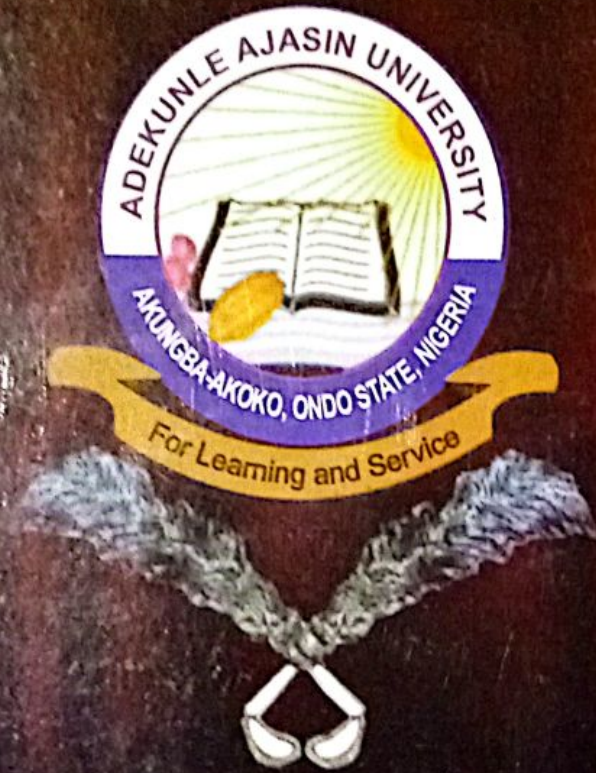




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Students' Perceived Difficulty Levels of Topics in Senior Secondary School Yorùbá Curriculum in Akínyelè Local Government, Òyó, State, Nigeria

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Abstract

Despite the Yorùbá being taught and learnt as First Language (L₁) in senior secondary schools in Òyó State, some of the curriculum topics are perceived as difficult. This study therefore, examined the difficulty levels of topics in the senior secondary school Yorùbá curriculum as perceived by the students in Akínyelè Local Government Area (LGA) of Òyó State. The study adopted a cross-sectional type of the descriptive research survey involving two hundred and ten (210) respondents randomly selected from seven out of the thirty-five (35) senior secondary schools in the LGA. A three-section questionnaire personally developed by the researchers was used to collect data, while the data collected were analysed using mean and standard deviation. Three research questions were raised and answered. The findings of the study revealed that out of the twenty-two (22) Culture topics, twelve (12) were perceived as not difficult, while others were perceived to be difficult. Similarly, twelve (12) out of the twenty (20) Language topics were perceived as not difficult, while others (eight topics) were perceived as difficult. Also, five (5) Literature topics were perceived as not difficult and difficult respectively. The study concluded that 23 and 29 out of the 42 curriculum topics were perceived as difficult and not difficult respectively, while none of the topics was perceived as very difficult by the students. Based on the findings of this study, it thus recommended that teachers should adopt appropriate teaching methods and strategies to consolidate on perceived not difficult topics and to simplify the difficult ones.

Keywords: Perception, difficulty level, Yorùbá curriculum topics, secondary school students

Introduction

Education is used as a medium of change in every nation of the World and so for education to achieve its objectives there is a need to plan, design and implement a curriculum to strive in order to contribute to the national goals and aspiration of the country at large. Jímòh (1998) opined that education is the totality of the experiences made available to an individual in formal, semi-formal or informal situation to make him develop a rounded personality and to be useful to himself and the society at large. However, for education to achieve this laudable objective, the medium of instruction is very essential. As a matter of fact, most of the countries credited with scientific and technological landmarks are precisely those countries that carried out instruction in schools in their local languages.

Ahmed (2012) viewed the work of an instructor such as teachers as a very difficult task because their influence on students can make or mar the society because of the fragility of their work. It should also be noted that every country needs an educational system that can serve as the bedrock for national development. In the light of this, it is the responsibility of the teachers to ensure the training of the learners, bearing in mind the nature and values of the society in addition to whatever academic skills and knowledge to be acquired in the formal school settings. This would in turn, through exposure to school curriculum, produce resourceful individuals who will see education as a means to an end rather than the end itself.

