

# ISSUES IN **CURRICULUM AND LANGUAGE EDUCATION**

Edited by:

FOLAJOGUN V. FALAYE

JOSEPH A. ADEGBILE

Volume 2

Ibadan University Press  
Publishing House  
University of Ibadan  
Ibadan, Nigeria.

© 2017 Folajogun V. Falaye & Joseph A. Adegbile

*First Published July 2017*

*All Rights Reserved*

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, photocopying, recording or otherwise, without permission in writing from the Publisher.

ISBN: 978 – 978 – 8529 – 40 – 8

Printed By Saacolad Prints Ent.  
08023820644, 08142106092

## CONTENTS

	Pages
Foreword	ix
Preface	xi
Notes on Contributors	xiii
Brief on Professor M.A. Araromi	xvii
<b>SECTION ONE: TRIBUTES TO PROF. MAC. ARAROMI</b>	<b>1</b>
<b>SECTION TWO: EMPIRICAL STUDIES</b>	
Availability and Utilization of Physics Laboratory Equipment in Senior Secondary Schools in Ife Central Local Government Area of Osun State <i>Olufunmbi I. Araromi &amp; Mac A. Araromi</i>	9
An Assessment of the Level of Conceptual Integration of Scientific Knowledge by Senior Secondary School Science Teachers and Students <i>Edidiong E. Ukoh &amp; Elizabeth Olufunmilayo Odewale</i>	21
Teacher and School Environment Factors as Corellates of Students' Achievement in Senior Secondary School Chemistry in Ondo State <i>Modupe M. Osokoya</i>	35
Parents' Preference for Medium of Instruction and Social Interaction as Determinants of Children's Holistic Development in Ibadan North Local Government <i>M.D. Amosun &amp; Oluwole Joseph Adeogun</i>	49
Effect of Enhanced Mother Tongue Strategy on Pupils' Achievement in Primary Mathematics in Orelope Local Government, Oyo State, Nigeria <i>Deborah Adepeju Oyegoke &amp; Oluchi F. Ubani-Roberts</i>	65
Classroom Management, Class Size and Teacher-Students Interactions as Correlates of Students' Achievement in Junior Secondary School Social Studies in Rivers State <i>Ikmat Olanrewaju Junaid &amp; Nsirim Nwowu</i>	75

Self-Efficacy, Mathematics and English-Language Proficiency as Correlates of Students' Achievement in Economics <i>Felix Osa Ibode &amp; Kayode Felix Ekundayo</i>	87
Influence of Academic Factors and Graduate Employability in Ibadan Metropolis as Perceived by Graduates and Employers <i>Olumide A. Ayeni &amp; Ifeoluwa Bodunrin Akinrinmade</i>	101
Teaching and Learning Resources' Availability and Students' Attitude towards the Implementation of Cultural and Creative Arts Curriculum in Rivers State Junior Secondary Schools <i>Olusola Adekunle Otunla &amp; Odua Oruchi Johnny Onyige</i>	119
Teacher Factors and Class Size as Predictors of Primary Four Pupils Achievement in English Grammar in Ibadan <i>Monica Ngozi Odinko</i>	133
Pedagogical Challenges in Teaching Initial Reading to Lower Basic Learners in Imo State, Nigeria <i>J.O. Oyekanmi &amp; Harriet A. Obi</i>	147
Influence of Student-related Factors on Junior Secondary School Students' Achievement in French Language in Ibadan North Local Government Area <i>Maxwell Olakunle Araromi</i>	161
Anxiety, Stress and Emotional Insecurity as Predictor of Students Academic Achievement in Senior Secondary School Biology in Nigeria <i>Ezekiel Olusegun Babatunde</i>	175
Effect of Menstrual Hygiene Education on Dysmenorrhea Knowledge and Menstrual Hygiene Practices of In-School Female Adolescents in Ibadan Metropolis <i>Francisca Chika Anyanwu; Kehinde Bukola Oyelade &amp; Uchenna Kingsley Okeke</i>	187
L1 Proficiency, English Language Proficiency, Students' Home Background and Students' Attitude as correlates of Achievement in French Language <i>Iken Eyitayo Chiedu</i>	199

