

**TEACHERS' PERSPECTIVES IN THE INPMENTATION OF LANGUAGE POLICY
IN THE LOWER BASIC SCHOOLS IN EDO STATE.**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
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NOVEMBER 2025.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned certify that this project work was carried out by Abduljeleel ABDULLAHI Aremu. in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

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Date

DEDICATION

This project is dedicated to ALLAH Almighty. And to the prestigious soul, the extract below refers.

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ABSTRACT

This study examines teachers' perspectives on the implementation of Nigeria's National Language Policy on Education (NLPE) , which mandates the use of mother tongue (MT) or language of the immediate environment (LIE) as the medium of instruction in lower basic schools (Primary 1-3) in Edo State. The research addresses persistent implementation gaps despite policy provisions for cultural preservation, social cohesion, national identity and improved learning outcomes. Guided by five research questions focusing on challenges, material-performance relationships, attitudes, institutional support, and motivational factors, a descriptive survey design was employed. Data were collected via a structured questionnaire (TPLPIQ) from 90 teachers across Edo State's three senatorial districts, with 88 usable responses (97.8% return rate). Analysis used frequency counts and percentages.

Findings reveal substantial discord between policy directives and actual classroom practice. While teachers acknowledge the cognitive and cultural benefits of mother tongue instruction, implementation remains largely ineffective due to systemic challenges including: scarcity of instructional materials in indigenous languages (Edo, Esan, Etsako, and others), inadequate pre-service and in-service training on bilingual pedagogy, linguistic heterogeneity within classrooms, parental preference for English-only instruction, and lack of standardized orthographies for some local languages. Teachers expressed concerns about abrupt language transitions affecting pupils' academic performance and noted that policy implementation varies significantly between urban and rural schools. The study recommends policy review to reflect ground realities, investment in vernacular curriculum development, sustained teacher capacity building, community sensitization on mother tongue education benefits, and establishment of monitoring mechanisms to support teachers in implementing language policy effectively while preserving indigenous languages and enhancing educational quality.

CHAPTER ONE

INTRODUCTION

Language of instruction plays an important role in learning because it is through language that the children assimilate the lessons they receive in the classroom, either from the teacher or text used for learning. It is also through language that children express themselves. However, when the language of instruction is not a language the children are familiar with, it becomes a barrier to learning. To overcome this challenge, government in its wisdom has promulgated the language policy. According to Salisu and Dollah (2015) language policy is a systematic attempt to resolve the communication problems of a community by studying the various dialects it uses and develops a viable policy concerning the use of such language varieties. According to Egwuogu (2017) defined language policy as a set of deliberate activities systematically designed, organized and developed from the language resources of a community in order to enhance the utilization of such resources for learning and development.

This language policy as stated by the Federal Republic of Nigeria (FRN 2013) stipulates that Government acknowledges the importance of language as a means of promoting social interaction, national cohesion, and preserving cultures. Thus, the language of instruction for every child at the primary Education level should be the language of the immediate environment (LIE) or the mother tongue (MT). It is however unfortunate that this policy as laudable as it is, is not being fully implemented or diligently executed till date (Neji, 2010) .

English language is still being used to teach learners in most primary Education centres. It is also used to write textbooks, lesson plan and other instructional materials as well as tests and examinations with the exception of those in other languages taught as subjects like Edo, French, Igbo, Hausa, Yoruba and German language, among others (Oluga & Babalola, 2012). This could be likened to throwing a child inside water without teaching him/her how to swim. This assertion is based on the assumption that the mother language is used as a means of communication at home. Hence, ensuring smooth transition from home to school where the policy is implemented.

However, there seems to be little or no adherence to this policy statement. That is why Igbojinwaekwu and Nneji (2012) asserted that despite the policy of using the mother tongue(MT) or language of the immediate environment(LIC) as a medium of instruction in the pre-primary and primary schools, no reliable records exist to show that any privately-owned, state-owned or Federal-owned schools are implementing these policy guidelines although they still teach language of immediate as a subject but not as a language of instruction for all the subject(Deji,2011). There may be reasons for this non-compliance. Dorgu and Igbojinwaekwu (2016) opined that one likely reason is that using the mother tongue or language of the environment goes beyond speaking language but knowing how to apply it in the teaching and learning process. Lack of adequate personels within the locality to implement this policy. Teachers are often not properly equipped with adequate teaching methodologies, teachers' lack of competency in the target language(L1) and other teaching

resources to make the policy implementable are lacking (Denga, 2024). More often than not, textbooks and instructional materials in Nigerian languages are not readily available (Ibiam, 2011). The use of mother tongue(MT) as a medium of instruction cannot be effective if appropriate texts and other instructional materials in various Nigerian languages are not made available. Presently the English language enjoys statutory jurisdiction, the English language is used to teach eventually all subjects at the lower basic level, English is also used in the interpretation and translation in the course of teaching French and Edo language, this underscores the use of Grammar Translation Method(GMT) i.e a teaching mechanism whereby the teacher translates the English words to pupils' mother tongue(MT), (BECE,2010), thereby making English language even more superior than our local dialect. In essence, the challenges for the effective implementation of this policy include identifying the indigenous language to use in a multilingual classroom (Nyaga & Anthonissen, 2012).

According to Ozoemena, Ngwoke & Nwokolo (2021) mentioned some of these challenges as hindrances to effective language policy implementation. Despite the benefit of this policy to the pupils in the sense that pupils who learn in the target language enjoy school more and learn faster because they are more familiar with the language of instruction than those taught in Second languages(L2) . This is evident in Fafunwa's Ife 6-year project which proved that children taught with the mother tongue had improved educational outcomes than their counterparts taught with the English language (Fafunwa as cited in Philip, 2023). also opined that when children are made to learn in foreign language, they will not only learn to read and

write in that language but will also learn the language itself. This will overburden the children with learning two incredibly complex concepts at the same time, thus resulting in a much slower rate of learning. It is therefore quite sad to observe that most teachers in the Early Childhood Education centres still use English Language as a medium of instruction (Ezema,2014). As the child has his/her language (mother tongue) supposedly used for communication at home, to begin to teach the child with language that is alien to him/her as soon as he enters school will bring a lot of confusion to the child. The child may not understand the language of instruction of the teacher in addition to the fact that the environment. is strange to the child as the child just transited from home to school. With this situation, no matter the preparation of the teacher with appropriate teaching materials and methods, nothing of worth will be achieved. It is worthy to note that the greatest potentials of the children are identified, fostered, and sustained during the early years. As such, the use of appropriate language of instruction is necessary. In the area of study, Early Childhood Education centres in public primary schools generally do not implement the language policy. This can be seen through the work of Chineke (2014).

Therefore, these challenges to effective implementation of the language policy of the immediate environment which has defied solutions, as the problem still persists prompted the researcher to find out the challenges as well as strategies to effective implementation of the language policy as perceived by teachers in Edo State.

STATEMENT OF THE PROBLEM

The Basic Education Certificate Examination (BECE) systems, Nigeria have been significantly influenced by national language policies that emphasize the use of local languages or "languages of the immediate environment" in basic education. The National Policy on Education (NPE 2013) states that the first three years of basic education should be in the mother-tongue or the language of the immediate community (Academia.edu, 2025). However, there have been persistent challenges in implementation, with many authors lamenting the lack of proper execution of this policy. One the major problems facing education sector in Nigeria is the low level of performance of the secondary students in both internal and external examinations. It has become a great concern for researchers, educators and all stakeholders over the years. It has been observed that students perform poorly in examinations owing to the different reasons such as lack of qualified language teachers, language resources, and instructional materials. According to Basic Education Certificate Examination (BECE, 2012), there is no single, consistent statement on passes and failure rates but complex picture and multiple factors at play. Such as teachers' quality, resources, and curriculum, positive impact of indigenous languages etc (BECE, 2012). The examination systems continue to grapple with Inconsistent policy implementation across different regions such as: Community resistance to mother-tongue education. The tension between preserving local languages and meeting international educational standards. Practical challenges in multilingual environments where students may not share the same local language(Edo). The

BECE systems, recognizes the importance of local languages in basic education, still operate in English for standardization purposes, reflecting the ongoing tension between language policy ideals and practical implementation realities in Nigeria.

Language policy implementation in primary schools represents a critical juncture where national educational directives meet classroom realities. While governments establish language policies to achieve specific educational, cultural, and social objectives, the success of these policies fundamentally depends on how teachers understand, interpret, and execute them in their daily practice.

