

Effect of Mother Tongue on Junior Secondary School Students' Performance in Mathematics in Moba Local Government Area, Ekiti State, Nigeria

Fabiyi, Titilayo Ruth (Ph. D.)¹, Oyerinde, Omotayo Oluseun (Ph.D)²

Department of Science Education, Faculty of Education, Ekiti State University.

DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0207>

Received: 02 April 2026; Accepted: 08 April 2026; Published: 05 May 2026

ABSTRACT

This study investigated the effect of mother tongue (Yoruba language) on junior secondary school students' performance in Mathematics in Moba Local Government Area of Ekiti State, Nigeria. The study adopted a quasi-experimental pretest–posttest control group design comprising 72 Junior Secondary School Two (JSS II) students, with 32 assigned to the experimental group taught using Yoruba and 40 to the control group taught using English. A researcher-designed Mother Tongue Mathematics Performance Test (MTMPT) with a reliability coefficient of 0.84 was used to collect data. Two research questions and two hypotheses guided the study. Data were analyzed using mean, standard deviation, and independent samples *t*-test. The results revealed a significant difference in the post-test performance of students exposed to instruction in Yoruba and those taught in English, with the experimental group outperforming the control group. The study also found no significant gender difference in the performance of students taught Mathematics using the mother tongue, indicating that both male and female students benefitted equally from Yoruba instruction. The findings suggest that the mother tongue enhances comprehension, reduces linguistic barriers, and supports better performance in Mathematics. The study concludes that Yoruba language is an effective medium for improving students' understanding and achievement in Mathematics. It recommends the integration of mother tongue instruction into Mathematics classrooms, teacher training to support this approach, and curriculum review to accommodate indigenous language-based instruction for improved learning outcomes.

Keywords: Mothers Tongue, Junior Secondary School Students, Students' Performance.

INTRODUCTION

Mathematics is an important subject in day to day activity that every human being practices in everyday life in one way or the other. Mathematics is the science of structure, order, number, space and quantity .It is also a relationship that revolves around the elementary practice of counting, measuring, description of shapes and objects. It is the foundation of science and technology which is the essential requirement for the development of a nation (Oginni, 2013). Mathematics is an important discipline that any nation thinking of developing scientifically and technologically must not ignore. Popoola and Akinwande (2013) described Mathematics as an essential tool needed to be able to function effectively in the present technological age. Mathematics is recognized by many as the bedrock of several subjects in the school curriculum, and it is indispensable to the national goal and objectives. Mathematics is a discipline that helps individual learners to develop logical reasoning ability that can make them self-reliant. Mathematics is one of the core subjects offered by all students at both primary and secondary schools and must be passed at credit level before gaining admission into any higher institution of learning (Ayeni, 2012). Mathematics is applicable to a wide range of fields such as sciences, engineering, technology, social sciences, arts, and among others.

Despite the uniqueness, innumerable importance and usefulness of Mathematics to the national development, the students' performance remained poor. This poor performance could be attributed to inadequate grasp of the language of instruction among others (Abubakar, Umar, & Musawa, 2015). Therefore, there is need for selection of the suitable language (native language) as a medium of instruction in teaching and learning of Mathematics.

Language is a means of communication. Akinkoutu, Ologunde and Famakinwa (2022) defined language as a means of communication that is used to transfer information, ideas, and feelings from one person to another. Language is also a system of communication based on words and the combination of words into sentence. By using language, people can develop their knowledge and know about something.