Effects of three Teaching Methods on Students Achievement in Poetic Literature <i>Toyin Olusola Osisanlu</i>	209
Information Literacy Level as Correlate of Undergraduates' Information Communication Technology Competence in State-owned Universities in South-West, Nigeria <i>Olusegun A. Egunjobi &amp; Adesoji Francis Fabunmi</i>	221
Knowledge, Attitude and Practice of Healthy Eating among Adolescents in Ibadan, Oyo State Nigeria <i>Benjamin O. Ogundele &amp; Seyi E. Ogunsile</i>	235
Students' Attitude to Take-Home-Assignment and Achievement in Yoruba Language in Oyo State <i>Johnson A. Abijo</i>	247
The Impacts of E-Learning Tablet <i>Opon-Imo</i> on Students Study Habits in Selected High Schools in Osun State <i>Taiwo T. Adeagbo</i>	259
Estimation of Effective Dose Due to Natural Radionuclides in Walls of Typical Nigerian Dwellings Built with Granite Concrete Blocks <i>Akinjide O. Ojo &amp; Olufunmbi I. Araromi</i>	267
Self-Communication in Study Reading among Polytechnic Students in Nigeria <i>J.L Olajide &amp; S.O. Olatipe</i>	283
Child Exploitation: From the Educational Perspectives <i>Sunny Ighalo, Odiagbe</i>	293
Index	311

---

## PARENTS' PREFERENCE FOR MEDIUM OF INSTRUCTION AND SOCIAL INTERACTION OF THEIR CHILDREN IN IBADAN NORTH LOCAL GOVERNMENT

*M.D. Amosun & Joseph Adeogun Oluwole*

### **Introduction**

It is widely known that early childhood education is indispensable in the life of a child. The reason is that it lays the foundation for the child in order to develop his/her potentials that are necessary for the growth and development of a nation. It is provided for children whose ages are within 0-8 years. This is a period that's crucial to an individual's intellectual, emotional, social and physical development. It is a level at which the mother tongue will make a significant impression in the life of the young ones. Perhaps this is the more reason why series of International conferences and conventions which include the 1990 convention on the Right of the Child, World conference on Education For All (EFA) in Jomtien in 1990, EFA Summit in New Delhi in 1993, and OAU International Conference on Assistance to African Children, harped on the importance of mother tongue in the early years. Also, UNESCO in 1999 declared February 21-22 of every year as International Mother Tongue Day.

The reason for the above is not unconnected with the indispensability of language in teaching and learning processes especially in the early years. Also in Nigeria, the National Policy on Education clearly recognizes and portrays the importance and roles of indigenous and second languages in the educational sector. The policy document states that medium of instruction shall be the language of the immediate environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects (FRN 2007).

Thus, teachers and parents are important to the implementation of the policy on medium of instruction both at home and school, most especially the parents. This is because the first contact the child makes with language is through the immediate family. Every child learns a first language

successfully in a matter of a few years without the need for formal lessons. The period of language acquisition is of great significance to the child, the surrounding adults, the entire community and the world at large. It is a period the child forms a worldview and prepares for future learning. Much of what he/she would be in future is shaped at this stage, and by the time he/she gets to school, he already thinks in the language he/she has acquired (Olajide 2007). If the child is allowed to interact in the language he brings from home, it would go a long way to help the child. However, experience has shown that the contrary is the case. This is because most educators including parents often want their children to speak English language.

English language is an official language inherited from the colonial administration in our educational system and institutions, and more than 90% of our literary work is written in the language. It is the language mostly used in the media houses, law courts, houses of assembly, government offices, and so on. English Language was politically imposed as the medium of communication for official purposes and it is accorded a privileged position in the media, determining the social importance of an individual in the society, and also in education. It is the language of prestige, employment, commerce, trade, sciences and technology and a means of national and international communication (Oderinde 2007). Perhaps the enormity of what it takes to develop our indigenous languages to replace English language in these functions mentioned above are the reasons for the ambivalent attitude towards the use of English Language in Nigeria and especially in our homes and schools in spite of its usefulness in teaching and learning in lower primary schools (Ndama 2008). This trend, the researchers contend is capable of maiming children's holistic development when they are exposed to and taught so early in a language with which they are not familiar.

### **Statement of the Problem**

In the times in which we are now living, adoption of English language as home, media, and school language, and language of governance has assumed a dimension in which majority of children and young Nigeria citizens have totally disregarded their cultural values such that they no longer speak their mother tongues. Thus, effective learning and holistic development of learners have become a mirage. Literature has shown that education stakeholders including parents have been implicated in this regard. Thus this paper investigated parents' preference for medium of instruction and social interaction in Ibadan North local government, Oyo State.

### **Research Questions**

- (1) What language(s) do parents prefer their children to use while interacting with people in different places?
- (2) What are the reasons for the preferred language in each occasion of use?
- (3) What are the parents' perspectives on the use of mother tongue in educating their children?