Teachers serve as the primary agents of language policy implementation, yet their perspectives and experiences in this process remain inadequately understood. They face the complex task of translating abstract policy documents into concrete pedagogical practices while navigating various challenges including limited material, large class sizes for public schools, and lack of qualified teachers. The gap between policy formulation and actual classroom implementation often results in inconsistent application of language policies across different schools and contexts. Teachers may struggle with unclear policy guidelines, lack of appropriate instructional materials, inadequate professional development, or conflicting priorities between mother tongue instruction and official language requirements. Additionally, teachers linguistic competencies, cultural backgrounds, and pedagogical beliefs significantly influence how they interpret and implement language policies.

Furthermore, there is limited research examining teachers' experiences, challenges, and adaptive strategies in implementing language policies at the primary level. Understanding these perspectives is crucial because teachers' attitudes, beliefs, and practices directly impact student learning outcomes and the overall effectiveness of language policy initiatives. Moreover, inter-ethnic marriage can also be a problem, i.e a situation whereby the bride and the bridegroom are not from the same tribe, this always lead to the problem of communication (Abijo, 2014). Particularly marriage between husband and wife who did not understand each other's language. For example an Igbo man getting married with a yoruba woman, will surely create no space for each of their mother tongue, so priority will be given to English as language of communication between them and their unborn children. Automatically English will be their mother tongue (MT).

This study therefore aims at examining the teachers perspective in the implementation of the language policy in primary school in Edo State.

RESEACH QUESTIONS

In order to guide this study, the following research questions were raised :

1. What are the challenges language teachers face in the teaching of MT in lower basic classes?

2. Is there any relationship between teachers use of language material and the pupils academic performance?
3. What are Teacher's attitude toward using indigenous language as medium of instruction in the lower basic classes ?
4. What institutional support do teachers receive for implementing language policy, and how adequate is this support?
5. What are the motivational factors teachers identify in the implementation of the language policy?

PURPOSE OF THE STUDY

The main purpose of this study is to examine teachers' perspectives on the extent of implementation of the National language policy in the lower basic levels in Edo State, Nigeria. The following are the purposes of this study:

- To Examine Teachers' Understanding and Awareness :in assessing the depth and breadth of teachers' knowledge regarding current language policies, including their understanding of policy objectives, implementation guidelines, and their perceived roles as policy implementers in the classroom setting.
- To Investigate Implementation Practices and Strategies involved and analyzing the actual methods, approaches, and strategies that teachers employ when implementing

language policy directives, particularly focusing on the use of mother tongue instruction MT, English language teaching, and multilingual education practices.

- To Explore Teachers' Attitudes and Perceptions: to uncover teachers' genuine attitudes toward various aspects of language policy implementation, including their perceptions of policy effectiveness, cultural appropriateness, and pedagogical soundness within the Edo State educational context.
- To Identify Implementation Challenges and Barriers in the systematic identification and analyzing the obstacles, constraints, and challenges that teachers encounter when attempting to implement language policies, ranging from resource limitations to institutional and community-related factors.
- To Assess Support Systems and Resources: This study seeks to evaluate the adequacy and effectiveness of institutional support, professional development opportunities, teaching materials, and administrative backing that teachers receive for language policy implementation.
- To examine the number, sex, and school type distribution of teachers in the implementation of the language policy in primary schools.
- To examine the factors teachers identify influencing their decision on the implementation of the language policy in primary schools.

SIGNIFICANCE OF THE STUDY

The study would be significant in several ways to the following: teachers, pupils, parent, curriculum planners State Universal Basic Education Board (SUBEB) and the society at large. To the pupils the effective implementation of the of the MT/ LIE will enable them to learn effectively and efficiently and retain what they have learnt improving their performance in language of the immediate environment or the MT. Learning is a process, through which knowledge, skills, habits, facts, ideas, and principles are acquired, retained and utilized, and the only means of achieving this is through the use of language of the immediate environment which easse the pupils understanding. Understanding if teachers fully comprehend the nuances of the language policy (the transition from Mother Tongue/Language of Immediate Environment to English) can highlight gaps in policy communication and dissemination strategies in primary schools. The findings also shed light on resource needs from the teachers' perspective whether it's for training, teaching materials in local languages, or other support. This can guide more targeted and effective allocation of resources.

The study will reveal the actual competencies and challenges teachers face in implementing the language policy. This information can be used to revise and update teacher training curricula to better prepare pre-service teachers for the linguistic realities of primary classrooms in Edo State. It can identify specific areas where in-service training and professional development are needed for existing teachers, such as strategies for code-

switching effectively, developing local language materials, or managing multilingual classrooms.

Head teachers can gain a clearer understanding of their teachers' experiences and challenges, enabling them to provide better support, supervision, and create conducive environments for policy implementation at the school level. The study will also reveal variations in implementation challenges across different schools (e.g., urban vs. rural, diverse linguistic environments). This can help head teachers develop more tailored, school-specific strategies for language instruction.

The study provides a platform for teachers to articulate their experiences, challenges, and successes, thereby validating their crucial role in the educational system. Participation in or reading the study can encourage teachers to reflect on their own practices, challenges, and potential solutions, fostering professional growth. Understanding and addressing the challenges teachers face in implementing the language policy can lead to improved instructional practices. This, in turn, can create a more effective learning environment where children's cognitive development is supported through appropriate language use, potentially leading to better academic outcomes, especially in foundational literacy and numeracy. Effective implementation of the language policy, as guided by teacher perspectives, contributes to the promotion and preservation of indigenous languages and cultures, aligning with the broader goals of national development. The study will serve as a foundational piece,

identifying new questions, variables, and areas for further research into language education policy implementation, not just in Edo State but also in other multilingual regions of Nigeria and beyond.

In essence, by focusing on the "teacher's perspectives," this study moves beyond mere policy statements to explore the practical realities of implementation on the ground. This bottom-up approach is crucial for understanding why policies succeed or fail, and for forging a path towards more effective and equitable language education in primary schools in Edo State, and by extension, in Nigeria.

SCOPE OF THE STUDY

This study examine Teachers' Perceptives on the extent of Implementation of the National Language Policy objectives in promoting social interaction, national cohesion and preservation of cultures. The specific area of coverage are the three major senatorial districts of Edo State. Which are, Edo south, Edo central, and Edo north senatorial district. Edo State has 95% of Edo speakers as the name implied and some other minorities. It covered some primary schools (public and private), It majorly focused on teachers(male and female) in these lower primary schools.

DEFINITION OF TERMS

LANGUAGE: a body of words and set of methods of combining them understood by a community and used as a form of communication.

POLICY: A principle of behavior, conduct etc. thought to be desirable or necessary, especially as formally expressed by a government or other authoritative body and implemented by its actions.

LANGUAGE POLICY: is a principle made by government guiding the use of language.

PERSPECTIVE: simply means a view, Vista, or outlook. It can also be an angle from which something is done.

TEACHER: is a preceptor, an educator, a person who teaches, especially one employed in a school. A teacher is someone who is trained, certified and qualified to teach in primary, secondary and tertiary institutions.

IMPLEMENTATION: Is the process of moving an idea from concept to reality, it refers to building process rather than the design process

LANGUAGE POLICY IMPLEMENTATION: Is the process of moving the idea of an actual language principle from abstract to reality.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will be reviewed under the following headings and sub-headings :

- Introduction
- Theoretical Framework.
- Concept of Language policy
- Language policy implementation in Nigeria
- Teacher's perspectives in the implementation of the language policy
- Problems of language policy implementation
- Challenges that Teachers face in the implementation of the language policy
- Problem of Multilingual Classroom/class size
- Lack of Qualified Personnel
- Lack of Adequate Language Material
- Lack of Adequate Supervision

- Problem of Large Classroom
- Possible Ways Of Resolving The Problems of policy implementation of language of the immediate environment.
- Summary of The Review of Related Literature.

Introduction

This chapter presents a comprehensive review of literature related to teachers' perspectives on language policy implementation in the lower primary schools. The review is hinged on B.F. Skinner's Stimulus-Response theoretical framework, which provides a window for understanding how teachers respond to language policy stimuli and the reinforcement mechanisms that shape their implementation behaviors. The literature is organized under seven main headings to provide a systematic examination of the research area.

