

## **Enhancing rural pupils achievement in mathematics through the use of mother tongue in Nigeria**

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This study investigated the effect of the use of mother tongue as a medium of SBS instruction on rural pupils achievement in basic school mathematics. It also examined how gender affects pupil's achievement in statistics when taught using mother tongue in rural areas. The study adopted a quasi-experimental non-equivalent pretest/post-test research design. The target population for the study was all the basic six pupils in 420 schools in 2011/2012. The sample (N = 380) made of boys (N =235) and girls (N = 145) was drawn using a multistage sampling technique. Basic school Statistics Achievement Test (BSSAT) with the reliability coefficient of 0.82 using Kuder Richardson 20 was used to collect data. Mean and standard deviations were used to answer the research questions while analysis of covariance was used to test hypotheses at .05 alpha level. It was found that pupils taught mathematics using mother tongue achieved significantly higher than those taught using English language. There was no significant difference in terms of achievement between male and female pupils taught statistics using mother tongue. It was recommended that school authorities, Ministry of Education should encourage mathematics teachers to teach basic school mathematics to pupils using the mother tongue of the local environment. This calls for policy back up and a trial study on some other indigenous languages across the nation to allow for generalization and full implementation.

**Keywords:** Language of instruction; Mathematics teaching in basic schools; Pupils achievement in mathematics; Location and gender.