### **Methodology**

The study adopted descriptive survey research design. The sample for this study comprised one hundred (100) parents selected purposively from Ibadan North Local Government Area of Oyo State, Nigeria. However, only ninety seven returned forms were used for the data analysis. The primary instrument used for this study was a questionnaire for parents. It was used to extract information about the parents' personal data and their language choice in given situations. The questionnaire is divided into three (3) major sections. The first which is Section A solicited background information about the subjects, such as personal data, which include sex, age, level of education, among others. Section B comprised the choice of language(s) the respondents prefer to use in various settings and situations; these include, the first language of the respondents, other language(s) spoken by the respondents apart from the mother tongue, the language spoken by the respondents at home and at different places and occasions. Section C, solicited information on the respondents' awareness of the provisions of the national language policy and National Policy on Education. The questionnaire was designed by the researchers. The instrument was given to experts in the Department of Teacher Education, University of Ibadan, for comments and suggestions. The comments were used to review the instrument. The instrument was field tested by using test-retest method and reliability score was .80. It was later administered on the respondents. The data collected were analysed using frequency counts and percentage.

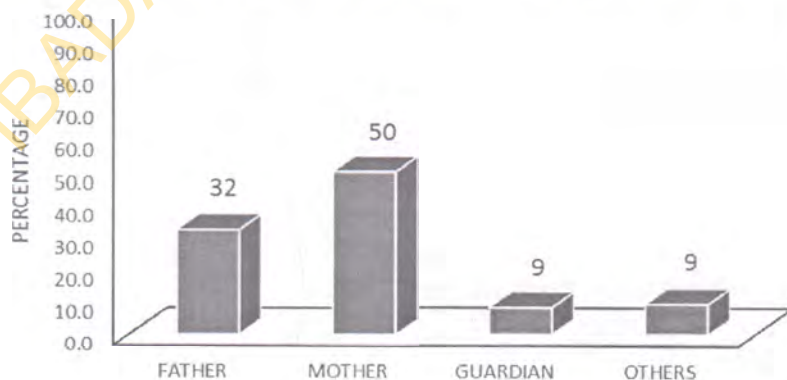


## Results

**Table 1: Socio Demographic Characteristics**

	Frequency	Percentage
<b>Gender</b>		
Male	36	37.1
Female	61	62.9
<b>Relationship with the child</b>		
Father	31	32
Mother	48	50
Guardian	9	9
Others	9	9
<b>Native language of the parents</b>		
Yoruba	86	89
Igbo	6	6
Hausa	2	2
Others	3	3

A total of ninety seven respondents were considered in this study with 62.9% (61/97) female and 37.1% as male. For the distribution of respondents by their relationship with their children, it can be generally observed that majority of the respondents, 50% (48/97) are mothers; followed by the 32% (31/97) respondents who are fathers; 9% (9/97) respondents had other relationships with their children; while 9% (9/97) of the respondents are guardians. Figure 1 is the chart showing the distributions of the respondents by their relationships with their children.



**Fig. 1: Relationship with child.**

For the distribution of respondents by their professions, it can be generally observed that majority of the respondents, 34% (33/97) are self-employed; followed by the 33% (32/97) respondents who are civil servants; teachers have 23% (22/97); while 10% (10/97) of the respondents are into other forms of profession. Figure 2 is the chart showing the distributions of the respondents by their professions.

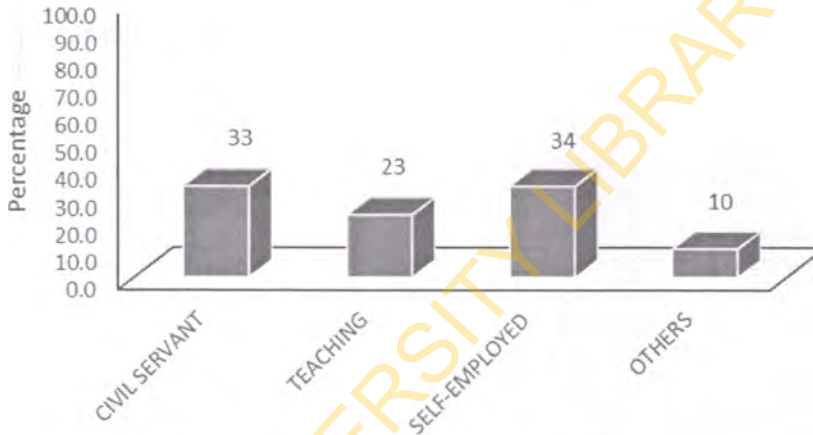


Fig. 2: Profession (What work do you do?).