Stotsky (2012) viewed curriculum as a plan of action that is aimed at achieving desired goals and objectives. It is a set of learning activities meant to make the learners attain goals as prescribed by the educational system. As it were, curriculum can thus be conceptualised as the nucleus of the whole process and system of education itself. While the traditional conception of the curriculum as subject compartment is too restrictive, the non-technical perspective is rather too permissive. What appears to be a moderate and balanced conception, even if over simplified, is given by Marsh and Wills (2003) as all the experiences learners have under the guidance of the school.

In curriculum, language takes very crucial place because of its obvious use. Thus, a language can either be approached as educational medium or as subject of teaching and learning in its own right or as both, depending on the socio-linguistics and educational context. Lawal (1995) observed that the society is a changing phenomenon, therefore, the school in all ramification should change to meet the need of the society, hence, the need for planning and re-planning in the development of curriculum that would be sensitive to, and adequate for coping with the pace of change. Yorùbá language is one of the three major Nigerian languages that have had a long traditional use in education both as a medium of instruction (at the lower basic level) and as a subject on the school curriculum at the upper basic and senior secondary levels. In this context, the three major languages are Hausa, Igbo and Yorùbá (FRN, 2013). On the strength of the above policy statement, Yorùbá

language should be the medium of instruction from the pre-basic and at the initial three years of basic education. (FRN, 2013)

Thereafter, it is considered as a core subject from basic 4-6, as compulsory subject at the upper basic school and optional at the senior secondary school (FRN, 2013). This is informed by the policy of the Federal Government of Nigeria which "appreciates importance of language as a means of promoting social interaction and national cohesion and preserving Nigerian cultures" (FRN, 2013). The policy is also in line with the philosophy of using Nigerian languages to foster unity among the various ethnic groups in the country. However, Yorùbá language has had a place in the educational system of most of the Yorùbá-speaking areas of the country such as Lagos, Ògùn, Òndó, Èkìtì, Òsùn, Òyó, Kwara, and part of Kogí.

Educators emphasised on the qualification of teachers in the proper execution of their professional mandate. Such teachers are expected to perform academic roles as well as leadership roles on their specialised subject such as Yorùbá language. On this note, the qualification and competency of Yorùbá teachers will therefore enable them to completely handle all concepts in the subject curriculum. Perception is another mental process or skills human beings engage, it is a cognitive activity in learning which is seen as the process of making sense out of something. However, Ortese, Yaweh and Akumey (2006) affirmed that learner's perception is often affected by a given number of factors, such as interest, motivation, attention, selfcontrol as well as thinking and creativity. Agogo (2013) observed that what may appear difficult to someone, may be easy for another person because the concept of easiness or difficulty as perceived by students are dynamic, therefore, concept of difficulty invariably might tend to affect students' perception and performance.

The senior secondary school Yorùbá curriculum is designed for learners whose mother-tongue is Yorùbá. Like the lower basic, middle basic and upper basic schools Yorùbá language curricula, the senior secondary school (SSS) Yorùbá curriculum centres on Culture, Language and Literature (NERDC, 2007). Each of these aspects of the curriculum has distinct topics and every topic has sub-topics. The following table shows the Culture, Language and Literature topics as contained in the SSS Yorùbá curriculum. Similarly, there are specific objectives, instructional resources and evaluation guides provided against each topic in the curriculum.