The National Policy on Education (FRN, 2013) affirmed that Government recognizes the importance of language as a means of promoting social interaction, national cohesion and preservation of our culture. The policy endorsed the need for every child to learn the language of the immediate environment. In the interest of national unity, it is expedient that every child shall be required to learn one of three major Nigeria languages (Hausa, Igbo or Yoruba). It is not surprising that many children cannot speak any of the indigenous languages including their mother tongue. The challenges of teaching in mother tongue may remain unattainable unless Nigeria educational system is decolonized, English may remain the official language since it is our colonial heritage (Adekunle, 2008). Fafunwa (1998) attributed continued retention of English as our official language to colonial mentality. He stressed that students should be given early education in mother tongue, because it will last longer in their memory than any other tongue. Similarly, the United Nation Education Scientific and Cultural Organisation (UNESCO, 1953) found out that children will excel more when taught in local language. Fafunwa (1998) faulted the school of taught that Yoruba or other native language have no numerals, scientific formulas and terms. Since English used Arabic numeral successfully, any Nigerian languages could as well borrow numeral and others from other region of the world. All great, highly developed countries of the world speak their languages.

Mother tongue is the language one first learned, one's grew up with and one's native language. It is usually referred to as child's first language. Nwali (2014) and Ivan (2018) defined mother tongue as the local language of a group of people living together in a community. The researchers further stated that mother tongue is the form of language spoken by a group of people living together in an area and the language spoken may be different from others. These differences are usually in terms of grammar, words, writing, pronunciation, and so on that may be different from others. Mother tongue is synonymously used with other terms like dialect, and language of immediate community.

Oginni, O.I. and Owolabi, O.T (2013) observed the use of mother tongue to teach the basic concepts of Mathematics operations and other concepts of Mathematics help build a strong foundation for the understanding and learning of Mathematics. It is noted that the use of mother tongue can significantly impact academic performance. Studies show that employing the mother tongue as an instructional medium can enhance academic performance of students in Mathematics (Adeniji, Saddiq, Ameen, & Salman, 2019).. This implies that learning Mathematics in mother tongue is very crucial Students have to learn and understand Mathematics perception through a language, this arises the need of making use of the correct vocabulary as they make mathematical inquires, elucidations and create inferences (Tracy 1994 in Abubakar, Umar & Musuwa, 2015). Also, Abubakar (2015) carried out a study to determine the effect of language on junior secondary school students' academic performance in Mathematics. The statistical analysis showed there was a significant difference before and after the learning and teaching in mother tongue (Hausa) on students' performance in Mathematics.

In the same vein, Sunday, Oduwole and Olaoye (2021) in their study noted that mother tongue is crucial for students as it connects them to their culture, enhance cognitive development and facilitates learning other languages. It is emphasized that teaching in a language students understand is essential to prevent limited high drop-out rates, and ineffective education models. Emphasizing mother tongue in teaching and learning of Mathematics not only allows students to relate to their everyday reality but also helps in creating a culturally inclusive learning environment that fosters student flourishing and reduces educational inequities. Therefore, promoting mother tongue in teaching and learning of Mathematics is vital for comprehensive student development and effective learning outcome. Om the other hand, Oluwole (2008) was of the opinion that mother tongue influences the students' poor performance in English.

Unfortunately, the use of mother tongue in teaching and learning of Mathematics have not been encouraging in the Nigeria school system. Formal education was introduced to Nigeria with little or no attention devoted to the teaching and learning of Mathematics using indigenous language (mother tongue) of the people, rather than

using a foreign language (English). Also, mother tongues were regarded as inferior to English language, and no attention was paid to mother tongue at all, the English language is the focus and it serves as the medium of communication for other aspects of the school curriculum. In fact, it is regarded as 'lingua franca' in Nigeria.

According to Anyagh, O'kwu and Imoko (2016), students' poor achievement in Mathematics and Mathematics related courses is one of the problems in Africa. This is as a result of inadequate understanding of the language of instruction as a major source of under-achievement in school Mathematics (Anyagh, Imoko, & Anyo, 2017). Also, English Language poses challenges to learning and teaching of Mathematics because the language was imposed on the people of Nigeria by the colonial masters. (Okudo, 2013).. Ojetunde (2012) showed that Nigeria ranks third in the world with 516 ethnic languages spoken, below Papua New Guinea with 820 and Indonesia with 742.

