



**ANALYSIS OF LANGUAGE OF INSTRUCTION AS A
DETERMINANT OF REALIZATION OF OBJECTIVES OF
UNIVERSAL BASIC EDUCATION IN TARABA STATE,
NIGERIA**

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Abstract

This study analyzed language of instruction as a determinant of realization of objectives of universal basic education programme in Taraba State. In order to achieve the objectives of the study, three research questions and three hypotheses guided the study. Descriptive research design was used and simple random sampling technique was used to select 393 sample size out of 23,585 total population. A researcher-developed questionnaire titled 'Language of Instruction and Attainment of Objectives of UBE Questionnaire LIAOUBEQ' was used for data collection and reliability coefficient of 0.77% was obtained using Cronbach's Alpha Reliability Analysis. The data collected were analyzed using mean and standard deviation for answering research questions while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. The findings revealed that language of instruction does not significantly determine realization of communicative skills among UBE students (with r-cal. of 0.02 at 392 degrees of freedom and 0.96 p-value as against 0.05 statistical benchmark); language of instruction does not significantly determine realization of life skills among UBE students (with r-cal. of 0.007 at 392 degrees of freedom and 0.13 p-value as against 0.05 statistical benchmark); as well as language of instruction significantly determine realization of civic values among UBE students (with r-cal. of 0.12 at 392 degrees of freedom and 0.01 p-value as against 0.05 statistical benchmark). The study therefore concluded that language of instruction is a potential factor capable of having negative or positive impact on realization of objectives of universal basic education programme in the study area. Based on the findings, it was recommended among others that the State Government through relevant agencies should organize seminar, workshop and conference programmes for UBE teachers on importance of language of instruction in achieving objectives of UBE programme, especially to improve on communicative

skills of the learners; and that native language should be used for inculcating civil ways of life and promote unity among community members at large.

Keywords: Language of instruction, UBE programme, objectives, realization, Taraba State.

Introduction

Instructional communication plays a crucial role in effective teaching and learning across all tiers of education. In fact, medium of instruction has been conceived as an essential instrument for realization of objectives of educational programme. Though it has been observed that indigenous languages are not yet prioritized as instrument for implementing curriculum; and a viable tool for instructional delivery. Perhaps this explains why many Nigerian scholars, especially linguists have called for the upgrading of the status of the indigenous languages. For Bamgbose (2011), the Nigerian languages ought to be developed to facilitate national integration and preservation of the nation's values. The author stressed further that there are over 400 indigenous languages and some could be developed and used as a medium of instruction so as to promulgate national cohesion via language.

That is, indigenous languages could serve as a better language of instruction in facilitating Nigeria-based educational curriculum programmes such as Universal Basic Education (UBE). Though scholars like Olaofe (2014) identified some of the challenges associated with the use of indigenous languages to drive educational programme (e.g UBE) in Nigeria to include but not limited to lack of orthography, lack of materials, inadequate trained teachers and the failure of the universities to establish and develop standard indigenous language departments. In other words, UBE programme could be better facilitated with indigenous languages provided Nigeria has a good and clear language policy for her educational programmes. Put differently, UBE as an indigenous educational programme should be driven by indigenous languages in order to achieve its intended objectives.

According to Federal Republic of Nigeria (2013), Universal Basic Education is a type of education comprising 6 years of primary education and 3 years of junior secondary school. The policy stipulates that the education shall be free and compulsory. This scheme shall include adult and non-formal educational programmes at primary and junior secondary school levels for both adults and out-of school youths. The UBE has three main components universal, basic and education. Universal here means the programme is for everyone irrespective of tribe, culture or race and class (Aluede, 2016; Eddy & Akpan, 2019). The term basic depicts that which is a fundamental or

essential thing that must be given or had. It is on this factor that every other thing rests on. Without it, nothing may be achieved. It is the root for acquisition of any knowledge (Eddy & Akpan, 2019). Hence, UBE can be seen as that type of education that every individual must have. It should not be a privilege but a right and it should be the sum total of an individual's experience.