Table 1: The Senior Secondary School Yorùbá Curriculum Topics

S/N	Culture	Language	Literature
1.	Èkọ Ilẹ̀ (Home Training)	Àwọn Ìrò Èdè (The Language Sounds)	Ìtàn Àròso Olórò Geere (Oral Prose)
2.	Àwọn Oúnjẹ Ilẹ̀ Yorùbá (Yoruba Traditional Foods)	Àtunyèwò Sílèbù (Revision of Yoruba Syllable)	Àsàyàn Ewì Alohùn fún Itupalẹ̀ (Analysis of Selected Oral Poetry)
3.	Ìṣẹ̀ Ìsénbáyé (Traditional Occupation)	Ìhun àti Ìsèdà Ọ̀rọ̀ (Word Structure and Formation)	Itupalẹ̀ Ewì Àpìlẹ̀kọ (Analysis of Written Poetry Texts)
4.	Àṣà Ìgbéyàwó (Traditional Marriage)	Òwè àti Àkànlò Èdè (Proverbs and Figures of Speech)	Itupalẹ̀ Àsàyàn Ìwé Eré Onítàn (Analysis of Written Dramatic Texts)
5.	Oyún Níní àti Ìtọ̀ju Oyún (Pregnancy and Its Care)	Àkàyé (Reading Comprehension)	Itupalẹ̀ Àsàyàn Ìwé Ìtàn Àròso (Mèji) (Analysis of Two Prose Texts)
6.	Àṣà Ìṣòmọlórúkọ (Naming)	Aáyan Ọ̀gbufò (Translation)	Itupalẹ̀ Àsàyàn Ewì Àpìlẹ̀kọ (Analysis of Written Poetry Texts)
7.	Ìtọ̀jú Omo (Child Care)	Àròkọ Oníròyin (Narrative Essay)	Itupalẹ̀ Ewì Alohùn Àsàyàn Ìwé Kan (Analysis of One Oral Poetry Text)
8.	Ìtọ̀jú Ara (Personal Hygiene)	Ìṣọ̀rì Ọ̀rọ̀ (Parts of Speech)	Àṣà Yorùbá tó Súyọ Ní nù Lítírésọ̀ Alohùn (Yorùbá Culture in Oral Literature)
9.	Àṣà Oge Sísẹ̀ (Beautification) Adornment	Ìhun Gbólòhùn (Sentence Structure)	Ìṣẹ̀ Ònkòwé Alátinúdá (The Work of Creative Writers)
10.	Ìgbàgbó Yorùbá Nípa Olódumare (The Yoruba Belief about God)	Àròkọ Aláriníyànjiyàn (Argumentative Essay)	Ewì Àpìlẹ̀kọ (Written Poetry)
11.	Àwọn Ọ̀rìsà (The Deities)	Gbólòhùn (Sentence)	
12.	Eré Ìdàrayà (Exercises: Games and Songs)		
13.	Èsìn Ọ̀de-Ọ̀nì (Modern Religion: Christianity, Islam)	Àròkọ Lẹ́tà Gbẹ̀fẹ̀ (Informal Letter)	
14.	Ètò Ìsélú (Political System)	Àròkọ: Lẹ́tà Àìgbẹ̀fẹ̀ (Formal Letter)	
15.	Ètò Ọ̀rọ̀-Ajẹ: Ìpolówó Ọ̀jà (Economic System: Advertisement)	Àròkọ Ajẹmọ́ Ìsínpayá (Expository Essay)	
16.	Àṣà Ìsínkú (Burial System)	Àròkọ Onísọ̀rọ̀- <i>n</i> -gbèsi (Dialogue)	
17.	Ètò Ogúnjìjẹ (Inheritance)	Onkà Ègbàà dé Àádọ̀ta Ọ̀kẹ̀ (Counting: 2,000-1,000,000)	
18.	Ètò Ìdájọ̀ (Judicial System)	Àrànmi (Assimilation)	
19.	Àṣà Ìbáńsọ̀rọ̀ (Communication System)	Ìpajẹ àti Ìsínkí (Elision and Contraction)	

- | | | |
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| 20. | Ìwà Ọmọlúàbí
(Good Character) | Awé Gbólòhùn
(Clause) |
| 21. | Ètò Ẹbí (Family System) | . |
| 22. | Ìgbéyàwó, Ìsínkú àti
Ogún Jijé
(Marriage, Burial and Inheritance) | |

(NERDC, 2007)

Table 1 shows the topics in the senior secondary school Yorùbá curriculum. The table has three columns: the first, second and third columns centre on Culture, Language and Literature topics of the curriculum. There are twenty-two (22), twenty (20) and ten (10) topics credited to Culture, Language and Literature respectively. The content of each of these topics are spelt out in the curriculum. For instance, *Àwọn Oúnjẹ?* (Foods), a topic under Culture has definition of food; types of foods; classifications of foods, preparation of foods; preservation of foods; comparison between traditional and modern foods; and the foods that are peculiar to certain communities as its content (NERDC, 2007).