However, a lot of reasons have been proffered for the challenges militating against the use of mother tongue to teach, which include: Lack of awareness, linguistically mixed classroom especially in urban areas, Government policy, inadequate and insufficient use of instructional materials, among other (Edith, Albert, & Okafor-Agbala, 2021).. These challenges militating against using mother tongue to teach has hindered the implementation of mother tongue in teaching and learning of Mathematics.

This study put into consideration gender as a possible influential factor on students' academic performance in Mathematics. Gender is the sex status of the students in terms of male and female. Over the years, there has been a growing awareness of the role of female children at home, school, and community in general. Certain vocations and professions have traditionally regarded for male children such as medicine, engineering, architecture among others and for female children such as typing, catering, nursing, among others (Oludipe; 2012). However, there have been conflicting findings on how gender influences students' performance in Mathematics. It seems the influence of gender varies according to school subjects. For example, Kolawole (2007) revealed that male students perform better than female students in the cognitive, affective and psychomotor skill achievement when using their mother tongue. While Abubakar and Adegboyega (2012) reported that gender was insignificant in the academic performance of students in Mathematics Salami (2013) and Adamu (2016) posited that factors resulting from gender differences such as the rate at which male students learn practical skills may be different from the rate at which their female counterparts learn. Likewise, it is believed that gender also contributes to the differences in students' academic achievement rate. However, key factors are the teacher and the medium of instruction. use in the teaching and learning process (Olanrewaju, 2013).

It is in light of this background that the study investigated the effect of mother tongue on junior secondary school students' performance in Mathematics taking into consideration gender.

Statement of the Problem

The use of mother tongue in the teaching and learning of Mathematics in the public secondary schools has not been encouraged. This may be as a result of the use of English language has an official language in the Nigeria educational system instead of mother tongue. It has been observed that some concepts in Mathematics seem to be abstract in nature are taught using English language which has led many students to develop negative attitude towards Mathematics. It has been noted that some of the junior secondary schools students cannot interpret some mathematical language as well as translating some words problems correctly thereby increasing students' poor performance in Mathematics. Studies also revealed that the use of mother tongue in the teaching and learning of Mathematics may influence students' performance in Mathematics based on their gender. For these reasons, the study investigated the effect of mother tongue (Yoruba language) on junior secondary school students' performance in Mathematics in Moba Local Government Area, Ekiti -State, Nigeria.

Purpose of the Study

This study investigated the effect of mother tongue (Yoruba language) on junior secondary school students' performance in Mathematics in Moba Local Government Area, Ekiti -State, Nigeria.

Specifically, the study:

- i. Investigated the effect of mother tongue (Yoruba language) on students' performance in Mathematics.
- ii. Determined the effect of gender on the students' performance in Mathematics using mother tongue (Yoruba language).

Research Questions

1. Is there any difference in the performance of students expose to the use of mother tongue (Yoruba language) and English language in Mathematics?
2. Is there any gender difference in the performance of students expose to the use of mother tongue (Yoruba language) in Mathematics?

Research Hypotheses

1. There is no significant difference in the performance mean scores of students expose to the use of mother tongue and those not expose to mother tongue.
2. There is no significant gender difference in the performance mean scores of students expose to the use of mother tongue.

Research Design

The study adopted a two group of quasi- experimental of pretest, posttest and control group design type with one experimental and one control groups. This design was considered appropriate because it involved an intact class. It carefully marked and recorded students' scores at different stages of the study.

Population

The population for the study comprised all the Junior Secondary School Two (JSS II) students in Moba Local Government Area (LGA) of Ekiti State as at the time of this study.

Sample and Sampling Technique

The sample for the study consisted of 62 JSS II students in the selected schools using intact class. Purposive sampling technique was used to select the school for experimental group .base on the fact that the teacher must have the ability and mastery of the subject matter using mother tongue (Yoruba language) while the control group was randomly selected. The experimental group consisted of 32 students (18 male and14 female) while the control group consisted of 40 students (17 male and 23 female).