Moreover, the Universal Basic Education's mission is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working in concert with all stakeholders. This will mobilize the nation's creative energies to ensure that Education for all becomes the responsibilities of all (UBEC, 2015 Annual Report). The Universal Basic Education Commission in its annual report in 2015 listed the objectives of the Universal Basic Education to include ensuring unfettered access to 9 years of formal basic education; the provision of free, universal basic education for every Nigerian child of school-going age; reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

From the above, it is obvious that the UBE programme in Nigeria has its own unique features. Firstly, the Scheme makes it compulsory for every government in Nigeria to provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Secondly, it enforces all parents to ensure that their children or wards attend and complete their primary education and junior secondary school as stated in Section 2 of the Act, which provides some fines for any breach of the Act. The main features of UBE programme are stated below:

- i. The programme, Universal Basic Education is designed for Children aged 3-5 years for ECCDE, Children aged 6-11 years for Primary School Education and Children aged 12-14 years for Junior Secondary School Education.
- ii. To bring programme and initiatives for the acquisition of functional literacy, numerically and life skills, especially for adults between (Ages 15 and above).
- iii. To give special programme for the nomadic populations and migrant fisher folks.
- iv. Cut-of-school children, non-formal programme for updating the knowledge and skills of persons who left before acquiring the basics needed for lifelong learning.

- v. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.
- vi. The formal school system from the beginning of primary education to the end of the junior secondary school. The Universal Basic Education Programme is intended to be universal, free, and compulsory. These terms imply that appropriate types of opportunities will be provided for the basic education of every Nigerian child of school-going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities, and that sanctions will be imposed on persons, societies, or institutions that prevent children, adolescents and youths from benefiting from Universal Basic Education Programme.

However, the use of appropriate language of instruction has been suggested to ensure realization of laudable objectives of universal education programme. For instance, it is believed that native language is most relevant to implement the curriculum of UBE programme as conceived in such that communicative skills, life skills and civic values would be attained by the students. In other words, possessing communicative skills in non-native languages requires usage of language well-understood by the students. That is, for one to acquire second language optimally, he/she should have a sound knowledge in his/her native language, and that use of native language can easily facilitate knowledge of second language. Since communicative skills has to do with the ability to use language accurately and appropriately in its oral and written forms in a variety of settings (Cloud, 2013); therefore knowledge of one's indigenous language will expedite learning of second language. Kern (2015) developed a broad conceptual framework for understanding communicative skills that includes three dimensions of academic literacy: linguistic, cognitive and socio-cultural. That communicative skills involve knowledge and technical know-how in using linguistic components. It also requires background knowledge, critical thinking and meta-cognitive skills, as well as understanding and applying cultural nuances, beliefs, and practices in the context. In this sense, possessing communicative skills require appropriate use of four language domains- listening, speaking, reading, and writing- for a variety of purposes, in a variety of situations, with a variety of audiences.

These four domains may be classified as receptive or productive skills of communication as suggested by Vellum (2014). **The Receptive Skill** refers to the information someone receives through listening or reading activities. **The Listening** refers to the learners' ability to process, understand and respond to spoken language from a variety of speakers for a range of purposes in a variety of situations. However,

listening is not a passive skill; it requires the active pursuit of meaning. **The Reading** refers to the learners' ability to process, interpret and evaluate written words, symbols, and other visual cues used in texts to convey meaning. Learning to read in a second language may be hindered or enhanced by students' level of literacy in their native languages (Vellum, 2014). In other words, students who have strong reading foundations in their first languages bring with them literacy skills that can typically be transferred to the process of learning to read in English.

The Productive Skill refers to the information produced to convey meaning. The very nature of productive language implies an audience, although not always an immediate audience as in the case of writing a book or an e-mail. **The Speaking** refers to the learners' ability to engage in oral expression in a variety of situations for a variety of purposes and audiences in a wide array of social, cultural and academic contexts. **The Writing** refers to the learners' ability to engage in written expression in a variety of forms for a variety of purposes and audiences. These forms include expressing meaning through drawing, symbols, and or text. Vellum (2014) argued that a learner may come with writing styles and usages that are influenced by his/her native language. That is, native language of the learners plays a significant role in acquiring communicative skills in second language ranging from speaking, writing, listening, and reading.