Similarly, *Àkàyé* (Reading Comprehension) which is a topic under Language has techniques for a successful reading comprehension, reading a text (passage), explanation of proverbs and figures of speech as used in a passage and answering of questions on a passage. Also, *Ìtàn Àròsọ Olórọ-Geere* (Oral Prose), a Literature topic has theme, plot, narrative techniques, setting, characters and characterisation, cultural elements in the prose and advantages and disadvantages of oral prose as its content (NERDC, 2007).

Some of the reasons attributed to the observed difficult levels of topics perceived by students of senior secondary school in Yorùbá as a subject could be attributed to teachers' quality and inadequate relevant instructional resources. Studies have been carried out on students' perception of difficult topics. For instance, Àmàó and Oyèwùmí (2017) evaluated students' perceived difficult concepts in Agricultural Science among selected secondary school students in Oyo metropolis. Their findings revealed unpleasant level of Agricultural Science teaching and learning in many secondary schools around the study area. However, gender differences as well as the Agricultural Science teachers' qualification were the major perception of concept difficulty in the subject. More so, there were significant relationship between teachers' qualification and the students' perceived difficult concepts in SSS III Agricultural Science.

Furthermore, Lawal (2017) examined teachers' qualification as a measure of very difficult topics in senior secondary Arabic curriculum in Òkè-Ògùn, Òyó State, Nigeria. The findings of Lawal's (2017) study revealed that seven topics were perceived to be very difficult and there was no significant difference in the Arabic topics perceived as difficult by qualified and unqualified teachers of Arabic language. Also, Taiwo (2020) investigated students' perceived difficulty level of topics in senior secondary school Islamic Studies

curriculum in Kwara State, Nigeria. Through a purposive sampling technique, 345 public secondary school students were selected, while a 45-item researcher-designed close-ended questionnaire was used to collect data. The findings of the study indicated that “Arabic Text” and “Translation of the Glorious Qur'an and Hadith” were perceived as most difficult topics, while four topics (Tahdhib, Figh, Tawhig & Tarikh) were perceived to be difficult by the students.

Similarly, Àrááshí and Abdulazeez (2020) examined pupils' perceived difficult topics in upper basic school Islamic Studies curriculum in Íşéyin, Òyó State, Nigeria. The researchers engaged eighty pupils who were randomly selected. A 23-item researcher-designed questionnaire was used to elicit information from the respondents, while the variables of gender and school type were considered. The findings of the study showed that four (4) out of the 23 Islamic Studies curriculum topics were perceived as difficult; gender did not significantly influence pupils' perception; and there was a significant influence of school type on students' perception of the difficult topics.

From the foregoing, it could be noted that some researchers had work on difficult topics perceived in school subjects such as Agricultural Science, Arabic language and Islamic Studies. However, none of this research work focused on difficult topics perceived by Yorùbá students in Akínyelé Local Government Area of Òyó State, Nigeria. This has, therefore, created a researchable gap, part of which this study filled.

Research Questions

The following research questions were raised and answered in this study.

1. What are the difficulty levels of Culture topics in the senior secondary school Yorùbá curriculum as perceived by students in Akínyelé LGA of Òyó State?
2. What are the difficulty levels of Language topics in the senior secondary school Yorùbá curriculum as perceived by students in Akínyelé LGA of Òyó State?
3. What are the difficulty levels of Literature topics in the senior secondary school Yorùbá curriculum as perceived by students in Akínyelé LGA of Òyó State?

Methodology

This study adopted a descriptive research method of a cross-sectional type. A descriptive research method attempts to describe characteristics of a given population or area of interest systematically (Daramola, 2006). A cross-sectional type of the descriptive research allows the researcher to collect data across space (from different points) at the same time. All students offering Yorùbá in seven randomly selected public senior secondary schools in Akínyelé Local Government Area of Òyó State constituted the population, while all senior secondary school III students offering Yorùbá constituted the target population.