Research Instrument

The instrument used for this study was Mother Tongue Mathematics Performance Test (MTMPT) designed by the researcher. It consisted of two sections. First section consisted of the students' bio-data, while the second part consisted of 30 multiple choice questions with four options (A-D) on MTMPT. The questions were drawn from Basic Examination Certificate Examination (BECE) past questions for the periods of four years and were answered for one hour. The instrument was validated by seasoned Mathematics teachers in secondary school as well as expert from Tests and Measurement for both face and content validity. The reliability of the instrument was determined using test re-test method of testing reliability and later subjected to Pearson Product Moment Correlation Coefficient method of analysis; the reliability coefficient of 0.84 was obtained.

Experimental Procedure

The study lasted for eight weeks. one week for the pre-treatment stage, six weeks for treatment of instruments while post-treatment stage last for one week.

Data Analysis

The data collected for the study was analysed using descriptive and inferential statistics. The research questions were answered using mean and standard deviation while hypotheses 1 and 2 were analysed using t-test. All the hypotheses were tested at $\alpha = 0.05$ level of significance..

RESULTS AND DISCUSSION

Research Question 1: Is there any difference in the performance of students expose to the use of mother tongue (Yoruba language) and English language in Mathematics?

Table 1: Mean and Standard Deviation Analysis of Performance of students in Mathematics (Pre-test and Post-test) of JSS II for the Experimental and Control Group

Group	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Experimental (Yoruba language)	32	7.41	1.25	24.53	2.14	17.12
Control (English language)	40	7.15	1.31	14.25	1.54	7.10

Table 1 revealed that pre-test mean scores for experimental and control groups were 7.41 and 7.15 respectively while corresponding standard deviation were 1.25 and 1.31. Likewise, the post-test mean scores and standard deviation revealed the following 24.53 (2.14) and 14.25 (1.54) for experimental and control group respectively. The mean difference of average performance of the students in the experimental group was higher than control group. This implies that the use of mother tongue improves students' performance in Mathematics than the use of English language.

Research Question 2: Is there any gender difference in the performance of students expose to the use of mother tongue (Yoruba language) in Mathematics?

Table 2: Mean and Standard Deviation Analysis of Male and Female students/

Performance in Mathematics (Pre-test and Post-test) of JSS II for the Experimental Group

Gender	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Male	18	7.17	1.30	24.67	2.14	17.50
Female	14	7.71	1.10	24.36	2.19	16.65

Table 2 revealed that pre-test mean scores for male and female students were 7.17 and 7.71 respectively while corresponding standard deviation were 1.30 and 1.10. Likewise, the post-test mean scores and standard deviation revealed the following 24.67 (2.14) and 24.36 (2.19) for male and female students respectively. The mean difference of average performance of male (24.67) was higher than female (24.36) students taught using Mother tongue (Yoruba Language). This implies that the use of mother tongue improves male students' performance in Mathematics than female students.

Hypothesis 1

There is no significant difference in the performance mean scores of students exposed to the use of mother tongue and those not exposed to mother tongue.

Variable	Gender	n	M	SD	t	df	p
Mathematics Performance	Male	18	24.67	2.14	0.40	27.77	.692
	Female	14	24.36	2.19			

The results indicate a statistically significant difference in Mathematics performance between students taught using the mother tongue (Yoruba language) and those taught with English language. Students in the experimental

group, who received instruction through Yoruba, recorded a markedly higher mean score ($M = 24.53$) compared to their counterparts in the control group ($M = 14.25$). The computed t -value of 22.85, which is significantly greater than the critical value at $p < .001$, shows that this difference is not due to chance.

Hypothesis 2

There is no significant gender difference in the performance mean scores of students exposed to the use of mother tongue.

