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### The Impact of Mother Tongue on Students' Achievement in English Language in Junior Secondary Certificate Examination In North Eastern Part of Nigeria

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#### ABSTRACT

This paper attempt to examines the impact of mother tongue on students achievement in English Language in Junior Secondary School Certificate Examination in North Eastern part of Nigeria. The benefit of teaching English language in our junior Secondary School can not be over emphasized as a dominant phenomena for competent reorientation in other school subject. English language is the common and official language of spoken and universal for all. (Hilgard 2010) elaborate the advantages of the use of English language in improving the quality and communication within ethnic masculine and feminine in Nigerian society. Perhaps, to improve the quality of reading, spoken and written English language among junior secondary school pupils. (uzoagba 2002) stated that the problems and challenges of poor communication is serious factors affecting mother tongues among junior secondary school children's in Nigeria. The researcher adopted a descriptive survey design to access the impact of mother tongue on student's achievement. Although simple random sampling techniques were employed for the study. However, survey questionnaires were design as an instrumentations guide. The result showed that no significant differences among demographic variables with the exception of programs areas. The standard deviation for item 1:the educators ( $m=4.64$ )  $SD=53$  strongly agreed and students ( $m=4.38$ )  $SD=69$  agree that impact of mother tongues in English language has contributed to the national reformation in Nigeria.

## 1. Introduction

The benefit of teaching English language in our Junior Secondary School cannot be over emphasized as a dominant phenomenon for competent reorientation in other school subjects. The sound values and knowledge is beneficial for social, educational, emotional, economical and national development of the nation. The vital roles of English language as a school subject focus mainly from its educational quality to the Nigerian society at large. English is the common and official language of spoken and universal for all. It is major language of Art, Vocational and social sciences. Hilgard (2010) elaborate the advantages of the use of English language in improving the quality and communication within the ethnic masculine and feminine in Nigerian society. Perhaps, to improve the quality of reading, spoken and written English language among Junior Secondary school Pupils. Eventually, the achievement outcome and performance of students was very poor due to insufficient time and barrier in communication. Obaseki (2012) the obstacles of poor performance among school pupils have comprises in many subject areas of study. These areas of study includes: English Language, Literature, Mathematics, Vocational, Social Sciences and pure Science subjects (Charles 2016). This poor stage of achievements in many subject areas may be due to lack of foundation in English language at the initial phase that is pre-primary and Primary school stage. Peter (2007) explained more details about the advantages of the use of English language in improving the quality of communication among the different ethnic groups in Nigeria. He further enumerates the need for improving the standard quality of reading spoken and written English language among junior secondary school students.

There is also numerous investigations, on language and communication difficulty which cause the poor academic performance (Ayinla 2004). Uzoagba (2002) stated that the problems and challenges of poor communication is a serious factors affecting school children's particularly in Nigeria The national policy on education (2004) has placed much emphasis on English language. However, the minimum entry requirement for Nigerian institutions of higher learning at least credit at ordinary level. In Nigerian system of education, the ministry of education design several methods and techniques of teaching students of learning English by using games, learning with objects, using power point presentation and many more which make learning English very easy.

Challenges of using mother tongue to teach English language in junior secondary school certificate examination

1. Language barrier is one of the most difficult tasks in Nigeria
2. Lack of professionalism and incompetence's of teachers of teaching English language
3. Lack of seriousness of students of learning English language

However teachers of English language in junior secondary school and primary schools use their mother tongue to teach and explain the English language even up to the secondary school level. According to researchers elaborate that there should be a constant consideration of language barrier among all

communication channels. The national policy on education put much on reading, spoken, and written English language. Therefore, Wilson (2013) has a different view on the use of English language in the early years of the primary school. They opined that the use of mother tongue in the process of teaching and learning English language at the preparation or foundation stage, not only to speak but also to learn and used English as an official language all over the country. According to them, teaching English language at the primary school level plays a vital role in improving the quality and grammar of the child instead using mother tongue to teach pupils at the early stage is not advisable. These researchers considered using mother tongue at the early stage will be beneficial which makes learners competent to change and adopt new ways of learning.

## **2. Statement Of The Problems**

No Country can move forward educationally, industrially, economically, technologically without developing strong communication channels. However, impact of mother tongue on student's achievement in junior secondary school certificate examination plays an important role in improving the standard quality of children. In Nigeria language barrier naturally affect the background and communication levels of children

## **3. Purpose Of The Study**

The main purpose of this research is to examine the impact of mother tongue on student achievement in junior secondary school certificate examination in north eastern part of Nigeria.

## **4. Methodology**

### **Research Design**

The researcher adopted a descriptive survey design which stated that a descriptive study is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers the past events and influences as they relate to current conditions.

### **POPULATION AND SAMPLE**

The simple random sampling techniques were employed for the study. The sample of (30) academic staff and (80) students from Aminu Saleh College of Education, Azare Bauchi State, Nigeria were randomly selected from the five (5) schools of the college, amounting to a total of 100 academic staff and 300 students.

## **INSTRUMENTATIONS**

The purpose of the survey questionnaire was to identify the impact of mother tongue on student's achievement in junior secondary school certificate examination. The items were generated based on the research questions posited for the study. The instrument items format and procedures were constructed based on the existing research studies and literature related to impact of mother tongue.

The first section of the survey contained demographic information. A code number was assigned to each instrument to maintain anonymity of the respondents. The demographic items for educators and students include gender, sex, qualification, present position. The educator's survey also included types of institution, location, years of teaching and/or administrative experience.

The second section of the instrument countered 5 five-point likert-scale items. The following were constructed; strongly Agree (5); agree (4) Uncertain (3) Disagree (2) Strongly Disagree

## **VALIDITY OF THE INSTRUMENT**

Several drafts of the instrument were reviewed by a panel of experts which consisted of four chief Lecturers in the field of English language and literature. Revisions were made based on their comments and recommendations.

## **REALIBITY OF THE INSTRUMENT**

The instrument was also pilot-tested on a small group (n=12) of students who learn English language as a course. The internal consistency reliability for the instrument using Crobach's Coefficient Alpha models was estimate to be  $d = 0.94$ . Therefore, the final version of the instrument was considered to possess an adequate degree of content and face validity and internal consistency reliability.

## **5. Result**

The section of the survey contained 5 likert-scale items. The findings were organized around the study's five research question for each research question, the data showed no significant differences among demographic variables, with the exception of programs areas. Thus the data were fairly consistent across the demographic data.

Item 1 through 5 addressed research question 1: to what extent does mother tongue affect the communication background of children's?

Table 1 illustrate the means, and standard deviations for item 1: the educators ( $m=4.64$ ;  $SD= .53$ ) strongly agreed and students ( $m=4.38$ )  $SD = .69$ ) agree that impact of mother tongue in English language has contributed to the national reformation in Nigeria.

For item 2 the educators agreed ( $M = 3.78$ ;  $SD 1.07$ ) that impact of mother tongue on student achievement in English language have prepared sufficient ways of educating the children standard deviation suggests that the responses were dispersed students  $M = 3.02$ ;  $SD = .97$ ) indicated that they were uncertain. For item 3 educators ( $M = 4.26$   $SD = 7.5$ ) and students ( $M = 3.92$ ,  $SD = 77$ )

agreed that university, polytechnics and colleges of education were more suitable for educating and teaching children with regards impact of mother tongue.

## 6. Conclusion

Based on the findings of this study, Mother tongue enhances the students' poor academic performance in English language in Junior School Certificate examination. Other Factors militating the impact of mother tongue on student achievement in junior secondary school certificate examination in the lack of interest which makes the children's performance very poor..

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