Furthermore, it may be asserted that selection and usage of relevant language of instruction is important for learning life skills in a formal education system. Olawale (2013) observed that native language of instruction is effective for teaching life skills and employment skills, as it enables teacher and student to identify the supports that are necessary for success as well as practice using those supports in real-life settings. Little wonder, Snell and Brown (2014) maintained that students struggle to generalize information from one activity to another and across settings when non-native language is employed as language of instruction. The goal of native language in this sense is to provide students the opportunity to learn life skills in the natural environment with real materials. Thus home language allows students to repeatedly practice in the natural setting and increase their ability to retain the needed life skills. Several studies have shown significant impact of mother tongue on learning of life skills among adolescent learners. For instance, the study conducted by Williams (2012) revealed that native language is the most appropriate instructional technique for teaching life skills such as self-determination, self-advocacy, learning strategies, leisure and social skills. It is therefore expected of adolescent learners to internalize the life skills for all-round development. Chamot (2014) explained the self-determination as skill which enables individuals to control their lives and destinies;

self-advocacy makes individuals to know their rights and responsibilities, speak up for those rights and make choices about their lives; learning strategies provide thoughts and actions used by the students to complete learning tasks; leisure is the ability to choose activities for pleasure, happiness, self-expression, self-development, creativity or overall well-being which are not related to work or required by others; while social skill is the ability to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively and ethically. To this end, life skills ought to be taught with appropriate instructional language to ensure that evidence-based practices are used by teachers when teaching life skills.

Moreover, it is a common knowledge that every society is held together by certain values. These values help keep society running, help keep people happy, and ensure security for future generations. Martin (2015) described civic values as the values people hold in common that ensure the smooth running of society; and such values are taught to every member of the society. It must be reiterated that civic values of the people are better taught and learnt by their language. That is, educational system ought to ensure that children are taught in their local language to acquire certain values expected of every member of the society. Perhaps this explains why Olaoye (2014) averred that relevant medium of instruction in learning civic values provides pragmatic approach in enabling young people to actively participate in creating a healthy and meaningful life. That is, if civic values are properly taught, it leads to authentic development of responsibility, creativity, courage and skill to live thereby helping to solve problems on personal, local and global level.

In other words, civic values are essential aspects of society demanding each and every one to contribute to the togetherness of the society willing after being taught civic values of their community. As rightly observed by Williams (2012), the common civic values taught to students include service, personal responsibility, respect and entrepreneurship. For this author, children learn the art of performing services in the community from their elderly ones through community participation. In fact, the fact that government alone cannot provide basic amenities of life necessitated involvement of individuals in rendering community services (such as construction or repairs of roads and or bridges, building of school and or engagement of teachers, etc) for betterment of life. In this wise, personal responsibility, respect and entrepreneurial knowledge of a particular community are better learnt and practiced with the local language of the community. This gives credence to usage of native language in facilitating UBE programme that targeted growing youths in every community so as to inculcate into them civic values of their community.

However, previous studies have shown inadequate facilities (Adeyemi, 2012), insufficient funding (Okoni, 2014) and ineffective management as major problems affecting attainment of objectives of UBE programme in Nigeria. But there seems to be paucity of study on the importance of language of instruction to the realization of objectives of UBE in general. In other words, there is little or no study on the importance of language of instruction to the realization of objectives of UBE in Taraba State. Therefore, the current study analyzed language of instruction as a determinant of realization of objectives of UBE programme among UBE students in Taraba State.

Statement of the Problem

Language of instruction remains an essential tool to facilitate effective teaching and learning thereby ensuring realization of objectives of instructional delivery. As observed by Gulting (2014), language of instruction plays a great role in learners' academic performance, as it is the medium for instructional delivery, which determines the learning process of the targeted learners. Similarly, language of instruction determines whether or not a particular educational programme could be successfully implemented. Since other studies have identified other factors affecting effective implementation of UBE programme in Nigeria (Adeyemi, 2014; Okoni, 2014). The current study analyzed language of instruction as a determinant of realization of objectives of UBE programme in Taraba State, Nigeria.