For the distribution of respondents by their level of educational qualification, it can be generally observed that, majority of the respondents, 68% (66/97) have had their B.SC, B.A, B.ED; followed by the 10.3% (10/97) respondents who had HND; 7.2% (7/97) respondents had OND; 4.1% (4/97) respondents had SSC; 3.1% (3/97) respondents had Diploma; while 7.2% (7/97) had obtained Primary School Leaving Certificate and other qualifications. From the table 1, it can be generally observed that, majority of the respondents, 89% (86/97) are Yoruba, followed by 6% (6/97) who are Igbo, 3% (3/97) are from other tribes, while 2% (2/97) are Hausa.

**Research Questions One:** What language(s) do parents prefer their children to use while interacting with people in different places?

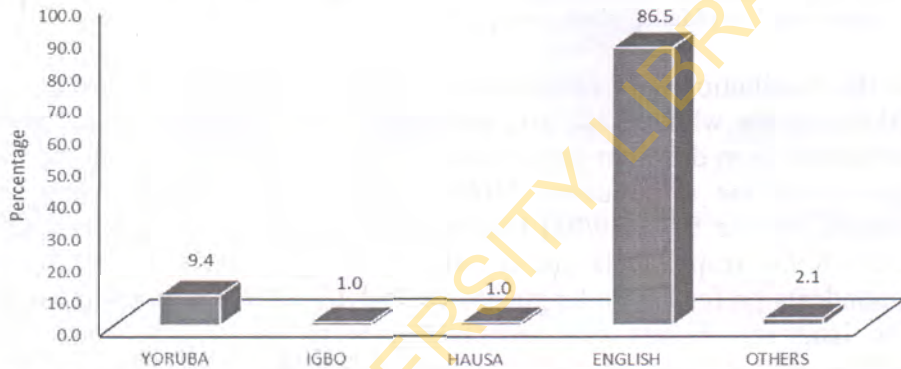
**Table 2: Language Preference of Respondents**

	Yoruba	Igbo	Hausa	English	Others
What language do you encourage your child/children to speak at home most of the time?	27 (27.8)	4 (4.1)	3 (3.1)	59 (60.8)	4 (4.1)
What language is mostly used at home?	33 (34.7)	2 (2.1)	8 (8.4)	49 (51.6)	3 (3.2)
What language do you like to be used in educating your child at the primary level?	9 (9.4)	1 (1.0)	1 (1.0)	83 (86.5)	2 (2.1)
What native language (mother tongue) do you prefer to be used alongside English?	75 (85.2)	6 (6.8)	2 (2.3)		5 (5.7)
What language(s) do you prefer your children to use for official businesses?				81 (81.0)	
What language(s) do you prefer your children to use at (i) play? (ii) Social gatherings? (iii) Market places/shopping?	10 (10.8)	2 (2.2)	4 (4.3)	75 (80.6)	2 (2.2)
What language(s) do you prefer your children to use while (i) interacting with people of same ethnic group? (ii) Interacting with people of different ethnic groups?	9 (9.7)	1 (1.1)	2 (2.2)	75 (80.6)	6 (6.5)
What language(s) do you prefer your children to use in church/mosque/places of worship?	15 (16.0)		4 (4.3)	70 (74.5)	5 (5.3)

For the distribution of respondents by what language they will encourage their children to speak at home most of the time, it can be generally observed that, majority of the respondents, 60.8% (59/97) prefer English; followed by the 27.8% (27/97) respondents who prefer Yoruba; 4.1% (4/97) respondents prefer Igbo to any other language; while 3.1% (3/97) of the respondents prefer Hausa.

For the distribution of respondents by the language they mostly use at home, it can be generally observed that, majority of the respondents, 51.6% (49/95) picked English; followed by the 34.7% (33/95) respondents who picked Yoruba; 8.4% (8/95) respondents picked Hausa; 3.2% (3/95) picked other types of language; while 2.1% (2/95) of the respondents picked Igbo.

For the distribution of respondents by what language they will prefer to be used in educating their children at the primary level, it can be generally observed that majority of the respondents, 86.5% (83/96) respondents prefer English language; followed by the 9.4% (9/96) respondents who prefer Yoruba language; 1.0% (1/96) respondents prefer Igbo and Hausa languages respectively; while 2.1% (2/96) of the respondents prefer other languages. Figure 3 is the bar chart showing the distributions of the respondents by their language preference on their children's primary education.