Variable	Gender	n	M	SD	t	df	p
Mathematics Performance	Male	18	24.67	2.14	0.40	27.77	.692
	Female	14	24.36	2.19			

The comparison of male and female students taught using the mother tongue shows no significant difference in their Mathematics performance. Although male students had a slightly higher mean score ($M = 24.67$) compared to female students ($M = 24.36$), the difference was negligible and statistically insignificant, $t(27.77) = 0.40$, $p = .692$. This result indicates that both genders benefitted almost equally from being taught in their mother tongue.

DISCUSSION

The purpose of this study was to examine the effect of mother tongue (Yoruba language) on junior secondary school students' performance in Mathematics in Moba Local Government Area of Ekiti State. The analysis addressed differences in achievement between students taught using Yoruba and those taught using English, as well as whether gender had any influence on the performance of students exposed to mother tongue instruction.

The results showed a remarkable improvement in the Mathematics performance of students who received instruction in Yoruba when compared to those taught through English. The experimental group exposed to Yoruba achieved considerably higher post-test mean scores than the control group taught using English. This outcome demonstrated that teaching Mathematics through a familiar linguistic medium enhances students' comprehension, reduces confusion associated with mathematical terminologies, and provides a clearer pathway for interpreting and solving problems. The improved performance can be attributed to the fact that students encounter fewer cognitive barriers when learning in their first language since they do not have to translate concepts mentally before processing them. This finding aligns with existing positions emphasizing that language plays a critical role in shaping students' understanding of mathematical ideas, and that unfamiliar instructional language often hinders performance.

Further support for these conclusions emerged from the hypothesis testing, which revealed a statistically significant difference between the mean performance scores of students taught with mother tongue and those taught with English. The rejection of the null hypothesis confirmed that the observed differences in the descriptive results were not incidental but directly attributable to the language of instruction. This outcome reinforces the proposition that mother tongue serves not only as a communication tool but also as a powerful pedagogical medium that enables students to grasp abstract mathematical concepts with greater ease. By simplifying communication and clarifying terminology, the mother tongue provides a cognitive scaffold that promotes deeper learning, aids retention, and encourages active participation. These results echo the argument that meaningful mathematical engagement requires proficiency in the language of delivery, and that indigenous languages, when used appropriately, can support better academic outcomes.

The study also explored whether gender played any significant role in students' performance when exposed to instruction in Yoruba. The descriptive results revealed minimal differences between male and female students: although males recorded slightly higher mean scores, the difference was negligible and not educationally relevant. This suggests that both male and female students benefitted almost equally from mother tongue instruction. The similarity in their performance indicates that Yoruba as a medium of instruction eliminated potential gender-related barriers, allowing students of both sexes to comprehend mathematical concepts without the anxiety or cognitive overload sometimes associated with learning in a second language.

The hypothesis test for gender differences further affirmed this observation by showing no statistically significant difference between the Mathematics performance of male and female students taught using Yoruba. The retention of the null hypothesis confirmed that gender did not influence the effectiveness of mother tongue instruction. This finding challenges assertions that males are inherently better performers in Mathematics, showing instead that disparities often attributed to gender may be products of instructional environment rather than innate ability. When the language barrier was removed, gender ceased to be a determining factor in performance. The implication of this result is that instructional language, rather than biological sex, bears greater responsibility for shaping students' academic success in Mathematics.

Taken together, the findings of this study underscore the pivotal role that language of instruction plays in mathematics learning. The consistent outperformance of students taught with mother tongue, coupled with the equal benefits enjoyed by both genders, reveals that Yoruba language instruction provides a more accessible and cognitively friendly learning environment. This suggests that sustained incorporation of mother tongue into the teaching of Mathematics could significantly enhance comprehension, foster confidence, and improve academic achievement among junior secondary school students. The results ultimately highlight a compelling gap in current educational practice: although Mathematics is a foundational subject, the continued use of English, a language not fully mastered by many students may be contributing to persistent underachievement. In contrast, mother tongue instruction appears to remove linguistic and gender-based limitations, enabling all students to participate more fully and successfully in mathematical learning.

