondents were accounted for by the joint effect of the independent variables.

Research Question 3a: What is the relative contribution of self-esteem and home background to students’ achievement in value concepts in Yoruba?

Table 5: Summary of Multiple Regression Showing Relative Contribution of Independent variables on Students’ Achievement in value concepts in Yoruba

Model	Under standardized Coefficients	Standardized Coefficient	Rank	t	Sig.
	Beta (β)	Std. Error			
(Constant)	17.602	2.229		7.896	.000
Self-esteem	0.171	.045	1st	2.119	.006*
Home background	-0.045	.029	2nd	-0.547	.122

Table 5 revealed the relative contributions of self-esteem and home background to students’ achievement in value concepts in Yoruba. The relative contribution of self-esteem ($\beta = 0.116$; $t = 2.119$, $p < 0.05$) to students’ achievement in value concepts in Yoruba was significant. The relative contribution of home background ($\beta = -0.049$; $t = -0.547$, $p > 0.05$) to students’ achievement in value concepts in Yoruba was not significant.

Research Question 3b: What is the relative contribution of self-esteem and home background to students’ attitude in value concepts in Yoruba?

Table 6: Summary of Multiple Regression Showing Relative Contribution of Independent variables on Students’ Attitude to value concepts in Yoruba

Model	Under standardized Coefficients	Standardized Coefficient	Rank	t	Sig.
	Beta (β)	Std. Error			
(Constant)	24.401	2.281		10.698	.000
Self-esteem	.037	.046	2nd	1.262	.207
Home background	.370	.030	1st	12.420	.000*

Table 6 revealed the relative contributions of self-esteem and home background to students’ attitude to value concepts in Yoruba. The relative contribution of self-esteem ($\beta = 0.037$; $t = 1.262$, $p > 0.05$) to students’ attitude to value concepts in Yoruba was not significant. The relative contribution of home background ($\beta = 0.366$; $t = 12.420$, $p < 0.05$) to students’ attitude to value concepts in Yoruba was significant.

Research questions 4a: To what extent will each of the independent variables of self-esteem and home background predicts students’ achievement in value concepts in Yoruba?

Table 5 showed the relative contributions of the independent variables to the prediction of students’ achievement in value concepts in Yoruba at different levels and ranks as expressed by the β -values. Self-esteem was the potent variable that predicted students’ achievement in value concepts in Yoruba.

The prediction equation is given by $Y = 17.602 + 0.171X_1$

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Where Y = Students' achievement in value concepts in Yoruba

17.602 = Constant

X_1 = Self-esteem

Research questions 4b: To what extent will each of the independent variables of self-esteem and home background predicts students' attitude to value concepts in Yoruba?

Table 6 shows the relative contributions of the independent variables to the prediction of students' attitude to value concepts in Yoruba at different levels and ranks as expressed by the β -values. Home background was the independent variable that strongly predicted students' attitude to value concepts in Yoruba.

The prediction equation is given by $Y = 24.401 + 0.370X_1$

Where Y = Students' attitude to value concepts in Yoruba

24.401 = Constant

X_1 = Home background

Discussion of Findings

This study found significant relationships between self-esteem ($r = 0.319$; $p < 0.05$) and students' achievement in value concepts in Yoruba but non-significant relationships between self-esteem ($r = 0.030$; $p > 0.05$) and students' attitude to value concepts in Yoruba. Learners hold no reservations about Yoruba as a tribe and language but with putting efforts to learning it when they cannot justify its utility at higher level and even economy wise (Fabunmi and Salawu (2005). Another challenge could be the civilization of the global world all-around that made them to perceive their culture and values as primitive and secondary to others. So they have less confidence to display pride in honor of Yoruba language and culture. Significant others around them are not doing better. There is no empirical study on self-esteem and attitude to value concepts in Yoruba prior to this study. Related studies are thus reviewed. Akinkurolire and Abuya (2013) reported

that literate and non-literate parents do not appreciate their children studying Yoruba language for they thought it is worthless learning a language they already know and speak. OlaOlorun, Ikonta and Adeosun (2013) found that parental attitude to the mother tongue determines their choice of English language as L_1 for their children. This choice was found to have detrimental effect on the children's perception of their mother tongue and the values it portrays.