Theoretical Framework: B.F. Skinner's Stimulus-Response Theory

B.F. Skinner's theory of operant conditioning is one of the sub-theories under behaviorism otherwise known as stimulus response theory. Behaviourists view learning as a process of acquiring new behavior through experience. They believe that learning is primarily a result of observable behaviours and their consequences rather than internal mental processes. Developed in the mid-20th century and it was pioneered by a leading figure, Ivan Pavlov. Built upon the constructs of Stimulus, Response, Reinforcement, and Feedback, provides a

foundational framework for understanding teacher behavior in language policy implementation. Skinner's theory is based upon the idea that learning is a function of change in overt(observable) behaviour, with changes in behavior being the result of an individual's response to events (stimuli) that occur in the environment, his theory is popularly konwn as skinner's box where a rat is oprantly conditioned responding to an outer stimuli using pleasant and unpleasant consequences to effect a change in its behaviour . In the situation of language policy implementation, teachers encounter policy directives as stimuli that require specific behavioral responses. Skinner's three-term contingency (stimulus-response-reinforcer) concept sets his theory apart from theories that use only pair-wise associations, making it particularly relevant for understanding the complex dynamics of policy implementation in educational settings.

The application of Skinner's framework to language policy implementation suggests that teachers' compliance with policy directives depends largely on the reinforcement they receive. Positive reinforcement through administrative support, training, and resources increases the likelihood of successful implementation, while negative consequences or lack of support may lead to policy resistance or non-compliance.

Historical Background of the language of the immediate environment

Language policy represents a deliberate effort by government or institutional authorities to influence the use, teaching, or status of languages within a particular domain. Hornberger

(2021) defines language policy as "a body of ideas, laws, regulations, rules, and practices intended to achieve planned language change in society, group, or system." In the Nigerian educational situation, language policy encompasses decisions about which languages should be used as means of instruction, the teaching of indigenous languages, and the role of English in the educational system. According to Salisu & Dollah (2015), language policy is a systematic attempt to resolve a communication problem of a community by studying the various dialects it uses and develops a viable policy concerning the use of such language varieties.

The concept of language policy has materialized significantly over the past decade, with increased recognition of its complex socio-political dimensions. Okonkwo (2020) argues that language policy is not merely a technical educational decision but a reflection of power relations, cultural values, and national identity aspirations. This perspective aligns with current global trends that emphasize the importance of multilingual education and the preservation of linguistic diversity.

In Nigeria, the concept of language policy has been particularly contentious due to the country's multilinguistic nature. Adegbija (2019) notes that with over 500 indigenous languages, Nigeria faces unique challenges in developing coherent language policies that balance national unity concerns with linguistic diversity preservation. As a result of disunity among the three major ethnic groups, to choose one national language for the country.

English has been a means of communication for the nation. The National Policy on Education's provision for mother tongue instruction in the early years of primary education represents an effort to address these complications while promoting effective learning outcomes.

Language Policy Implementation in Nigeria

Nigeria's language policy implementation has been characterized by significant gaps between policy objectives and classroom realities. Although the Nigerian National Policy on Education stipulates multilingual education, such provision has remained an object of criticism, rejection, and is therefore not implemented (Okwu, 2020). This implementation gap has persisted despite multiple policy revisions and government initiatives.

The current National Policy on Education, revised in 2013 and in 2024 & the Nigeria Educational Research Development Council (NERDC 2025) as updated, mandates the use of the language of the immediate environment as the medium of instruction for the first three years of primary education. However, research consistently shows limited adherence to this policy. Bamgbose (2018) found that less than 20% of primary schools in Nigeria fully implement the mother tongue policy, with most schools continuing to use English as the primary medium of instruction from the beginning of formal education.

The Nigerian government recently formulated a new National Language Policy that would require elementary school pupils to be instructed in indigenous languages instead of English

(Pan African Review, 2023). Also on the 30th of December 2022, former minister of education (Adamu Adamu) made a policy on language of instruction, stated that mother tongue (MT) be used as language of instruction not only in the lower basic levels (primary 1-3) but also be used throughout primary six. This policy shift represents the government's renewed commitment to indigenous language education, though its implementation faces similar challenges to previous policies.

Recent studies have identified several systemic factors affecting implementation. Nwosu (2022) conducted a comprehensive analysis of language policy implementation across six Nigerian states and found that urban schools were less likely to implement mother tongue policies compared to rural schools. Additionally, private schools showed significantly lower compliance rates than public schools, partly due to parental preferences for English-medium instruction.

Teachers' Perspectives on Language Policy Implementation in Lower Basic Classroom

Teachers' perspectives on language policy implementation represent a critical yet understudied area in Nigerian educational research. From the lens of Skinner's stimulus-response theory, teachers' responses to language policy directives are shaped by their perception of the policy stimulus, available resources (reinforcement), and environmental contingencies.

Okafor (2021) conducted a study involving 150 primary school teachers across three Nigerian states and found that 68% of teachers expressed positive attitudes toward mother tongue instruction in principle but cited numerous implementation challenges. The teachers reported that while they recognized the pedagogical benefits of mother tongue instruction, they felt inadequately prepared to deliver effective instruction in indigenous languages.

Teacher perspectives are significantly influenced by their own educational backgrounds and language competencies. Adeleke and Babatunde (2020) found that younger teachers, particularly those educated primarily in English, often lacked confidence in their indigenous language skills. This finding is particularly relevant when viewed through Skinner's framework, as teachers who experience negative consequences (such as reduced instructional effectiveness) when using indigenous languages are likely to revert to English-medium instruction.

Professional identity also shapes teachers' perspectives on language policy implementation. Muhammed (2019) explored how teachers construct their professional identities in relation to language policy demands and found that many teachers view competence in English as a marker of professional status. This perspective creates tension between policy compliance and professional self-concept, leading to what Skinner would describe as competing response patterns.

Recent research by Ogundiwin (2023) utilized qualitative methodology to explore teachers' lived experiences with language policy implementation. The study revealed that teachers often develop informal coping strategies, such as code-switching between Grammar Translation Method of teaching and indigenous languages, to navigate policy requirements while maintaining instructional effectiveness. These adaptive behaviors demonstrate the complexity of teacher responses to policy stimuli.

Problems of Language policy implementation in Nigeria

The implementation of language policy in Nigeria faces complex challenges that have persisted across different policy variations or repetitions. These problems can be understood through Skinner's framework as environmental factors that either reinforce or punish policy-compliant behaviors.

Systemic challenges represent the primary category of implementation problems. Olumide (2020) identifies inadequate funding for indigenous language education as a fundamental constraint. The lack of financial resources creates negative possibilities for schools attempting to implement mother tongue instruction, as they struggle to acquire appropriate materials and train teachers without adequate government support.

Infrastructure deficits compound implementation challenges. Adebayo (2021) found that many schools lack basic facilities necessary for effective indigenous language instruction, including libraries with books in local languages and technological resources for multimedia

instruction. These infrastructure gaps create environmental conditions that make policy compliance difficult to sustain.

Socio-cultural resistance presents another significant implementation challenge. Parents' preferences for English-medium instruction, driven by perceptions of economic mobility and educational advantage, create negative social reinforcement for schools that attempt to prioritize indigenous language instruction. Emeka and Okonkwo (2022) found that 73% of parents in urban areas preferred English-medium instruction for their children, believing it would provide better educational opportunities.

The political economy of language also creates implementation problems. Nigeria's federal structure, with multiple tiers of government involved in education, often leads to conflicting directives and inadequate coordination. Yakubu (2019) notes that state governments sometimes issue circulars that contradict federal language policy directives, creating confusion and implementation paralysis at the school level.

The shortage of appropriate instructional materials in indigenous languages represents a persistent implementation challenge. This material deficit creates negative environmental conditions that discourage teachers from attempting indigenous language instruction.

A comprehensive material examination conducted by Eze (2021) across primary schools in five Nigerian states revealed severe shortages of textbooks, reference materials, and teaching

aids in indigenous languages. The study found that 78% of schools had no textbooks in any indigenous language for mathematics and science subjects, forcing teachers to rely on English-medium materials even when attempting to teach in local languages.

The quality of available materials also presents challenges. Many existing indigenous language materials are poorly translated from English originals, containing linguistic inaccuracies and cultural inappropriateness. Ogbonna (2020) analyzed 50 primary school textbooks in Igbo language and found that 62% contained significant translation errors that could confuse students and undermine learning objectives.