CONCLUSION

This study examined the effect of mother tongue (Yoruba language) on junior secondary school students' performance in Mathematics in Moba Local Government Area of Ekiti State. The findings demonstrated that students taught using Yoruba significantly outperformed their counterparts taught using English, indicating that the language of instruction plays a decisive role in shaping students' mathematical understanding and achievement. The results further showed that gender did not significantly influence the performance of students exposed to mother tongue instruction, suggesting that when linguistic barriers are removed, both male and female learners benefit equally from the learning experience. These outcomes affirm that the mother tongue enhances comprehension, promotes conceptual clarity, and supports deeper engagement with mathematical content. The study, therefore, concludes that sustained use of Yoruba as a medium of instruction in Mathematics can improve students' academic performance and foster a more inclusive classroom environment where gender differences are minimized.

RECOMMENDATIONS

Based on the results obtained in this study, the following recommendations are made:

1. Schools, particularly at the junior secondary level, should adopt Yoruba as a medium of instruction in teaching Mathematics. This will help reduce language-induced comprehension challenges and contribute to better academic outcomes.
2. Ministries of education and school authorities should organize regular workshops and training sessions to equip Mathematics teachers with the pedagogical skills required to deliver instruction effectively in Yoruba. Teachers need proficiency not only in the language but also in mathematical terminology adapted to the linguistic context.
3. Curriculum planners should revise existing Mathematics curricula to formally incorporate mother tongue instruction. Additionally, textbooks, instructional materials, and assessment items should be developed in Yoruba to complement classroom delivery.
4. The government should enforce existing language-in-education policies that promote the use of indigenous languages at the basic education level. Effective monitoring mechanisms should be put in place to ensure compliance across schools.
5. Further studies should be conducted across other local government areas and states to determine the broader applicability of mother tongue instruction in Mathematics and other subjects. Pilot programmes can also be initiated in diverse linguistic environments to address challenges associated with mixed-language classrooms.

6. Educational stakeholders including parents, school boards, and language experts should collaborate to support mother tongue instruction, create awareness of its benefits, and encourage positive attitudes toward indigenous languages in academic settings.