Seven (7) schools were randomly selected from thirty-five (35) public senior secondary schools in the LGA. Through simple random sampling technique, thirty (30) students were

selected from each of the sampled schools, bringing the sample size to two hundred and ten (210). A researcher-designed questionnaire titled "Students' Perceived Difficulty Level of Topics in the Senior Secondary School Yorùbá Curriculum" was used to elicit information from the respondents. The questionnaire contained a list of topics in the senior secondary school Yorùbá curriculum structured on three difficulty levels of: Not Difficult (ND), Difficult (D) and Very Difficult (VD). The response options attracted one, two and three point(s) respectively. It was sub-divided into three parts which centres on Culture, Language and Literature topics of the curriculum respectively. Mean and standard deviation were used to answer the three research questions.

Results

In order to answer the three research questions, inferences were drawn from the mean scores. Since the response scale is a 3-point, the minimum and maximum mark(s) are 1 and 3 respectively, while the lower and upper real limits of the minimum and maximum mark(s) are 0.50 and 3.50 respectively. With an interval of 1 mark, the critical range of scores on the three-point scale was used as shown in Table 2 below.

Table 2: Table of Inference

Critical Range	Inferences
1.00-1.49	Not Difficult
1.50-2.49	Difficult
2.50-3.00	Very Difficult

Research Question 1: What are the difficulty levels of Culture topics in the senior secondary school Yorùbá curriculum as perceived by students in Akinyelé LGA, Oyo State?

To answer this research question, responses of the respondents on the perceived difficulty levels of each of the twenty-two curriculum topics on Culture were analysed using mean and standard deviation as shown in Table 3.

Table 3: Mean and Standard Deviation Analysis of the Students' Perceived Difficulty Levels of Culture Topics in the Senior Secondary School Yorùbá Curriculum in Akinyele LGA

S/N	Culture Topics	Mean	SD	Rank	Inference
1	Èkọ ilé (Home Training)	1.13	.50	22 nd	Not Difficult
2	Àwọ̀n Oúnjẹ ilẹ̀ Yorùbá (Yorùbá Dishes)	1.37	.37	18 th	Not Difficult
3	Ìsẹ̀ Ìsẹ̀nbáyé (Traditional Occupation)	1.46	.31	13 th	Not Difficult
4	Àsà Ìgbéyàwó (Traditional Marriage)	1.60	.23	6 th	Difficult
5	Oyún Nínì àti Ìtójú Oyún (Pregnancy and Its Care)	1.70	.17	2 nd	Difficult
6	Àsà Ìsẹ̀mọ̀lórúkọ (Naming)	1.40	.35	15 th	Not Difficult
7	Ìtójú Ọ̀mọ (Child Care)	1.40	.35	15 th	Not Difficult
8	Ìtójú Ara (Body Care)	1.30	.40	20 th	Not Difficult
9	Àsà Oge Sísẹ̀ (Beautification) Adornment	1.69	.18	4 th	Difficult
10	Ìgbàgbọ̀ Yorùbá Nípa Olódumare (Yorùbá Belief about Olódumare God)	1.35	.38	19 th	Not Difficult
11	Àwọ̀n Ọ̀rìsà (The Dieties)	1.23	.46	21 st	Not Difficult
12	Èrè Ìdàrayá (Exercise: Games and Songs)	1.39	.35	17 th	Not Difficult
13	Èsìn Ọ̀de Ọ̀nì (Modern Religion: Christianity, Islam, Enkankob, Budah)	1.51	.28	8 th	Difficult
14	Ètò Ìsèlú (Political Structure)	1.61	.23	5 th	Difficult
15	Ètò Ọ̀rọ̀-Àjẹ: Ìpolówó Ọ̀jà (Business Structure: Advertisement)	1.83	.10	1 st	Difficult
16	Ìsínkú (Burial)	1.50	.29	10 th	Difficult
17	Ètò Ọ̀gúnjìjẹ (Inheritance)	1.49	.29	11 th	Not Difficult
18	Ètò Ìdájọ̀ (System of Judgement)	1.58	.24	7 th	Difficult
19	Àsà Ìbáńsọ̀rọ̀ (Modes of Communication)	1.51	.28	8 th	Difficult
20	Ìwà Ọ̀mọ̀lúàbí (Good Character)	1.41	.34	14 th	Not Difficult
21	Ètò Ẹ̀bí (Family System)	1.49	.29	11 th	Not Difficult
22	Ìgbéyàwó, Ìsínkú at Ọ̀gúnjìjẹ (Marriage, Burial and Inheritance)	1.70	.17	2 nd	Difficult
	Cumulative	1.48	.30		Not Difficult