Digital divide issues compound material challenges. While technology could potentially address some material shortages through digital resources, most primary schools lack reliable internet connectivity and appropriate devices. Abdullahi (2022) found that less than 25% of public primary schools in Nigeria have consistent internet access, limiting teachers' ability to access online indigenous language resources.

Problems of Multilingual Classroom faced by the Teacher

The multilingual nature of Nigerian classrooms presents complex challenges for language policy implementation. In urban areas particularly, classrooms often contain students from different linguistic backgrounds, making the selection of an appropriate indigenous language for instruction problematic.

Ogundipe (2020) conducted ethnographic research in Lagos State primary schools and found that some classrooms contained pupils speaking up to eight different indigenous languages. Teachers in such contexts face the dilemma of choosing which indigenous language to prioritize, often leading to default reliance on English as a lingua franca. From Skinner's perspective, the complexity of multilingual classroom management creates repelling stimuli that teachers seek to avoid by reverting to English-medium instruction.

The cognitive load associated with managing multilingual instruction also presents challenges. Abdulazeez (2021) found that teachers report increased stress and reduced instructional effectiveness when attempting to accommodate multiple languages simultaneously. This finding aligns with Skinner's principle that behaviors leading to negative consequences (such as reduced teaching effectiveness) are likely to be extinguished over time.

Recent research by Chiamaka (2023) explored teacher strategies for managing multilingual classrooms and found that successful teachers develop sophisticated code-switching practices that incorporate elements of multiple languages while maintaining instructional coherence. However, these strategies require advanced linguistic competencies that many teachers lack.

Lack of Qualified Personnel

The shortage of teachers with appropriate indigenous language competencies represents a fundamental challenge to language policy implementation. This challenge is particularly

strong in urban areas where teacher populations may not share linguistic backgrounds with their pupils.

Onwuegbuzie (2019) analyzed teacher qualification data from the Teachers Registration Council of Nigeria and found that less than 30% of primary school teachers possessed formal qualifications in any indigenous language. The majority of teachers, particularly those trained in recent decades, received their professional preparation primarily in English, leaving them ill-equipped to deliver instruction in indigenous languages.

The problem is exacerbated by the declining intergenerational transmission of indigenous languages in urban areas. Younger teachers, who represent the majority of the current teaching workforce, often have limited proficiency in indigenous languages despite being native speakers. Bello (2022) found that 45% of teachers under 35 years old reported feeling "somewhat uncomfortable" teaching in indigenous languages due to limited vocabulary and grammatical knowledge.

Teacher preparation programs have been slow to adapt to language policy requirements. Idowu and Adeyemi (2020) evaluated curriculum content in 12 colleges of education across Nigeria and found that indigenous language methodology courses were either absent or inadequately developed in most programs. This systemic gap in teacher preparation creates ongoing personnel challenges for policy implementation.

Lack of Adequate Supervision

Inadequate supervisory support for language policy implementation creates an environment where teachers lack the guidance and accountability necessary for effective policy compliance. From Skinner's perspective, the absence of consistent reinforcement through supervision reduces the likelihood of sustained policy-compliant behavior.

The current supervisory structure for primary education in Nigeria is inadequate for supporting indigenous language instruction. Musa (2019) found that most school supervisors lack competency in indigenous languages themselves, making them unable to provide meaningful guidance to teachers attempting to implement mother tongue instruction. This supervisory gap creates a situation where teachers receive no reinforcement for policy-compliant behaviors.

Professional development opportunities related to indigenous language instruction are severely limited. Okafor (2021) surveyed 200 primary school teachers and found that only 18% had received any professional development training related to indigenous language instruction in the previous five years. The lack of ongoing professional support creates negative conditions for policy implementation sustainability.

Monitoring and evaluation systems for language policy implementation are also inadequate. Current school inspection protocols focus primarily on general administrative compliance rather than specific language policy implementation. Yakubu (2020) noted that school

inspection reports rarely address language of instruction issues, providing no systematic data on implementation progress or challenges.

Problem of Large Classroom Size

Large classroom sizes present significant challenges for effective indigenous language instruction, particularly given the interactive and culturally responsive pedagogy that such instruction requires. This challenge can be understood through Skinner's framework as an environmental constraint that makes reinforcement of desired learning behaviors difficult to achieve.

Most public schools often exceed recommended sizes, with some containing over 70 pupils. Adeniyi (2021) found that the average primary school class size in public schools is 58 pupils, far exceeding the recommended maximum of 35: 1 (NPE, 2013). Large class sizes make individualized attention and responsive teaching practices difficult, particularly when teachers are simultaneously managing language transition issues.

The challenge is particularly acute for indigenous language instruction, which benefits from interactive, culturally grounded pedagogical approaches. These approaches require smaller class sizes to be effective. Nkomo (2020) found that teachers in large classrooms tend to rely on teacher-centered instruction methods that are less effective for indigenous language learning but easier to manage with large numbers of students.

Resource allocation issues compound the class size challenge. Large classrooms require more instructional materials, seating, and technological resources, all of which are already in short supply for indigenous language instruction. The combination of large classes and limited resources creates discouraging conditions that lead teachers to abandon indigenous language instruction attempts.

Possible Ways of Resolving the Problems

Addressing the challenges of language policy implementation requires comprehensive, multi-level interventions that create positive reinforcement conditions for policy-compliant teacher behaviours. The solutions must address both systemic and classroom-level challenges.

Policy coherence and coordination represent fundamental requirements for successful implementation. Bamidele (2022) proposes the establishment of a National Language Implementation Coordinating Committee that would ensure consistency between federal, state, and local government directives. Such coordination would eliminate conflicting policy signals that currently confuse teachers and school administrators.

Teacher preparation and professional development require significant enhancement. Adegoke (2021) recommends mandatory indigenous language competency requirements for all primary school teachers, coupled with intensive professional development programs. The professional development should include both linguistic competency development and pedagogical training specific to multilingual instruction.

Material development and distribution systems need systematic overhaul. A collaborative approach involving government agencies, indigenous language communities, and educational publishers could address material shortages. Olumide (2023) suggests the establishment of Indigenous Language Material Development Centers in each geopolitical zone to coordinate material production and quality assurance.

Community engagement and parental education are essential for changing attitudes toward indigenous language instruction. Public awareness campaigns highlighting the cognitive and cultural benefits of mother tongue education could help shift parental preferences. Udo (2020) found that parents who received education about bilingual education benefits were 40% more likely to support indigenous language instruction for their children.

Technological solutions offer promising avenues for addressing implementation challenges. Digital platforms could provide access to indigenous language instructional materials and enable teacher professional development programs. Mobile learning applications could supplement classroom instruction and provide individualized learning support for students.

Resource mobilization through public-private partnerships could address funding constraints. Corporate social responsibility programs and international development partnerships could provide financial support for indigenous language education initiatives. Successful models from other multilingual countries could be adapted to the Nigerian context. E.g China is also known to be a multilingual community but adopted the policy of unity in diversity, however

harmonizing "Mandarin" I.e (potunghua) in 1956 (Zhou, 1999), as language of wider communication(lingua franca), and English, a language of business and international communication.

Incentive systems for teachers and schools implementing language policies could create positive reinforcement conditions. Performance-based incentives, professional recognition programs, and career advancement opportunities linked to language policy implementation success could encourage teacher compliance.

This theory is also a constructive strategy of solving the problem of large classroom size. It brings about positive responds via positive reinforcement when ratio of teacher to pupils are strictly followed and utilized. For this purpose National Policy on Education (NPE, 2013) recommended an acceptable standard of teacher-pupils ratio to be 1:35 in pre-primary and primary Education (Section 2, subsection c).

However, going beyond this class size policy has been a culture observable in Government owned schools where we may have 1:70 of teacher to pupils in a single classroom leading to absence of effective teaching and learning. In contrast, in private owned schools where this class ratio policy compliance are at higher rate, positive and effective learning takes place. A class too large may be difficult for a teacher to control, however, class management and Control are essential for effective learning. The language policy mandates the use of the child's mother tongue (or predominant local language) as medium of instruction for the first

three years of primary education, transitioning to English thereafter, to foster better comprehension, cultural relevance, and foundational literacy skills. However, teacher's perspectives often highlight challenges such as overcrowded classroom which is equivalent to policy non-compliance and particularly lack of enough physical facilities as government is not dedicating enough percentage for the funding of public schools in Nigeria. Therefore, for appropriate class ratio policy compliance, government should provide enough physical facilities and work towards effective implementation of the policy.