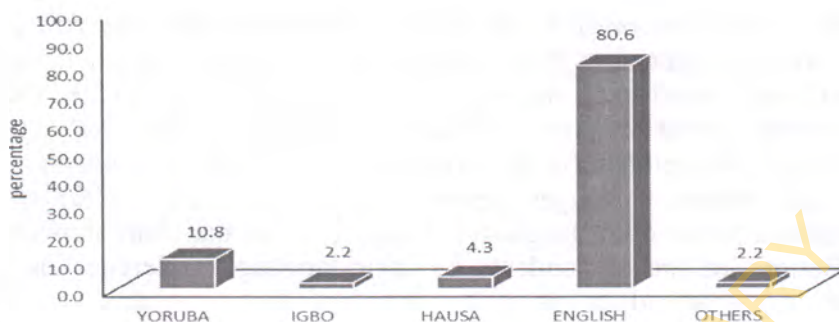


**Fig. 3:** What language do you like to be used in educating your child at the primary level?

For the distribution of respondents on what native language (mother tongue) is preferred to be used alongside English language, it is generally observed that, 85.2% (75/88) of respondents prefer Yoruba; followed by 6.8% (6/88) respondents who prefer Igbo; 5.7% (5/88) respondents prefer other languages, while 2.3% (2/88) respondents prefer Hausa.

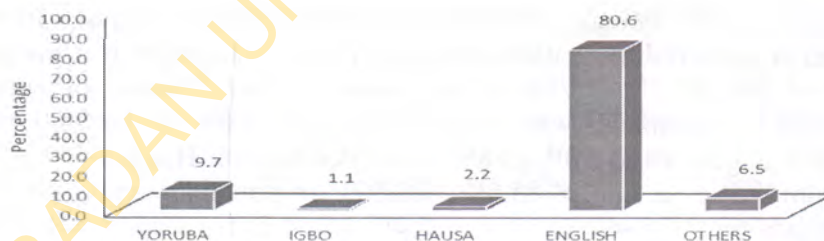
From table 2, only 83.5% (81/97) respondents indicated their preference of the language they would want their children to use for official business, while the others did not indicate any language.

For the distribution of respondents by the language they would prefer their children to use at playgrounds, social gatherings and market places/shopping malls, it can be generally observed that, majority of the respondents, 80.6% (75/93) prefer English language; followed by the 10.8% (10/93) respondents who prefer Yoruba language; 4.3% (4/93) respondents prefer Hausa language; while 2.2% (2/93) of the respondents prefer Igbo and other languages respectively. Figure 4 is the chart showing the distributions of the respondents by language preference to use in playground, social gatherings and market places/shopping malls.



**Fig. 4:** What language(s) do you prefer your children to use at (i) Play? (ii) Social gatherings? (iii) Market places/shopping?

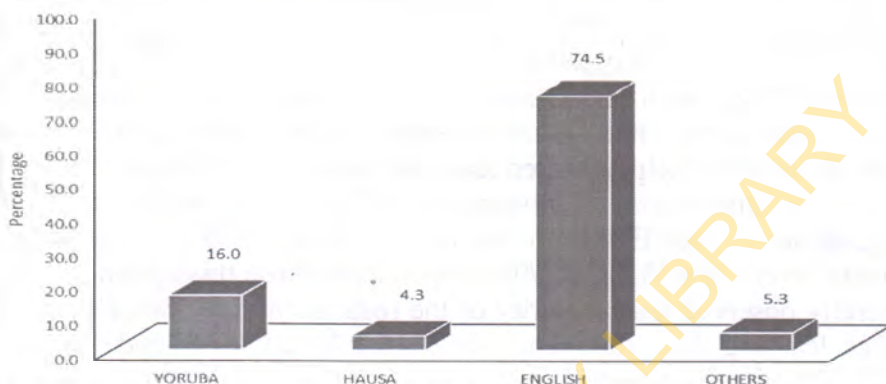
For the distribution of respondents by the language they would prefer their children to use while interacting with people from the same ethnic group and people from different ethnic groups, it can be generally observed that, majority of the respondents, 80.6% (75/93) prefer English language; followed by the 9.7% (9/93) respondents who prefer Yoruba language; 6.5% (6/93) respondents prefer other languages; 2.2% (2/93) of the respondents prefer Hausa language; while 1.1% (1/93) respondents prefer Igbo language. Figure 5 is the chart showing the distributions of the respondents by the language they would prefer their children to use while interacting with people from same ethnic group and people from different ethnic groups.