Table 3 shows that twenty-two (22) items addressed the students' perceived difficulty level of Culture topics in the senior secondary school Yorùbá curriculum, while all the topics were ranked from 1st to 22nd positions. As revealed in the table, twelve (1, 2, 3, 6, 7, 8, 10, 11, 12, 17, 20 and 21) topics were perceived Not Difficult, while ten (4, 5, 9, 13, 14, 15, 16, 18, 19 and 22) topics were perceived Difficult. However, none of the twenty-two topics was perceived Very Difficult. Topic 15 on one hand and both Topics 5 and 22 on the other hand with mean scores of 1.83 and 1.70 were ranked 1st and 2nd respectively. Topics 9, 14, 4 and 18 with mean scores of 1.69, 1.61, 1.60 and 1.58 were ranked 4th, 5th, 6th and 7th respectively. Both Topics 13 and 19 with a mean score of 1.51 were ranked 8th, while Topic 16 with a mean score of 1.50 was ranked 10th.

All other topics were perceived Not Difficult and thus ranked accordingly. Both Topics 17 and 21 on one hand, and Topics 6 and 7 on the other hand with mean scores of 1.49 and 1.40

were ranked 11th and 15th respectively. Topics 3, 20, 12, 2, 10, 8, 11 and 1 with mean scores of 1.46, 1.41, 1.40, 1.37, 1.35, 1.30, 1.23 and 1.13 were ranked 13th, 14th, 17th, 18th, 19th, 20th, 21st and 22nd respectively. The students' perceived difficulty levels of Culture topics in the senior secondary school Yorùbá curriculum shows a cumulative mean score of 1.48 which falls within a critical range of 0.50-1.49 with an inference of Not Difficult.

Research Question 2: What are the difficulty levels of Language topics in the senior secondary school Yorùbá curriculum as perceived by students in Akínyelé LGA of Òyó State?

To answer this research question, responses of the respondents on the perceived difficulty levels of each of the twenty curriculum topics on Language were analysed using mean and standard deviation as shown in Table 4.

Table 4: Mean and Standard Deviation Analysis of the Students' Perceived Difficulty Levels of Language Topics in the Senior Secondary School Yorùbá Curriculum in Akinyele LGA

S/N	Language Topics	Mean	SD	Rank	Inference
1	<i>Awon Irò Èdè</i> (Sound System) The Yorùbá Language Sounds	1.27	.48	18 th	Not Difficult
2	<i>Àtúnyèwò Silèbù</i> (Revision of Yorùbá Syllable)	1.50	.29	7 th	Difficult
3	<i>Ìhun Òrò àti Ìsèdà Òrò</i> (Word Structure and Word Formation)	1.49	.30	9 th	Not Difficult
4	<i>Owe àti Àkànlò Èdè</i> (Proverbs and Figures of Speech)	1.38	.36	14 th	Not Difficult
5	<i>Àkàyé</i> (Reading Comprehension)	1.42	.33	13 th	Not Difficult
6	<i>Aáyan Ogbufò</i> (Translation)	1.57	.25	5 th	Difficult
7	<i>Àròko Oníròyìn</i> (Narrative Essay)	1.44	.32	11 th	Not Difficult
8	<i>Ìsòrí Òrò</i> (Parts of Speech)	1.43	.33	12 th	Not Difficult
9	<i>Ìhun Gbólòhùn</i> (Sentence Structure)	1.50	.29	7 th	Difficult
10	<i>Àròko Alàríyànjíyàn</i> (Argumentative Essay)	1.31	.40	17 th	Not Difficult
11	<i>Gbólòhùn</i> (Sentence)	1.46	.31	10 th	Not Difficult
12	<i>Àkàyé</i> (Reading Comprehension)	1.34	.38	16 th	Not Difficult
13	<i>Àròko: Létá Gbèfè</i> (Informal Letter)	1.38	.36	14 th	Not Difficult
14	<i>Àròko: Létá Aigbèfè</i> (formal Letter)	1.70	.17	2 nd	Difficult
15	<i>Àròko Ajemó Ìsinpayá</i> (Expository Essay)	1.78	.14	1 st	Difficult
16	<i>Àròko Onísòrò-n-gbesi</i> (Dialogue)	1.60	.23	4 th	Difficult
17	<i>Ònkà Egbàà dé Àádóta Òké</i> (Counting: 2,000-1,000,000)	1.54	.26	6 th	Difficult
18	<i>Àrànmó</i> (Assimilation)	1.23	.44	19 th	Not Difficult
19	<i>Ìpaje àti Ìsúnki</i> (Elusion and Contraction)	1.67	.19	3 rd	Difficult
20	<i>Awé Gbólòhùn</i> (Clause)	1.11	.52	20 th	Not Difficult
	Cumulative	1.46	.32		Not Difficult