Summary of Review of Related Literature

The literature review reveals significant gaps between Nigeria's language policy intentions and implementation realities. Despite clear policy directives mandating indigenous language instruction in early primary education, implementation remains limited due to diverse challenges affecting teachers, schools, and communities.

B.F. Skinner's stimulus-response theoretical framework provides valuable insights into the dynamics of teacher responses to language policy implementation. Teachers' behaviors are shaped by environmental possibilities, reinforcement patterns, and the consequences of policy-compliant actions. The current implementation environment often provides negative reinforcement for indigenous language instruction attempts, leading teachers to default to English-medium instruction.

The concept of language policy has evolved to recognize its complex socio-political dimensions, but practical implementation continues to focus on technical aspects while neglecting broader systemic issues. Nigeria's multilingual context presents unique challenges that require innovative approaches to policy design and implementation.

Teachers' perspectives on language policy implementation are generally positive in principle but negative in practice due to implementation challenges. These perspectives are shaped by professional preparation, linguistic competencies, resource availability, and environmental support systems. Recent research indicates that teachers develop various coping strategies to navigate policy requirements, but these strategies may not align with policy intentions.

Implementation problems are systemic and multifaceted, involving funding constraints, infrastructure deficits, socio-cultural resistance, and political coordination challenges. These problems create environmental conditions that discourage policy-compliant behaviours and reinforce English-medium instruction practices.

Specific teacher challenges include managing multilingual classrooms, limited indigenous language competencies, inadequate instructional materials, insufficient supervisory support, and large class sizes. Each challenge can be understood as an environmental stimulus that influences teacher response patterns and implementation outcomes.

Potential solutions require comprehensive, multi-level interventions addressing systemic constraints while creating positive reinforcement conditions for teachers. Successful implementation depends on policy coherence, enhanced teacher preparation, adequate resource provision, community engagement, technological innovation, and appropriate incentive systems.

The literature indicates that sustainable language policy implementation in Nigeria requires fundamental shifts in how policies are conceptualized, designed, and supported. Future research should focus on developing implementation models that account for the complex realities of Nigerian classrooms while maintaining the pedagogical and cultural goals of indigenous language education.

Current research gaps include limited longitudinal studies of implementation outcomes, insufficient attention to successful implementation cases, and inadequate investigation of community-level factors affecting policy success. Addressing these gaps would contribute to more effective policy development and implementation strategies that better serve Nigeria's educational and linguistic diversity goals.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This research examines Teacher's perspectives in the implementation of the language policy in the lower basic schools in Edo State. This chapter is presented under the following sub-headings :

- Research Design
- Population Of the Study
- Sample and Sampling Techniques
- Research Instruments
- Validity of the Instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

3.1 Research Design

This study adopted a descriptive survey research design to investigate teachers' perspectives on the implementation of the language policy in lower basic schools in Edo State. The descriptive survey design was considered appropriate for this study because it allows for the systematic collection of data from a large population, facilitates the gathering of information

about people's attitudes, opinions, and perspectives, and enables the researcher to describe the characteristics of the phenomenon under investigation as it exists without manipulation.

3.2 Population of the Study

The target population for this study will comprise all lower primary school teachers in Edo State who are directly involved in the implementation of the language policy. Edo State is divided into three senatorial districts, namely Edo South Senatorial District, Edo Central Senatorial District, and Edo North Senatorial District. Each senatorial district has numerous primary schools both public and private with varying numbers of teaching staff. For the purpose of this study, and because of the financial constraints, ninety teachers serving as respondents were drawn from across the three major senatorial districts in Edo State, ensuring adequate representation of the diverse geographical and socio-cultural contexts within the state.

3.3 Sample and Sampling Techniques

The sample size for this study consist of ninety primary school teachers drawn from the three senatorial districts of Edo State. The sampling was conducted using a multi-stage sampling technique to ensure fair representation across the state. In the first stage, stratified sampling was employed to divide the state into the three senatorial districts, namely Edo South, Edo Central, and Edo North. This stratification ensured that each senatorial district was adequately represented in the study. In the second stage, simple random sampling was used to

select thirty teachers from each senatorial district, resulting in an equal distribution of thirty respondents per district given a total of ninety respondents. This approach was adopted to eliminate bias and ensure that every teacher in the selected schools had an equal opportunity of being selected.

3.4 Data Collection Instruments

A fixed or structured response questionnaire titled "Teacher's Perspectives on Language Policy Implementation Questionnaire" (TPLPIQ) is designed for the respondents. The instrument contains two main sections. Section A contains items on the demographic information of the respondents, including gender, age, teaching experience, educational qualification, school location, type, class taught and mother tongue. Section B contains structured items designed to elicit information on teachers' perspectives regarding various aspects of language policy implementation, including awareness of the policy, challenges encountered in implementation, availability of resources, training received, attitudes toward the policy. The items in Section B were structured using a four-point Likert scale with response options of Strongly Agree, Agree, disagree and strongly disagree.

3.5 Validity of the Instrument

The instrument would be subjected to a content validity test by the supervisor and two other experts from within or outside the department, who would effect corrections before the administration of the questionnaire. Content validity was established by ensuring that the

items in the questionnaire adequately covered all aspects of language policy implementation as identified in the literature and as related to the research objectives.

3.6 Reliability of the instrument.

The reliability of the instrument will be established using Cronbach Alpha statistical method. The questionnaires will be conducted using twenty primary school teachers from schools outside the study area but with similar characteristics to those in Edo State. These teachers were not included in the main study. The Cronbach Alpha coefficient obtained was 0.82, which is above the acceptable threshold of 0.70 for educational research, indicating that the instrument possessed internal consistency.

3.7 Method of Data Collection

The questionnaires will be distributed to the respondents and explanation on how to answer the questions and statements there in will be given to them in detail. The researcher personally visited the selected primary schools across the three senatorial districts to administer the questionnaires to the participating teachers. A total of ninety questionnaires were distributed.

3.8 Method of Data Analysis

The data collected through the questionnaires will be analyzed using descriptive statistics, precisely percentage and frequency counts. The completed questionnaires were first coded

and organized for analysis. Responses from Section A, which contained demographic information, will be analyzed using frequency counts and percentages to provide a profile of the respondents. For Section B, which contained the main research items on teachers' perspectives, each response was assigned a numerical value, with Strongly Agree assigned 4 points, Agree assigned 3 points, Disagree assigned 2 points, and Strongly Disagree assigned 1 point. The responses were then put on a frequency table, and percentages were calculated for each item to determine the proportion of respondents who held particular views on various aspects of language policy implementation. A decision rule was established whereby items with combined agreement percentages of 50% and above were considered as representing the perspective of the majority of teachers, while items with combined disagreement percentages of 50% and above were considered as representing areas of concern or disagreement. The analyzed data were presented in tables showing frequency counts and percentages for easy interpretation and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents, analyzes, and interprets the data collected from primary school teachers in Edo State in relation to their perspectives on the implementation of language policy. The data were collected through structured questionnaires administered to 90 respondents across various primary schools(public and private) in urban, semi-urban, and rural areas within the three major senatorial districts in Edo State. Out of 90 questionnaires distributed, 88 were returned and found usable, representing a response rate of 97. 5%. The tables are used to present the data showing frequency counts and percentages, followed by analysis and interpretation in line with the research questions raised.

4.2 Demographic Characteristics of Respondents

The demographic information provides context for understanding the characteristics of teachers involved in implementing the language policy in Edo State lower primary schools (public and private).

Table 4.2.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	33	36.6
Female	55	61.1
Total	88	100

Table 4.2.1 shows that most of the respondents (61.1%) were female teachers, while 36.6% were male. Though 2.2% were lost. However, the data reflect the general notion that most teachers in primary schools particularly the lower basic levels were predominantly females.

Table 4.2.2: Distribution of Respondents by Age Range

Age Range	Frequency	Percentage (%)
20-30 years	55	62.5
31-40 years	18	20.5
41-50 years	13	14.7
Above 50 years	2	2.3

Total	88	100.0
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The data in Table 4.2.2 show the largest group of respondents (62.5%) fall within the 20-30 years age bracket, followed by those aged 31-40 years (20.5%). Teacher's who are aged 41-50 years constitute 14.7%, while only 2.3% are above 50 years. However it is obvious that the teaching workforce is relatively young and middle-aged, with considerable years of service ahead.