Objectives

Generally, this study analyzed language of instruction as a determinant of realization of objectives of UBE programme among UBE students in Taraba State. Specifically, the study sought to:

1. Find out whether language of instruction is a determinant of realization of communicative skills among UBE students in Taraba State.
2. Find out whether language of instruction is a determinant of realization of life skills among UBE students in Taraba State.
3. Find out whether language of instruction is a determinant of realization of civic values among UBE students in Taraba State.

Research Questions

The following research questions were formulated to guide the study:-

1. Does language of instruction determine realization of communicative skills among UBE students in Taraba State?

2. Does language of instruction determine realization of life skills among UBE students in Taraba State?
3. Does language of instruction determine realization of civic values among UBE students in Taraba State?

Statement of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:-

- H₀₁:** Language of instruction does not significantly determine realization of communicative skills among UBE students in Taraba State.
- H₀₂:** Language of instruction does not significantly determine realization of life skills among UBE students in Taraba State.
- H₀₃:** Language of instruction does not significantly determine realization of civic values among UBE students in Taraba State.

Methodology:

Design

The study adopted descriptive survey design. According to Best cited in Shola (2018), survey research design is a research method which enables the researcher to obtain the opinions (i.e. opinions on the relationship between language of instruction and attainment of objectives of universal basic education) of a representative sample of a target population (parents/guardians and officials as well as teachers of UBE programme across sampled UBE schools in Taraba State) so as to infer the perception or view of the entire population.

Population

The target population for this study was twenty-three thousand five hundred eighty-five (23,585) respondents, comprising four thousand two hundred and thirteen (4,213) teaching staff, and one thousand seven hundred and forty-five (1,745) non-teaching staff as well as parents of seventeen thousand six hundred and twenty-seven (17,627) junior secondary school learners across two hundred and fifty (250) basic schools in Taraba State (UBEC Fact Sheet, 2018).

Sample and Sampling Technique

Sample of three hundred and ninety-three (393) out of twenty-three thousand five hundred and eighty-five (23,585) respondents were randomly selected from two hundred and fifty (250) basic schools in Taraba State. The study used simple random sampling technique to select three hundred and ninety-three (393) respondents

comprising one hundred and thirty-one (131) UBEC officials, one hundred and thirty-one (131) teachers and one hundred and thirty-one (131) parents from each senatorial zone in Taraba State. This is considered appropriate for a study that uses non-students as its targeted population. Thus simple random sampling technique was employed to select four (4) basic schools from each of the senatorial zones in Taraba State. On the whole, twelve (12) basic schools were selected for this study.

Instrument

A researcher-developed questionnaire titled “Language of Instruction and Attainment of Objectives of UBE Questionnaire- LIAOUBEQ” was used for data collection for the study. The questionnaire contained four sections: Section A consists two items demanding the bio-data (status- parents, official and teacher as well as gender) of the respondents. Section B comprises of five multiple choice questions for getting respondents’ opinions on language of instruction and communicative skills; section C comprises of five multiple choice questions for getting participants’ responses on language of instruction and life skills; while section D comprises of another five items multiple choice questions for getting information on language of instruction and civic values. The 4-likert scale type response pattern was provided to aid the respondents in ticking the appropriate box [√] that most describe their opinions. The LIAOUBEQ made-up of 17 items and scored in the following order 4= Strongly Agree – SA; 3= Agree – A; 2= Disagree – D; and 1= Strongly Disagree – SD.

Validity and Reliability

The instrument was given face and content validity in terms of scope of coverage, content relevance, ambiguity and vagueness of expression. A pilot study was conducted on 45 respondents in a school with similar characteristics of the study population but outside the study area. Cronbach’s Alpha Reliability Analysis was employed (*with the aid of Statistical Package for Social Sciences-SPSS*), which the reliability coefficient cluster by cluster yielded 0.78%, 0.76% and 0.79% respectively for cluster A, B and C while overall reliability coefficient stood at 0.77%.