REFERENCES

1. Abubakar, H. (2015). The impact of language in the teaching and learning of mathematics at junior secondary school in Katsina, IJRDO. *Journal of Mathematics*, 1 (12), 7-17.
2. Abubakar, H. ; Umar, S. A.; & Musawa, B. I. (2015). The impact of language in the teaching and learning of mathematics at junior secondary school in Katsina, IJRDO. *Journal of Mathematics*, 1 (12), 2455;9210.
3. Abubakar, R. E. & Adegboyega, J. E. (2012). Age and gender as determinants of academic achievement in college's mathematics. *Asian Journal of Natural & Applied Science*, 1(2), 2-12.
4. Adamu, Y. (2016). Effect of project method on performance of students in social studies in junior secondary school in Jigawa State, Nigeria. (Master dissertation), Ahamadu Bello University Zaria.
5. Adekunle, A. (2008). African Language Vanguard Media Limited http://groups.yahoo.com/groups/African_language_join/yahoo/IDrequired.
6. Adeniji, S.M.; Saddiq, K.; Ameen, K. S.; & Salman. M. F (2019). Mother tongue as an essential tool for improving basic schools pupils' performance in elementary mathematics in Oyo, Nigeria. In the proceedings of September 2019 Annual National Conference of Mathematical Association of Nigeri (MAN), 630-636.
7. Akinkoutu, Y. A.; Ologunde, M. T.; & Famakinwa, M. J.(2022). Effects of the use of yoruba language as a medium of instruction on pupils performance in science and mathematics. *International Journal of Social Science and Education*, 2(8), 379-384
8. Anyagh, P.I.; O'kwu, E. I, & Imoko, B. I. (2016). Impact of using Tiv language for teaching and learning mathematics on students' achievement in Benue State. *Asia Pacific Journal of Education, Arts and Sciences*.www.apjmr.com. E-ISSN:2362-8030
9. Anyagh, P.I.; Imoko, B. I A.; & Anyor, W.(2017). Effects of mathematics language proficiency on students achievement in mathematics. *Abacus Journal of Mathematiccal association of Nigeria. Mathematics Education Series*, 42(!), 438-447. NR-ISSN 0001 3099.
10. Ayeni, R. O. (2012). *The Quest for Development: Why Mathematics Matters*. The 9th Inaugural Lecture Series, LAUTECH, Ogbomoso.
11. Edith, C. O.;Albert, T.N.; & Okafor-Agbala, U.C. (2023). Effect of mother tongue on primary school pupils academic achievement and interest in mathematics in Abia State. *Unizik Journal of Educational Research and Policy Studies*,15 (20), 41-58.
12. Fafunwa, B. (1998). Education in the mother tongue. *West African Journal of Education*,19 (2).
13. Federal Republic of Nigeria (2013) National policy on education. (6th ed.). Lagos. Federal Government Press.
14. Ivan, I. (2018), Which Language, Whose Vernacular? Sourced from <https://sites.nd.edu/contendingmodernities/2012/07/04which-language-whose-vernacular/>, accessed in October62018. Online Publication.
15. Kolawole, E. B. (2007).Effects of competitive and cooperative learning strategies on academic performance of Nigerian students in mathematics. *Educational Research Review*, 3(1),89-94.
16. Nwali, S. (2014). Impact of Mother Tongue on the Academic Achievement of the Child, sourced from <https://www.globalacademicgroup.com/journals/knowledge%20review/IACT%20OF%20tONGUE.pdf>,accessed on October 5 2018 Online Publication
17. Oginni, I. O. (2013). The relationship between secondary school students' parameters and their performances in mathematics in South West Nigeria. *Empirical educational research, letting the data speak for themselves*. Untested Ideas Research Centre, USA, 101-111.
18. Oginni, O. I.; & Owolabi, O.T. (2013). Effect of mother tongue and mathematical language on primary school pupils performance in mathematics. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 4(3), 542-546.

19. Ojetunde, F. (2012). A critical evaluation of the implication of the Nigerian language policy at the pre-primary and primary school levels. *Journal of Education and Practice*, 3 (16)
20. Popoola, A.A. ; & Akinwande, C. O. (2013). Effects of instructional aids and teachers facilitating tasks on primary school students' achievement in Ekiti State. *Research in Curriculum studies, (RICS)*, 9(1), 194-200
21. Oludipe, G.O. (2012).. Achieving gender equity in science class shift from competitive to cooperative learning. *Multi-Cultural Education and Technolpgy*.5(4), 120-137.
22. Oluwole, D. A. (2008). The impact of mother tongue on students' achievement in english language in junior secondary certificate examination in Western Nigeria. *Journal of Social Sciences*,17 (1),41-46.
23. Olanrewaju, E. A. (2013)..A National study of school effectiveness for minority language students. Centre for research on education, university and excellence. Retrieved from www.Crede.ucsc.edu/research/11
24. Salami, C. G.E. (2013). Gender and academic achievement in Delta State University. *Universal Journal of Education and General Studies*, 2 (3), 118-126.
25. Okudo, A. R.(2013). National Policy on Education: Problems and prospects for teaching and learning of Igbo as a second language in Nigerian secondary schools. *Journal of Educational and Social Research*. 3(2),, 371-376.
26. Sunday, A. O.; Oduwole, O. S.; & Olaoye, A.E. (2021). Effects of mother' tongue on secondary school students' achievement in mathematics in Federal Capital Territory (FCT) Abuja.. *Continental J Education Research*,13(2),23-34..
27. Tracy, D. M. (1994). Using mathematical language to enhance mathematical conceptualization. *Childhood Education*, 70 (4), 221-224.
28. UNESCO.(1953).. African languages and English in Education .UNESCO Educational Studies and Document Paris.