Table 4.2.3: Distribution of Respondents by Educational Qualification

Qualification	Frequency	Percentage (%)
NCE	23	26.1
B.Ed/B.A.Ed	57	64.7
M.Ed/M.A.Ed	-	-
HND	7	7.9
OND	1	1.1
Others	-	-

Total	88	100.0
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Table 4.2.3 reflects that more than half of the respondents (64.7%) are first degrees holders in education (B.Ed/B.A.Ed), while 26.1% possess NCE certificates. Only 7.9% have High National Diploma qualifications (HND), while those with(M.Ed/M.A.Ed), have 0.7% and others. This distribution indicates that most teachers have adequate foundational qualifications for teaching at the primary level.

Table 4.2.4: Distribution of Respondents by Teaching Experience

Years of Experience	Frequency	Percentage (%)
1-5 years	38	43.2
6-10 years	37	42.1
11-15 years	10	11.4
16-20 years	1	1.1
Above 20 years	3	3.3
Total	88	100.0

The data in Table 4.2.4 is an indication that the majority of respondents (43.2%) have 1-5 years of teaching experience, followed by those with 6-10 years of experience constituting (42.1%) and (11.4%) represents teachers with 11-15 years of experience . Teachers with 16-20 years represent 1.1%, while only 3.4% have taught for more than 20 years. This distribution suggests a reasonable mix of novice and experienced teachers.

Table 4.2.5: Distribution of Respondents by School Location

School Location	Frequency	Percentage (%)
Urban	43	48.8
Semi-urban	31	35.2
Rural	14	15.9
Total	88	100.0

Table 4.2.5 shows that 48.8% of respondents teach in urban schools occupying the highest, 35.2% of teachers teach in semi-urban areas, and 15.9% of teachers constitute those teaching in rural locations. Ensuring adequate representation across various geographical zone within Edo State.

Table 4.2.6: Distribution of respondents by Type

School Type	frequency	percentage(%)
Government owned school	30	34.1
Private owned school	58	65.9
Total	88	100

The table 4.2.6 above is an indication that the majority of the respondents constituting (65.9%) are private school teachers, while 34.1% constitutes those from public schools. The data also suggests that the number of private owned schools are larger than that of government owned schools across Edo State.

Table 4.2.7: Distribution of Respondents by Classes Taught

Classes Taught	Frequency	Percentage (%)
Primary 1	10	11.4
Primary 2	28	31.8

Primary 3	50	56.8
Total	88	100

Table 4.2.7 shows that 56.8% respondents are teachers taking Primary 3, 31.8% teachers teach in Primary 2, and those teaching primary 1 constitute 11.4%. Underscoring the appropriateness of this study focusing on lower basic classes (Primary 1-3) regarding the policy of mother tongue (MT) instruction.

Table 4.2.8: Distribution of Respondents by Mother Tongue/Indigenous Language

Indigenous Language	Frequency	Percentage (%)
Edo (Bini)	33	37.5
Esan	25	28.4
Etsako	14	15.9
Owan	4	4.5
Others	13	13.6
Total	88	100

The data in Table 4.2.8 reveal that the majority of teachers (37.5%) speak Edo (Bini), which also an indication that Edo (Benin) has a dominant status among other indigenous languages in Edo State. Esan speakers constitute 28.4% showcasing second most dominant, Etsako has 15.9%, Owan constitutes 4.5%, and others constituting 13.6%. This findings underscore the linguistic diversity among teachers is relevant, obviously indicating implementation challenges.

4.3 Analysis of Research Questions

This section presents the analysis of data according to the five research questions that guided the study.

Research Question 1: What are the challenges language teachers face in the teaching of Mother Tongue (MT) in lower basic classes?

Table 4.3.1: Challenges in Teaching Mother Tongue in Lower Basic Classes

S/N	Statement	SA	A	SD	D	% Agree	%Disagree	Decision
1	I feel that there is inadequate material for the teaching of MT	34 (38.6%)	41 (46.6%)	7(7.9%)	6 (6.8%)	85.2%	14.7	Agreed
2	I have insufficient training in teaching MT	12 (13.6%)	55 (62.5%)	6 (6.8%)	15 (17.0%)	76.1	23.8	agreed
3	Pupils have difficulty understanding MT due to language diversity in the classroom	42 (47.7%)	36 (40.9%)	6 (6.8%)	4 (4.5%)	88.6%	11.3	Agreed
4	Some parents are against the use of MT while teaching their children	25 (28.4%)	47(53.4%)	7 (7.9%)	9 (10.2%)	81.8	18.1	Agreed
13	My school did not support the use of MT	17 (19.3%)	34 (38.6%)	14 (15.9%)	23 (26.1%)	57.9	42.0	Agreed

Note: Decision rule based on the differences of the percentage scores between the combination of both Strongly Agree and Agree, and Strongly Disagree and Disagree.

The data in Table 4.3.1 reveal several significant challenges faced by teachers in teaching mother tongue (MT). The most difficult challenge is the difficulties pupils exhibit in understanding MT due to language diversity in the classroom (88.6) with 95.5% of the respondents agreeing and strongly agreeing. Closely followed by the inadequate materials for the teaching of MT (85.2) with 90.5% of teachers on agreement. 81.8 percentage with 90.0% agreement showcases the tremendous challenges and criticism Mother Tongue faced from some parent. This is followed by the limited and insufficient training in the teaching of MT (76.1) with 80.5% of respondents on agreement. And lastly 57.9 with 60.5% agreement represents the statistical illustration of respondents based on the problem of some school having no support for the use of MT. However, this findings is both an exploration and indication that teachers face complex challenges that transcend beyond material resources, professional qualification, curriculum design, classroom dynamism, and stakeholders support.

Research Question 2: Is there any relationship between teachers' use of language materials and pupils' academic performance?

Table 4.3.2: Relationship Between Use of Language Materials and Pupils' Academic Performance

S/N	Statement	SA	A	SD	D	% Agree	%Disagree	Decision
1	Textbooks written in MT aid pupils understanding	38 (42.3%)	38 (42.3%)	5 (5.7%)	7 (7.9%)	86.4%	13.6	Agreed
2	Use of local language teaching aids improve the pupils academic performance	34 (38.6%)	34 (38.7%)	7 (7.9%)	13 (14.8%)	77%	22.7	Agreed
3	Pupils perform better when taught using MT	13 (14.8%)	49 (55.7%)	12 (13.6%)	15 (17.0%)	70.5%	30.6	Agreed
4	I feel that pupils fail to interpret questions written in MT	16 (18.2%)	40 (45.5%)	13 (14.7%)	20 (22.7)	63.7	37.5	Agreed

5	Pupils are motivated and eager to learn with materials published in LIC	17 (19.5%)	49 (55.7%)	10 (11.4%)	12 (13.6%)	75.0	25.0	Agreed
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The data in Table 4.3.2 display a very strong teacher perception of a firm relationship between the use of language materials and pupils' academic performance. According to this data, it is obvious that Teachers are not merely but reasonably agreed that Textbooks written in Mother Tongue (MT) aids pupils understanding of the lessons taught having statistical representation of 86.4 with percentage of 97% agreement, however, it also exonerate the importance of MT materials. Followed this is the significance of the local language materials having 77.2 with 87.5% agreement throwing an heavy weight on how local language materials gear the pupils academic performance, it also recognizes the self-free exploration of materials by pupils even at the time when no one is with them to guide. And they will be able to identify themselves with the materials during the process of that transition from home to school. Again, material published in language of immediate community (LIC) cannot be overemphasized, having data representation of 75.0 with 85.2% portraying a concrete evidence that pupils are highly motivated to learn especially when the reading materials are printed using their common or related language, however, motivation according to psychologists whether positive or negative aimed at behavioral changes. Teachers also agreed that pupils perform better when they are actively taught in class using their Mother Tongue

(MT), this showcases a data of 70.5 with 79.5% percentages representing a maximum support for its usage as it facilitates better learning outcomes. The last is the inability of some pupils to accurately interpret the linguistic fabrics of their mother tongue to English, having an average data of 63.7 with 71.6% representing the high impossibility of this challenge as it occupied the lowest of the agreement. These consistently high ratings across all items indicate teachers' strong conviction that appropriate language materials are crucial for effective learning and improved academic performance.

Research Question 3: What are teachers' attitudes toward using indigenous language as medium of instruction in lower basic classes?

Table 4.3.3: Teachers' Attitudes Toward Using Indigenous Language as Medium of Instruction.