Analysis

Data collected from the questionnaire were analyzed using mean and standard deviation to answer research questions while Pearson Product Moment Correlation- PPMC analysis was used to test the null hypotheses at 0.05 level of significance. The decision rule was that if P-value is less than 5% (0.05) significant level, the null hypothesis is rejected and vice versa (computation was done with SPSS package).

Results:

Answering of Research Questions

Research Question One: Does language of instruction determine realization of communicative skills among UBE students in Taraba State?

Table 1: Mean ratings of respondents with regard to language of instruction as a determinant of realization of communicative skills.

S/N	Language of instrument and N	Mean	SD	Decision	
1.	Teaching in a native language promotes quick acquisition of a second language.	393	3.08	0.68	Accepted
2.	It enhances learners' listening skills in a second language.	393	3.22	0.72	Accepted
3.	It ensures fluent speaking skills in a second language.	393	3.22	0.63	Accepted
4.	It facilitates better reading skills in a second language.	393	3.19	0.75	Accepted
5.	It develops perfect writing skills in a second language.	393	3.13	0.84	Accepted
	Grand Mean		3.16		

Source: Field Study, 2023

Table 1 above indicates the opinions of respondents with regard to language of instruction as a determinant of realization of communicative skills among UBE students in Taraba State. Based on the table, the mean scores of the respondents- 3.08, 3.22, 3.22, 3.19 and 3.13 with their corresponding standard deviation for items 1 to 5 respectively including the grand mean of **3.16** seem to above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 1-5 determine realization of communicative skills among UBE students. The results revealed that teaching in a native language promotes quick acquisition of a second language, it enhances learners' listening skills in a second language, it ensures fluent speaking skills in a second language, it facilitates better reading skills in a second language as well as it develops perfect writing skills in a second language with mean scores of 3.08, 3.22, 3.22, 3.19 and 3.13 respectively determine realization of communicative skills. The grand mean of 3.16 indicates that language of instruction

is a determinant of realization of communicative skills among UBE students in Taraba State.

Research Question Two: Does language of instruction determine realization of life skills among UBE students in Taraba State?

Table 2: Mean ratings of respondents with regard to language of instruction as a determinant of realization of life skills.

S/N	Language of instrument and life skills	N	Mean	SD	Decision
6.	Native language provides learners with the opportunity to learn life skills in the natural environment.	393	3.25	0.71	Accepted
7.	It enables learners to repeatedly practice the needed life skills.	393	3.26	0.77	Accepted
8.	It gives an opportunity for acquiring strong self-determination.	393	3.23	0.74	Accepted
9.	It promotes the leisure and social skills of learners.	393	3.15	0.75	Accepted
10.	It enhances learners' skill of self-advocacy.	393	3.15	0.76	Accepted
	Grand Mean		3.00		

Source: Field Study, 2023

Table 2 above indicates the opinions of respondents with regard to language of instruction as a determinant of realization of life skills among UBE students in Taraba State. Based on the table, the mean scores of the respondents- 3.25, 3.26, 3.23, 3.15 and 3.15 with their corresponding standard deviation for items 6 to 10 respectively including the grand mean of **3.00** seem to above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 6-10 determine realization of life skills among UBE students. The results revealed that native language provides learners with the opportunity to learn life skills in the natural environment, it enables learners to repeatedly practice the needed life skills, it gives an opportunity for acquiring strong self-determination, it promotes the leisure and social skills of learners as well as it enhances learners' skill of self-advocacy with mean scores of 3.25, 3.26, 3.23, 3.15 and 3.15 respectively determine

realization of life skills. The grand mean of 3.00 indicates that language of instruction is a determinant of realization of life skills among UBE students in Taraba State.

Research Question Three: Does language of instruction determine realization of civic values among UBE students in Taraba State?

Table 3: Mean ratings of respondents with regard to language of instruction as a determinant of realization of civic values.