**Fig. 5:** What language(s) do you prefer your children to use while (i) Interacting with people of same ethnic group? (ii) Interacting with people of different ethnic groups?

For the distribution of respondents by the language they would prefer their children to use in church, mosque and any other place of worship, it can be generally observed that, majority of the respondents, 74.5% (70/94) prefer English language; followed by the 16.0% (15/94) respondents who prefer Yoruba language; 5.3% (5/94) respondents prefer other languages; while 4.3% (4/94) of the respondents prefer Hausa language. Figure 6 is the

chart showing the distributions of the respondents by the language they would prefer their children to use in church, mosque and any other place of worship.



**Fig. 6:** What language(s) do you prefer your children to use in church/mosque/other place of worship?

**Research Question Two:** What are the reasons for the preferred language in each occasion of use?

**Table 3: Reasons for Language Preference**

	Frequency	Percentage
If your preference is English language, which of the following are your reasons?		
It helps children learn the culture of the whites	2	2.4
It will help them understand the subject matter in the future	11	13.4
It will help them adjust well in the society	14	17.1
It makes them better speakers of the language	52	63.4
Others	3	3.7
If your preference in question 8 is any other aside from English, which of the following are your reasons?		
It enables children to perform in their education	2	15.4
It enables them to participate well in class	2	15.4
It makes learning easy for them	7	53.8
Others	2	15.4
Do you want to teach your child/ward in English alongside native languages (mother tongue)?		
Yes	88	95.7
No	4	4.3

For the distribution of respondents whose preference is English language in educating their children at the primary level, only 86.3% (83/95) respondents chose this option. It can be generally observed that majority of the respondents, 63.4% (52/82) feel it makes them better speakers of the language; followed by the 17.1% (14/82) respondents who feel it helps them adjust well in the society; 13.4% (11/82) respondents feel it will help them understand the subject matter in the future; 3.7% (3/82) respondents had other reasons; while 2.4% (2/82) of the respondents feel it helps children learn the culture of the whites.

For the distribution of respondents whose preference is any other language aside from English to be used in educating their children at the primary level, only 13.7% (13/95) respondents chose this option. It can be generally observed that, majority of the respondents, 53.8% (7/13) feel it makes learning easy for them, while 15.4% (2/13) respondents feel it enables children to perform well in their education and it enables them to participate well in class, among other reasons.

From table 3, it is clearly seen that 95.7% (88/92) of the respondents wants their children/wards to be taught in English language alongside the native language (mother tongue).

**Research Question Three:** what are the parents' perspectives on the use of mother tongue in educating their children?

**Table 4: Perspectives of Respondents on the Use of Language in Education**

	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
The use of mother tongue helps in developing intellectual skills	34 (36.6)	49 (52.7)	9 (9.7)	1 (1.1)
The use of mother tongue will increase the child's knowledge about the totality of the environment.	39 (41.5)	53 (56.4)	2 (2.1)	
The medium of instruction used to teach a child makes him/her comprehend easily	64 (68.1)	29 (30.9)	1 (1.1)	
Children interact well using mother tongue	25 (29.1)	47 (54.7)	10 (11.6)	4 (4.7)
Children relate better with their peers when mother tongue is used to communicate	28 (29.8)	45 (47.9)	19 (20.2)	2 (2.1)
Free flow of communication between the child and the parents helps the child to interact well.	56 (60.2)	36 (38.7)	1 (1.1)	

Table 4 contd.

Attitudes and values are developed positively through the teaching with the use of mother tongue.	39 (41.5)	50 (53.2)	4 (4.3)	1 (1.1)
When using mother tongue in primary school, it will help in promoting cultural heritage of the society.	27 (28.7)	62 (66.0)	5 (5.3)	
The use of mother tongue in teaching will help the child to participate actively in the family and society.	34 (36.2)	53 (56.4)	6 (6.4)	1 (1.1)
Pupils speak fluently using the mother tongue better than the use of English language.	27 (28.7)	35 (37.2)	29 (30.9)	3 (3.2)
Pupils speak fluently using English language better than the mother tongue.	39 (41.9)	29 (31.2)	20 (21.5)	5 (5.4)
Permitting the child to speak both English and mother tongue enhances the language development of the child	83 (88.3)	10 (10.6)	1 (1.1)	

For the distribution of respondents who think the use of mother tongue helps in developing intellectual skills, it can be generally observed that majority of the respondents, 52.7% (49/93) agreed; followed by the 36.6% (34/93) respondents who strongly agreed; 9.7% (9/93) respondents disagreed; while 1.1% (1/93) of the respondents strongly disagreed.