However, Vishalakshi and Yeshodara (2012) and Khansir and Abdolahi (2014) found significant positive correlation between self-esteem and students' academic achievement in English language. In contrast, Baumeister, Campbell, Krueger and Vohs (2003) emphasized that high self-esteem appears to be the result, not the cause, of doing well in school, as gradually emerged from painstaking longitudinal studies. If students are sensitized to perceive Yoruba value concepts beyond classroom situations, they would embrace it and be proud of it in the global world.

There is significant relationships between home background ($r = 0.365$; $p < 0.05$) and students' attitude to value concepts in Yoruba while there is non-significant relationship between home background ($r = 0.049$; $p > 0.05$) and students' achievement in value concepts in Yoruba. This might be as a result of societal attitudinal disposition to formal and informal learning of Yoruba language and culture. Parents are so much engrossed in economic gains at the expense of moral and social development of their children. Provision of resources required for proper engrafting of young ones into their culture are not available at homes. Children are not made to realize and utilize the few that are present in their environment. Mere praise name

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and short praise poetry of their lineage, they cannot shower their children with to stimulate them. Adults speak jargons and in slangs now rather than in proverbs and figures of speech therefore, there is no practical way of inculcating Yoruba virtues in their children. So, nothing worthwhile is transferable to value concepts learning at school. The result is that the competence of children in the Yoruba language has been badly affected, and when children lack competence in the language of a culture, they cannot have access to the wealth of information available in that culture (Adeosun, 2008, Dei, 2011, OlaOlorun, Ikonta and Adeosun 2013, Akinkulire and Abuya 2013).

Schutz (2006), Omoruyi (2014) revealed that a major dynamic student's home factor that affects their social development and academic achievement is the marital status of their parents. The findings showed that when adolescents from unstable homes are to be compared with those from stable homes, the former are faced with a higher risk of dropping out and low academic achievement than children from two-parent families. Tenibiaje and Tenibiaje (2011) found no significant difference between the academic performance of single-parent students and intact parents students, but there is difference between them in truancy behavior and the attendant consequences. In contrast, Ushie, Emeka, Ononga and Owolabi (2012) revealed that family structure did not determine students' academic performance, but parental socioeconomic background; because, irrespective of the family structure, students whose parents have better jobs and higher levels of income tend to have higher levels of literacy performance.

The joint effects of the independent variables accounted for 8.4% and 13.3% of the variation in students'

achievement and attitude respectively. This could emanate from the fact that every learner acts and reacts to stimulus within the influence of their emotions and social environment.

This study reported that home background made significant relative contributions to students' attitude to value concepts in Yoruba while self-esteem did not. This finding could be as a result of the impact that sociological environment of man has on his attitudinal disposition to situations, learning inclusive. The results showed that self-esteem predicted achievement in value concepts in Yoruba while home background predicted attitude to value concepts in Yoruba.

Recommendations

1. The federal, states and local governments should rise to the challenges of improper monitoring of language policy implementation at the pre-primary to secondary schools because understanding the language of instruction in the classroom is the bedrock of teaching and learning process. Moreover, relegating Yoruba language studies implies missing out the cultural values therein.
2. Couples should uphold high level of commitment in marriage for the sake of their children.
3. Parents should inculcate indigenous knowledge and right values in their children and provide enabling environment to sustain them.
4. Teachers should foster high self-esteem in students.

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Conclusion

The importance of Yoruba language among the Yoruba people is immeasurable. The goals of the unwritten Yoruba indigenous education include, building the child's covert physical ability, character building, imparting respect for elders and constituted authority, developing intellectual skills, acquisition of specific vocational training and healthy attitude towards honest labor, teach a sense of belonging and readiness to play active part in family and community dealings and to recognise, value and uphold the cultural heritage of the society at large. Children were taught all these with emphasis on value concepts in Yoruba language. These and many other Yoruba traditions qualify Yoruba language as one of the three national languages to be included in formal education in Nigeria. Relegating the teaching of Yoruba language to the background is detrimental to the mental and moral development of young ones. The multiple effects include the lack of mental flexibility and fleet of moral decadence in our society today. Home background is germane to children's development in cognition and affect because it is the training ground where the child has the first contact with the world. Low self-esteem and unsupportive home background are the sources of students' poor achievement, moral decadence and many societal evils in Nigeria today.

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PSYCHO-SOCIAL FACTORS AS PREDICTORS OF STUDENTS' LEARNING OUTCOMES IN YORUBA LANGUAGE VALUE CONCEPTS AMONG PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN IBADAN

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