S/N	Language of instrument and civic values	N	Mean	SD	Decision
11.	Civic values are better taught and learnt by native language.	393	3.32	0.76	Accepted
12.	Native language ensures that children have a pragmatic view of civic ideas.	393	3.26	0.75	Accepted
13.	It promotes the active participation of learners in social values.	393	3.28	0.68	Accepted
14.	It is essential for promoting togetherness of a group of people in the community.	393	3.30	0.68	Accepted
15.	It is crucial towards the involvement of individuals in rendering community services.	393	3.24	0.72	Accepted
	Grand Mean		3.28		

Source: Field Study, 2023

Table 3 above indicates the opinions of respondents with regard to language of instruction as a determinant of realization of civic values among UBE students in Taraba State. Based on the table, the mean scores of the respondents- 3.32, 3.26, 3.28, 3.30 and 3.24 with their corresponding standard deviation for items 11 to 15 respectively including the grand mean of **3.28** seem to be above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 11-15 determine realization of civic values among UBE students. The results revealed that civic values are better taught and learnt by native language, native language ensures that children have a pragmatic view of civic ideas, it promotes the active participation of learners in social values, it is essential for promoting togetherness of a group of people in the community as well as it is crucial towards the involvement of individuals in rendering community services with mean scores of 3.32, 3.26, 3.28, 3.30 and 3.24 respectively determine realization of civic values. The grand mean of 3.28 indicates that language of instruction is a determinant of realization of civic values among UBE students in Taraba State.

Testing of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:-

Null Hypothesis One: Language of instruction does not significantly determine realization of communicative skills among UBE students in Taraba State.

Table 4: PPMC of Language of Instruction and Communicative Skills among UBE Students

Variables	N	\bar{x}	SD	Df	r-cal	P-Value	Sig
Language of Instruction	393	12.57	2.23				
Communicative Skills	393	15.84	1.78	392	0.002	0.96	0.05

Source: Field Study, 2023

From table 4 above, it is noteworthy to state that a non-determinant was observed between language of instruction and communicative skills among UBE students. This was evidenced with a yield of the calculated r- cal. of 0.02 at 392 degrees of freedom given that the obtained level of significance (p-value) is 0.05 (*statistical benchmark*). By implication, the null hypothesis that says language of instruction does not significantly determine realization of communicative skills among UBE students is therefore accepted. Hence, language of instruction does not determine realization of communicative skills among UBE students in Taraba State.

Null Hypothesis Two: Language of instruction does not significantly determine realization of life skills among UBE students in Taraba State.

Table 5: PPMC of Language of Instruction and Life Skills among UBE Students

Variables	N	\bar{x}	SD	Df	r-cal	P-Value	Sig
Language of Instruction	393	12.57	2.23				
Life Skills	393	16.01	1.95	392	0.007	0.13	0.05

Source: Field Study, 2023

From table 5 above, it is worthwhile to state that a non-determinant was underlined between language of instruction and life skills among UBE students. This was evidenced with a yield of the calculated r- cal. of 0.07 at 392 degrees of freedom given that the obtained level of significance (p-value) is 0.05 (*statistical benchmark*). By implication, the null hypothesis that says language of instruction does not significantly determine realization of life skills among UBE students is hereby accepted. Thus, language of instruction does not determine realization of life skills among UBE students in Taraba State.

Null Hypothesis Three: Language of instruction does not significantly determine realization of civic values among UBE students in Taraba State.

Table 6: PPMC of Language of Instruction and Civic Values among UBE Students

Variables	N	\bar{x}	SD	df	r-cal	P-Value	Sig
Language of Instruction	393	12.57	2.23				
Civic Values	393	16.39	1.77	392	0.012	0.01	0.05

Source: Field Study, 2023

From table 6 above, it is important to profess that a determinant was observed between language of instruction and civic values among UBE students. This was evidenced with a yield of the calculated r -cal. of 0.012 at 392 degrees of freedom given that the obtained level of significance (p -value) is 0.05 (*statistical benchmark*). By implication, the null hypothesis that says language of instruction does not significantly determine realization of civic values among UBE students is therefore rejected. Hence, language of instruction significantly determine realization of civic values among UBE students in Taraba State.