For the distribution of respondents who think the use of mother tongue will increase the child's knowledge about the totality of the environment, it can be generally observed that majority of the respondents, 56.4% (53/94) agreed, followed by the 41.5% (39/94) respondents who strongly agreed, while 2.1% (2/94) of the respondents disagreed.

For the distribution of respondents who think the medium of instruction used to teach a child makes him/her comprehend easily, it can be generally observed that majority of the respondents, 68.1% (64/94) strongly agreed, followed by the 30.9% (29/94) respondents who agreed, while 1.1% (1/94) of the respondents disagreed.

For the distribution of respondents who think that children interact well using mother tongue, it can be generally observed that majority of the respondents, 54.7% (47/86) agreed; followed by the 29.1% (25/86) who strongly agreed; 11.6% (10/86) respondents disagreed; while 4.7% (4/86) of the respondents strongly disagreed.



For the distribution of respondents who think children relate better with their peers when mother tongue is used to communicate, it can be generally observed that majority of the respondents, 47.9% (45/94) agreed; followed by the 29.8% (28/94) respondents who strongly agreed; 20.2% (19/94) respondents disagreed; while 2.1% (2/94) of the respondents strongly disagreed.

For the distribution of respondents who think free flow of communication between the child and the parents helps the child to interact well, it can be generally observed that majority of the respondents, 60.2% (56/93) strongly agreed, followed by the 38.7% (36/93) respondents who agreed, while 1.1% (1/93) of the respondents disagreed.

For the distribution of respondents who think attitudes and values are developed positively through teaching with the use of mother tongue, it can be generally observed that, majority of the respondents, 53.2% (50/94) respondents agreed; followed by the 41.5% (39/94) respondents who strongly agreed; 4.3% (4/94) respondents disagreed; while 1.1% (1/94) of the respondents strongly disagreed.

For the distribution of respondents who think when using mother tongue in primary school, it will help in promoting cultural heritage of the society, it can be generally observed that majority of the respondents, 66.0% (62/94) respondents agreed; followed by the 28.7% (27/94) respondents who strongly agreed; while 5.3% (5/94) of the respondents disagreed.

For the distribution of respondents who think the use of mother tongue in teaching will help the child to participate actively in the family and society, it can be generally observed that, majority of the respondents, 56.4% (53/94) respondents agreed, followed by the 36.2% (34/94) respondents who strongly agreed, 6.4% (6/94) respondents disagreed, while 1.1% (1/94) of the respondents strongly disagreed.

For the distribution of respondents who think pupils speak fluently using the mother tongue, better than the use of English language, it can be generally observed that majority of the respondents, 37.2% (35/94) agreed; followed by the 30.9% (29/94) respondents who disagreed; 28.7% (27/94) respondents strongly agreed; while 3.2% (3/94) of the respondents strongly disagreed.

For the distribution of respondents who think pupils speak fluently using English language, better than the mother tongue, it can be generally observed that majority of the respondents, 41.9% (39/93) strongly agreed; followed by the 31.2% (29/93) respondents who agreed; 21.5% (20/93) disagreed; while 5.4% (5/93) of the respondents strongly disagreed.

For the distribution of respondents who think permitting the child to speak both English and mother tongue enhances the language development of the child, it can be generally observed that majority of the respondents, 88.3% (83/94) respondents strongly agreed; followed by the 10.6% (10/94) who agreed; while 1.1% (1/94) of the respondents disagreed.

## **Discussion**

The findings of the study revealed that a significant percentage of parents preferred the use of the English Language medium of instruction in primary schools and other social units. This tends to be in line with Muraina and Jibril's (2011) findings that parents vehemently opted for English medium of instruction and interaction, a situation where English Language is used as a medium of instruction throughout primary education. According to them, parents preferred to take their children/wards to primary schools where English Language is mainly used as a medium of instruction. The parents' preference may probably be as a result of their opinion that early exposure of the child to English based education may be advantageous for him/her. They seem to believe that English, being a language of wider communication in a multilingual setting like Nigeria is more relevant to the child's education. This has a genesis in the belief that the mother tongue is merely limited to the child's ethnic environment unlike the English Language which has international acceptability.