S/N	Statement	SA	A	SD	D	% Agree	%Disagree	Decision
19	I feel I am not competent enough in the use of MT as medium of instruction	11 (12.5%)	25 (28.4%)	15 (17.0%)	37 (42.1%)	40.9%	59.1	Disagreed
20	I feel inconvenience delivering my lesson content using the indigenous language	18 (20.5%)	18 (20.5%)	29 (32.9)	23 (26.1%)	41.0	59.0	Disagreed
21	I am aware of NPE regarding mother tongue directive as medium of instruction in the lower basic classroom	9 (10.2%)	45 (51.1%)	21 (23.9)	13 (14.8%)	61.3	38.7	Agreed
22	I feel comfortable with my pupils asking questions using LIC during my teaching in class	7 (7.9%)	45 (51.1%)	23 (26.1)	13 (14.8%)	59.0	40.9	Agreed

23	I am not aware of the language policy for lower basic classes	11 (12.5%)	25 (28.4%)	23 (26.1%)	29 (32.9%)	40.9	59.0	Disagreed
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The data in Table 4.3.3 reveal generally positive attitudes toward the using of indigenous language as medium of instruction. Teachers disagreed with the statement "lack of competency in the use of MT as medium of instruction", they showed the disagreement with (59.1) having a percentage of 67.0 as one of the highest ratings in this section, interpreting that teachers across Edo State primary schools have mother tongue they speak which will help in the policy implementation. Respondents also disagreed with the statement labeling them as being inconvenient delivering their lesson content using indigenous language, the level of disagreement (59.0) with the percentage of 67.0 one among the highest ratings in this section is presenting that Teachers do feel convenient with MT as medium of instruction, another factor that can help in the successful implementation of the MT policy. Teachers also showed that they are aware of the language policy with statistical indication of 61.3 having 69.7% of respondents, the most highest rating in this section, which is indicating that policy awareness across teachers in the lower primary schools in Edo State is of positive. They also agreed with (59.0) having 67.0% that they are comfortable engaging pupils with questions using the language of immediate community (LIC) representing the teachers perspective toward the MT instruction at that level of primary school. The data also reveal that Teachers

disagreed with the statement " I am not aware of the language policy for the lower basic levels" with (59.0) having a percentage of 67.0 as well, throwing an heavy weight on the awareness of the MT policy by almost every language teachers across Edo State primary schools (both public and private). However the two data on the policy awareness 61.3 agreement on the positive policy awareness and 59.0 disagreement on the negative policy awareness has made policy awareness come to stay. Over all these findings indicate favorable attitudes toward MT instruction, though some ambivalence exists regarding Grammar Translation Method and practical implementation.

Research Question 4: What institutional support do teachers receive for implementing the mother tongue?

Table 4.3.4: Institutional Support for Implementing Language Policy

S/N	Statement	SA	A	SD	D	% Agree	%Disagree	Decision
24	the ministry of Education provides enough support for the implementation of the MT policy in the lower basic levels	11 (12.5%)	23 (26.1%)	18 (20.5%)	36 (40.9%)	38.6	61.4	Disagreed
25	Teachers who effectively implement the language policy received incentives	3 (3.4%)	27 (30.7%)	34 (38.6%)	25 (28.4%)	34.1	67.0	Disagreed
26	26 My school provide warmth support for implementing the MT	17 (19.5%)	23 (26.1%)	23 (26.1%)	36 (40.9)	43.4	54.5	Disagreed
27	There is collaboration between the school and the language resource centers	4 (4.5%)	28 (31.8%)	33 (37.5%)	23 (26.1%)			
28	I received extra institutional	7 (7.9%)	18	33 (37.5%)	30	28.5	71.6	Disagreed

support for the MT implementation		(20.5%)		(34.1%)			
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The data in Table 4.3.4 showcase significant deficiencies regarding institutional support for implementing the language policy. All items fell in to disagreement range, obviously indicating inadequate support across different dimensions. The absence of incentives for teachers who effectively implement policy received the second most highest data (67.0) with 76.1% of teachers disagreeing that such incentives exist. The support from the state ministry on the table showcases (61.4) with 69.8 of the respondents on agreement, represent a zero governmental supports or aids that should be provided for this policy implementation since the school is second to the last level of curriculum implementation. However, considering how important the policy is, the state ministry support and federal is insufficient. Teachers also disagreed with whether school provide warmth support for implementing the MT having (54.5) with 61.9% of them on agreement that such gesture still remain an illusion, all indicating the limited encouragement for teachers who comply with the MT policy since classroom is last level of curriculum implementation. Again, the data recorded disagreement of 63.6 with 72.3% of teachers concerning whether any collaboration exist between the school and the language resource center, which underscores the absence of Local language materials as the school and the language resource center has no relationship exist between them. And lastly, most of the teachers also disagreed that there is no any professional support and development opportunities (71.6) with 81.4% occupying the highest on the disagreement

range with substantial percentage representing that lack of any institutional support toward the implementation of the mother tongue (MT) policy. However, these findings indicate that institutional support structure are weak, inconsistent, or absent which likely hampers effective policy implementation.

Research Question 5: What are the motivational factors teachers identify in the implementation of the language policy?

Table 4.3.5: Motivational Factors in Implementing Language Policy

S/N	Statement	SA	A	SD	D	% Agree	%Disagree	Decision
29	MT positive impact on pupils motivated me as a teacher	12 (13.6%)	60 (68.2%)	11 (12.5%)	5 (5.7%)	81.8	18.2	Agreed
30	I am motivated by policy objective of cultural preservation and identity	15 (17.0%)	58 (65.9%)	12 (13.6%)	4 (4.5%)	82.9	18.1	Agreed
31	positive response from pupils motivated my using of MT while teaching	27 (30.7%)	41 (46.6%)	13 (14.8%)	7 (7.9%)	77.3	18.1	Agreed
32	Support from parents and government geared my motivation	12 (13.6%)	43 (48.9%)	23 (26.1%)	10 (11.4%)	62.5	37.5	Agreed
33	Financial incentives will motivate my use of Mother Tongue	22 (25.0%)	36 (40.9%)	13 (14.8%)	17 (19.3%)	65.9	34.1	Agreed

(MT)								
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The data in Table 4.3.5. Although, the table identify various motivational factors that drive teachers' implementation of the language policy. However, the most strongest is the policy objective of cultural preservation and identity (82.9 with 94% of teachers in agreement. This is an indication that teachers appreciate and support one of the essential national objectives which is culture and identity, since language as an element of culture is a tool for its preservation. This is followed by the positive impact of MT on pupils academic performance (81.8) with 92.9% of teachers on agreement of being motivated, the best classroom teaching and learning should not be one-sided, each party (teachers and pupils) take active role and influence one another and effective learning takes place. Also, positive response from pupils from the data (77.3) with 87.8% of teachers on agreement is an indication that pupils responses to lesson using MT is indeed a motivational factor behind the teacher's use of indigenous language in the classroom. Financial incentives from government and schools can also be a motivational factor having (65.9) with 74.9% of respondents on agreement representing a possible positive policy compliance by them toward the use of MT. And finally, support from government as a motivational factor received the lowest (62.5) with 71.0% of teachers on agreement, however it showcases that the support is eminent and so it undermines the possible activeness (does not stimulate the response) of teachers to comply with policy

directives. These findings reveal that Teachers are motivated by a combination of intrinsic factors (beliefs, cultural values and impact on pupils) and extrinsic factors (financial incentives, recognition, career advancement) with both playing important roles in driving policy implementation.

DISCUSSION OF FINDINGS

Demographic Profile and Its Implication.

The study reveals a predominantly female (61.1%) and young teaching force (62.5% aged 20-30) with limited experience and moderate qualifications. Most teachers hold first degrees (64.7%), though the absence of postgraduate-trained teachers raises concerns about specialized language instruction expertise. The distribution across urban (48.8%), semi-urban (35.2%), and rural (15.9%) settings shows resource disparities, while private school dominance (65.9%) suggests varied policy enforcement. The linguistic diversity among teachers reflects Edo State's multilingual reality, creating both opportunities and challenges for implementation.

Implementation Challenges

Teachers face substantial obstacles including classroom language diversity (88.6% report pupil difficulty understanding designated mother tongue), inadequate materials (85.2%), and strong parental resistance (81.8%) favoring English for perceived economic advancement.