Table 4 shows that twenty (20) items addressed the students' perceived difficulty level of Language topics in the senior secondary school Yorùbá curriculum, while all the items were ranked from 1st to 20th positions. As indicated in the table, twelve topics were perceived as Not Difficult, eight topics were perceived as Difficult, while none of the twenty topics was perceived as Very Difficult. For instance, Topics 15, 14, 19, 16, 6 and 17 with mean scores of

1.77, 1.70, 1.67, 1.60, 1.57 and 1.54 were ranked 1st, 2nd, 3rd, 4th, 5th and 6th respectively. Similarly, both Topics 2 and 9 with a mean score of 1.50 were ranked 7th. All these eight topics were perceived to be Difficult.

Topics 3, 11, 7, 8 and 5 with mean scores of 1.48, 1.46, 1.44, 1.43 and 1.42 were ranked 9th, 10th, 11th, 12th and 13th respectively. Both Topics 4 and 13 with a mean score of 1.38 were ranked 14th. Five other topics (12, 10, 1, 18 and 20) with mean scores of 1.34, 1.31, 1.27, 1.23 and 1.11 were ranked 16th, 17th, 18th, 19th and 20th in order of difficulty respectively. With a cumulative mean score of 1.46 which falls within the critical range of 0.50-1.49, the Language topics in the senior secondary school Yorùbá curriculum were perceived Not Difficult by the students.

Research Question 3: What are the difficulty levels of Literature topics in the senior secondary school Yorùbá curriculum as perceived by students in Akínyélé LGA of Òyó State?

To answer this research question, responses of the respondents on the perceived difficulty levels of each of the ten curriculum topics on Literature were analysed using mean and standard deviation as shown in Table 5.

Table 5: Mean and Standard Deviation Analysis of the Students' Perceived Difficulty Levels of Literature Topics in the Senior Secondary School Yorùbá Curriculum in Akínyélé LGA

S/N	Literature Topics	Mean	SD	Rank	Inference
1	Ìtàn Àròsọ Olórọ̀ Geere (Prose)	1.33	.38	10 th	Not Difficult
2	Àsàyàn Ewì Alohùn fún Itupalẹ̀ (Analysis of Selected Oral Poetry)	1.60	.23	3 rd	Difficult
3	Itupalẹ̀ Ewì Àpilẹ̀kọ (Ìwé Mèjì) (Analysis of Two Written Poetry Texts)	1.40	.21	7 th	Not Difficult
4	Itupalẹ̀ Àsàyàn Ìwé Eré Onitàn (Mèjì) (Analysis of Two Written Dramatic Texts)	1.77	.14	1 st	Difficult
5	Itupalẹ̀ Àsàyàn Ìwé Itàn Àròsọ (Mèjì) (Analysis of Two Prose Texts)	1.61	.23	2 nd	Difficult
6	Itupalẹ̀ Àsàyàn Ewì Àpilẹ̀kọ (Ìwé Mèjì) (Analysis of Two Written Poetry Texts)	1.39	.35	8 th	Not Difficult
7	Itupalẹ̀ Ewì Alohùn Àsàyàn Ìwé Kan (Analysis of One Oral Poetry)	1.38	.35	9 th	Not Difficult
8	Àsà Yorùbá tó Súyọ́ Nínú Litírésọ́ Alohùn (Features of Yorùbá Culture in Oral Yorùbá Literature)	1.53	.27	5 th	Difficult
9	Kíkọ́ nì Mímò: Isẹ́ Ònkówé Alátinúdá (The work of Creative Writers)	1.47	.31	6 th	Not Difficult
10	Ewì Àpilẹ̀kọ (Written Poetry)	1.55	.26	4 th	Difficult
	Cumulative	1.50	.27		Difficult