Discussion of Findings

Null Hypothesis One: Language of instruction does not significantly determine realization of communicative skills among UBE students in Taraba State.

Evidences from table 4 revealed P -value of 0.96 which is greater than 0.05 obtained level of significance (*statistical benchmark*). Thus language of instruction does not significantly determine realization of communicative skills among UBE students. The findings of the current study disagreed with Cloud (2013) who reported that knowledge of one's indigenous language will improve on the ability to use second language accurately and appropriately in its oral and written forms. The findings agreed with Vellum (2014) that learning to read in a second language may be hindered or enhanced by students' levels of literacy in their native languages. The author stressed that a learner may come with writing styles and usages that are influenced by his/her native language. On the contrary, this study disagreed with Wallace (2015) report that instruction in a first language can yield significant benefits both at the individual and systemic levels in the education ladder which include: improved education access, equity, and inclusion; improved early literacy outcomes; increased in learner-centered teaching practices and assessment; increased parental and community involvement in education; and improved education efficiency due to lower dropout and repetition rates.

Null Hypothesis Two: Language of instruction does not significantly determine realization of life skills among UBE students in Taraba State.

Evidences from table 5 indicated P -value of 0.13 which is greater than 0.05 obtained level of significance (*statistical benchmark*). Thus language of instruction does not significantly determine realization of life skills among UBE students. The findings of the current study disagreed with Williams (2012) that native language is the most appropriate instructional technique for teaching life skills such as self-determination, self-advocacy, learning strategies, leisure and social skill. Similarly, the study disagreed with Olawale (2013) that native language of instruction is effective for teaching life skills and employment skills, as it enables teacher and student to identify the supports that are necessary for success as well as practice using those supports in real-life settings. Also, the findings is in disagreement with Snell and Brown (2014)

that students struggle to generalize information from one activity to another and across settings when non-native language is employed as language of instruction.

Null Hypothesis Three: Language of instruction does not significantly determine realization of civic values among UBE students in Taraba State.

Evidences from table 6 revealed P-value of 0.00 which is less than 0.05 obtained level of significance (statistical benchmark). Therefore, language of instruction significantly determine realization of civic values among UBE students. This is in agreement with the current study, Olaoye (2014) reported that native language is a relevant medium of instruction in learning civic values and provides pragmatic approach in enabling young people to actively participate in creating a healthy and meaningful life. Similarly, the study agreed with Williams (2012) that indigenous language is the most appropriate medium of instruction to facilitate common civic values such as civic service, personal responsibility, respect and entrepreneurship. For this author, children learn the art of performing services in local language within the community from elderly ones through community participation. Also, the findings agreed with Martins (2015) that personal responsibility, respect and entrepreneurial knowledge of a particular community are better learnt and practiced with the local language of the community.

Conclusion

Based on the research findings, it could be inferred that as far as Taraba State is concerned, language of instruction is a potential factor that determine whether objectives of UBE programme would be realized or not. In the course of this study, it was discovered that language of instruction significantly determine realization of civic values among the students whereas the same language of instruction does not determine realization of communicative and life skills among UBE students in the study area.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The State Government through relevant agencies should organize seminar, workshop and conference programmes for UBE teachers on importance of language of instruction in achieving objectives of UBE programme, especially to improve on communicative skills of the learners. This is important because appropriate selection and usage of language of instruction will go in long way to enhance on students' communicative skills such as proficiency in speaking, reading, writing and listening, which is necessary for mastery of second language.
2. Again, the head teachers in various UBE schools should encourage use of relevant language of instruction to inculcate life skills into learners irrespective of their background. In this sense, ethical values of community, indigenous occupation; and ways of life would be internalized and practiced by all within and outside the community.

3. Lastly, native language should be used for inculcating civil ways of life and promote unity among community members at large. Since youths are leaders of tomorrow, then it is imperative for them to have in-depth knowledge of their locality and prepare them for future leadership role. Hence, native language is an ideal language of instruction to instil communal knowledge and practices.

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