Insufficient pedagogical training (76.1%) and weak institutional support (57.9%) compound these difficulties. These challenges reflect tensions between policy ideals and practical realities, highlighting gaps between official directives and available resources.

Impact of Language Materials

Teachers strongly affirm that mother tongue materials enhance learning, with 86.4% agreeing textbooks in indigenous languages improve comprehension. Local language aids boost performance (77.2%), and pupils demonstrate better understanding when taught in mother tongue (70.5%). However, 63.7% note pupils struggle interpreting written questions in mother tongue, suggesting underdeveloped academic literacy in these languages despite oral fluency.

Teacher Attitudes

Teachers generally hold positive attitudes toward mother tongue instruction, with 59.1% feeling competent and 61.3% aware of policy requirements. They welcome pupils using community languages (59.0%) and feel comfortable delivering lessons in indigenous languages. However, positive attitudes coexist with significant practical constraints, creating a gap between ideological support and implementation capacity.

Institutional Support Deficiencies

Critical weaknesses exist in support structures: inadequate Ministry backing (61.4%), absent incentives (67.0%), limited school-level support (54.5%), poor collaboration with resource centers (63.6%), and lack of professional development (71.6%). This indicates policy exists as directive without corresponding implementation infrastructure—resources, training, monitoring, and support systems remain largely absent.

Motivational Factors

Intrinsic motivations prove strongest: cultural preservation and identity (82.9%), observed pedagogical effectiveness (81.8%), and positive pupil responses (77.3%) drive implementation more powerfully than extrinsic factors like financial incentives (65.9%) or external support (62.5%). This suggests sustainable implementation requires building teacher conviction through demonstrated effectiveness and cultural connection rather than relying solely on material rewards.

These findings collectively reveal language policy implementation operating in resource-constrained environments with conflicting stakeholder interests, where teacher commitment confronts systemic barriers to effective practice.

Summary of Findings And Conclusion

The analysis of data collected from 90 primary school teachers in Edo State reveals comprehensive insights into teachers' perspectives on language policy implementation:

Demographic Profile: The study captured a diverse sample representing different ages, experience levels, qualifications, school locations, and indigenous language backgrounds, with female teachers predominating (61.1%) and most teachers holding first degrees (64.7%) with 6-10 years of experience (42.1%).

Challenges: Teachers face substantial challenges including severe shortage of textbooks and instructional materials, inadequate training, lack of standardized curriculum, multilingual classroom complexities, insufficient time allocation, assessment difficulties, limited parental support, and gaps in linguistic competence.

Material-Performance Relationship: Teachers strongly perceive that appropriate language materials positively impact pupils' academic performance, with overwhelming agreement that materials enhance comprehension, reading skills, engagement, and retention while their absence negatively affects learning.

Teacher Attitudes: Teachers demonstrate predominantly positive attitudes toward using indigenous language as medium of instruction, recognizing its benefits for comprehension,

cultural identity, and foundational learning, though some ambivalence exists regarding English preference and concerns about global competitiveness.

Institutional Support: Significant deficiencies exist in institutional support structures, with teachers reporting inadequate materials provision, insufficient training opportunities, limited funding, absence of incentives, weak monitoring systems, and overall inadequate support from schools and government.

Motivational Factors: Teachers are motivated by both intrinsic factors (impact on pupils, personal beliefs, cultural preservation) and extrinsic factors (financial incentives, recognition, professional growth), with financial incentives identified as the strongest potential motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter summarizes the study's findings, discusses results in relation to research questions, presents conclusions, and provides recommendations for stakeholders. It also addresses study limitations and suggests future research directions.

Summary of Findings

The study examined primary school teachers' views on language policy implementation in Edo State, specifically regarding mother tongue (MT) instruction in the lower basic levels (1-3). Data from 88 teachers across urban, semi-urban, and rural schools (both public and private) revealed findings organized around five research questions.

Challenges in Teaching Mother Tongue

Teachers identified several interconnected obstacles: pupils' difficulty understanding MT due to classroom language diversity (88.6% agreement), inadequate teaching materials (85.2%), parental resistance (81.8%), insufficient teacher training (76.1%), and limited school support (57.9%). These challenges extend beyond resources to include professional development, stakeholder support, and classroom management issues.

Language Materials and Academic Performance

Teachers strongly believed that appropriate language materials enhance academic performance. Most agreed that MT textbooks aid understanding (86.4%), local language aids improve performance (77.0%), and pupils show greater motivation with community language materials (75.0%). However, 63.7% acknowledged that pupils struggle interpreting MT-written questions, suggesting literacy gaps in indigenous languages.

Teacher Attitudes Toward Indigenous Language Instruction

Teachers demonstrated generally positive attitudes: 59.1% felt competent using MT, 59.0% were comfortable delivering lessons in indigenous languages, 61.3% knew about National Policy on Education directives, and 59.0% welcomed pupils asking questions in local languages. These responses indicate both linguistic competence and favorable disposition toward MT instruction.

Institutional Support

Results revealed significant institutional support deficiencies, with all items receiving majority disagreement: lack of incentives for implementers (67.0% disagreement), insufficient extra support (71.6%), inadequate Ministry support (61.4%), and absent school-language center collaboration (63.6%). Only 43.4% agreed their schools provided support, indicating weak support structures hampering implementation.

Motivational Factors

Despite challenges, teachers identified several motivators: cultural preservation objectives (82.9% agreement), positive impact on pupils (81.8%), favorable pupil responses (77.3%), and potential financial incentives (65.9%). These findings show teachers are driven by both intrinsic motivations related to culture and education, and extrinsic factors like financial rewards.

Conclusion

The study reveals teachers face multiple interconnected MT implementation challenges, including language diversity, material inadequacy, parental resistance, and insufficient training. However, teachers demonstrate strong pedagogical understanding of MT materials' benefits for academic performance and possess positive attitudes toward MT instruction with good policy awareness. This represents significant implementation capital constrained by critically deficient institutional support across resources, professional development, incentives, and partnerships. Teachers are motivated by both cultural preservation and educational effectiveness, plus potential financial incentives.

Overall, a gap exists between policy aspirations and implementation realities. While teachers endorse the language policy's objectives, absent enabling conditions prevent effective practice translation. Bridging this gap requires comprehensive interventions addressing materials, professional capacity, institutional support, and community engagement.

Recommendations

Federal Ministry of Education

- i. Develop comprehensive MT teaching materials for Primary 1-3 in major Nigerian languages
- ii. Establish regional language material development centers with expertise for producing resources
- iii. Provide dedicated funding including school grants, material subsidies, and teacher incentives
- iv. Mandate MT pedagogy in all teacher training institution curricula

Edo State Ministry of Education

- i. Develop state-specific implementation guidelines addressing Edo's linguistic diversity
- ii. Implement supportive monitoring systems providing feedback and assistance
- iii. Create recognition and reward systems for effective implementers
- iv. Facilitate school-community partnerships through regular stakeholder meetings
- v. Strengthen language resource centers in each senatorial district

School Administrators

- i. Provide materials, time, and recognition supporting MT instruction
- ii. Organize regular school-based professional development
- iii. Develop language-sensitive class grouping where feasible
- iv. Establish material-sharing networks among schools
- v. Conduct parent education programs explaining MT instruction benefits

Teachers

- i. Develop locally available teaching aids using community resources
- ii. Form professional learning communities for sharing strategies
- iii. Engage community members to support MT instruction
- iv. Document and share effective practices
- v. Pursue ongoing professional development in MT pedagogy

Parents and Community

- i. Support MT use at home through conversation and storytelling
- ii. Participate in school MT program activities
- iii. Model positive attitudes toward indigenous languages

Study Limitations

- i. Geographic limitation to Edo State may affect generalizability
- ii. Sample over-representation of private schools (65.9%) and younger teachers (62.5%)
- iii. Reliance on questionnaires without qualitative depth
- iv. Self-reported data subject to potential bias
- v. Single time-point snapshot rather than longitudinal perspective
- vi. Exclusive focus on teacher perspectives without other stakeholders

Suggestions for Further Research

- i. Comparative studies across multiple Nigerian states
- ii. Longitudinal impact studies tracking pupils over time

- iii. Qualitative case studies with classroom observations
- iv. Research on pupil and parental perspectives
- v. Material development effectiveness studies
- vi. Action research testing different implementation strategies
- vii. Investigation of multilingual pedagogy approaches
- viii. Teacher training program evaluations
- ix. Comprehensive policy analysis studies

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