Table 5 shows that ten items addressed the students' perceived difficulty level of Literature topics in the senior secondary school Yoruba curriculum. As shown in the table, no topic was perceived Very Difficult because none of the mean scores falls within the critical range of 2.50-3.00. Five topics each were perceived Difficult and Not Difficult respectively. Each topic is thus ranked accordingly. For instance, Topics 4, 5, 2, 10 and 8 with mean scores of 1.77, 1.61, 1.60, 1.55 and 1.53 were ranked 1st, 2nd, 3rd, 4th and 5th respectively. Five other topics (9, 3, 6, 7 and 1) with mean scores of 1.47, 1.40, 1.39, 1.38 and 1.33 were ranked 6th, 7th, 8th, 9th and 10th in order of difficulty respectively. With a cumulative mean score of 1.50 which falls within the critical range of 1.50-2.49, the Literature topics in the senior secondary school Yorùbá curriculum were perceived Difficult.

Discussion of Finding

The first finding of this study revealed that ten (10) Culture topics which include: *Ètò Orò Ajé*; *Ìpolówó Ojà*; *Oyún Níní àti Ítójú Oyún*; *Ìgbéyàwó*, *Ìsínkú àti Ogún Jíjẹ*; and *Ètò Ìsèlù* among others were perceived to be difficult, twelve (12) topics, among which are *Èkó Ilé*, *Àwọn Oúnjẹ Ilé Yorùbá* and *Eré Idárayá* were perceived no to be difficult, while no Culture topic was perceived to be very difficult by the students. This finding aligns with those of Aralasi et al. (2020) who reported that three Islamic Studies topics were perceived difficult, while some other topics were perceived not difficult by upper basic school pupils in Ìṣẹyìn LGA of Òyó State. However, the finding of this study disagrees with that of Lawal (2017) who found that senior secondary school teachers of Arabic language in Òkè-Ògùn, Òyó State perceived some Arabic topics very difficult.

The second finding revealed that twelve Language topics were perceived as not difficult, eight topics were perceived as difficult, while no topic was perceived as very difficult by the students. This finding is partly in line with that of Taiwo's (2020) who reported that four Islamic Studies topics were perceived to be difficult, some other topics were perceived not to be difficult, while some were perceived to be very difficult by senior secondary school students in Kwara State of Nigeria.

The third finding showed that five Literature topics were perceived as not difficult, five topics were perceived as difficult, while none of the twelve topics was perceived as very difficult. This finding partly supports those of Àrááshì et al.'s (2020) and Táíwo's (2020) earlier respective studies' findings. Both studies reported that some Islamic Studies curriculum topics were perceived as not difficult, difficult and very difficult respectively. However, this study's finding negates that of Lawal's (2017) earlier result that seven Arabic language topics were perceived as very difficult by senior secondary school teachers in Òkè-Ògùn, Òyó State.

Conclusion

Based on the findings of this study, it was inferred that the Culture topics in the senior secondary school curriculum were perceived Not Difficult with a cumulative mean score of 1.48 which falls within a critical range of 1.00-1.49, although ten out of the twenty-two topics were perceived to be difficult by the students. In the same vein, it was concluded that the Language topics which had a cumulative mean score of 1.46, falling within a critical range of 1.00-1.49 were perceived Not Difficult. However, eight out of the twenty topics were perceived Difficult. Also, the Literature topics that had a cumulative mean score of 1.50 which falls within a critical range of 1.50-2.49, indicating Difficult perception, although five topics each were perceived Not Difficult and Difficult respectively. It was also concluded that 29 out of the 42 curriculum topics were not difficult, while 23 were difficult. However, none of the curriculum topics was perceived as Very Difficult by the students.

Recommendation

The study thus recommended that teachers of Yorùbá at the senior secondary school level should always adopt appropriate teaching methods and strategies that could help the students in consolidating on the perceived Not Difficult topics and that could also help them in simplifying those topics that were perceived Difficult for better understanding.

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