The results of the study further revealed that majority of the parents were not disposed to the use of mother tongue medium of education and the transitional bilingual medium of education in primary schools. This tends to corroborate Ene's (2008) assertion that most Nigerians especially the Igbos have a negative attitude towards their indigenous language. However, parents' lack of predisposition to the use of the mother tongue medium may be in line with Walu's (2009) fears of its divisive tendency in a multilingual setting like Nigeria.

However, the findings of the study also showed that most parents preferred the bilingual medium during primary education. This is a situation whereby the teacher teaches in one language and simultaneously translates same in a second language. This tends to negate Muraina and Jibril's (2011) findings that teachers preferred the transitional bilingual education, a situation where mother tongue is used as a medium of instruction for the first three years after which English Language is introduced as a medium of instruction from the fourth year. The parents'

preference could perhaps be as a result of their belief that teaching children simultaneously in the first and second language may enhance better understanding of the subject matter and prepare them better for future academic attainment. They seem to believe that the method will help the children to be balanced bilinguals as they may not be disadvantaged in either of the two languages.

Also, the findings of this study revealed the perceptions of parents on the use of mother tongue as the medium of instruction especially in the early years of formal learning. The general finding is that the parents interviewed noted that mother tongue has a significant role to play in education. This finding corroborated Fafunwa (1978) who established through research that the best language for good concept formation at a very tender age is the indigenous language.

### **Conclusion**

The findings of the study revealed that most parents preferred the use of English language by their children in many settings because of the influence of English language in our society. This has however, caused many parents to use the language at the expense of the mother tongue or the indigenous languages. This trend signals great danger for effective learning and the survival of the indigenous languages and if nothing serious is done to revive interest in the continued use of the local languages, they would die with time. Also, the study has shown that parents recognize the role of mother tongue in the education of their children but still prefer the use of English language as the medium of instruction because it makes the children better speakers of English language and gain the benefits it offers.

### **Recommendations**

Parents must endeavour to teach their children, especially pre-school children their native languages and use such languages at home. Besides, the generality of the Nigerian populace should out of patriotism and respect for their own beliefs and values, begin to consciously use their language to perform more functions in the society, while also teaching their children to do so.

The government needs to make more conscious efforts toward encouraging the use of Nigerian languages rather than mere paper work and conference talks by Nigerian scholars. This is because even the linguists who write and talk about the negative attitudes of Nigerians to their language are also often guilty of the same offence. They are guilty of not using these languages to communicate with their children at home.

There is the need for public awareness that will involve the mass media. This is to make people (literate and non-literate) aware of the advantages of using and preserving the local languages and the disadvantages of not doing so.

Furthermore, the government must now show positive attitude to the implementation of her educational policies. The government will also do well to promulgate educational policies that will not only make one indigenous language, whether mother tongue or not, compulsory at the pre-primary and primary level of education, but also make a credit pass in that language a prerequisite for admission into secondary school and tertiary institutions in Nigeria.

## References

- Ene, I.O. 2008. "Education Reforms and the Implementation of the Mother-tongue Medium Policy" In *Education Reforms in Nigeria Past, Present and Future*. R.A. Lawal, S.A. Jimoh, S.A. Olorundare and N.Y.S. Ijaiya (eds.), Ibadan: Stirling-Horden Publishers Ltd.
- Fafunwa, A.B., J.I. Macauley and J.A. Soyoya. 1989. *Education in Mother Tongue. The Ife primary education research project (1970-1978)*. Ibadan: University Press Ltd.
- Federal Republic of Nigeria (FRN). 2007. *National policy on education*. Abuja: NERDC.
- Muraina, M.B. and M.S. Jibril. 2011. The Nigerian public primary schools and the reality of mother tongue medium of instruction in the 21st century. *Africa Journal of Historical Science Education*, 7(2): 99-108.
- Ndamba, T. 2008. Mother tongue usage in learning: An examination of language preferences in Zimbabwe. *The Journal of Pan African Studies*, 2(4): 171-189.
- Oderinde, B.B. 2007. *English and Arabic in Curriculum Context: Benefit to the Nigerian Society*. Inaugural Lecture Series, Lagos: Lagos State University.
- Olajide, S.B. 2007. "Reforming the Mother Tongue Content of Nigerian Education for Sustainable National Empowerment" In *Education Reforms in Nigeria Past, Present and Future*. R.A. Lawal, S.A. Jimoh, S.A. Olorundare and N.Y.S. Ijaiya (eds.), Ibadan: Stirling-Horden Publishers Ltd.
- Walu, R. 2009. The use of indigenous language for effective teaching and learning in a multilingual Nigerian society. *Nigeria Journal of Social Science Education*, 3(3): 164-169.