

GOVERNMENT INVOLVEMENT IN THE IMPLEMENTATION OF THE LANGUAGE POLICY IN SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA

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Abstract

This descriptive survey was carried out in order to determine the governments' involvement in the implementation of the National language policy in secondary school in Ebonyi State, Nigeria. A random sample of 602 language teachers completed a corresponding copies of questionnaire designed for the study. Out of 599 copies of questionnaire distributed, about 98.8% return rate was properly completed and returned. Data were analyzed using mean (\bar{x}) and standard deviation. Results showed that the government would be involved in the effective implementation of the national language policy to a great extent except in 2 that indicates very great extent with the mean (\bar{x}) of $\bar{x} = 3.19$. The results of the study showed that non-organization of a special awareness campaign for the learners of Nigerian languages, the need for seminars and workshops for the teachers, and lack of proper motivation to Nigerian language teachers to improve their teaching performances. The study supports the need for the government to be fully involved in the implementation of the national language policy.

Key words: Ebonyi State, Government, Implementation, Nigerian language.

INTRODUCTION

Language is an important factor of human life as well as the most important tool in education. It has been variously defined by scholars. For instance, Adegbite (1992:2) opines that, "language can be described as a system of sounds or vocal symbols which human beings use to communicate experiences. It is a special characteristic of human beings". Language is the most important factor in identifying who is who, where one comes from, what one are made of, one culture, and tradition. It is a vehicle which is used to impart knowledge and so a vehicle of thought, culture and communication. It has a dual function; as a subject on the curriculum as well as a medium of instruction.

Language is the pivot around which every activity rotates hence it is an instrument of public relations, medium of imparting knowledge, means of national and political interaction and a gateway to national unity.

According to Mgbodile (1998), language is the chief means of generating, maintaining and transferring culture and civilization. He stresses that man learns to speak a language in the way he learns to walk, to climb or swim. Consequently, language is the bedrock to nation building. For Aziza (1998:263), “Language is the most important tool with which society is organized and it is hardly possible to talk of national development without including the language with which the people formulate their thought, ideas and needs”.

The aims of learning a second language are for effective communication, cultural understanding and cross fertilization of ideas. The issue of development and promotion of Nigerian languages for the attainment of the aims and objectives of the National Policy on Education deserves serious attention especially in the present day Nigeria where political and religious upheavals are hitting the unity of the nation.

Therefore, it becomes necessary for the National Policy on Education (NPE) to make provision for language in education in its formulation. The National Policy on Education recognizes primary education as the foundation of the entire educational structure and prescribes as one of its aims, the inculcation of permanent literacy and numeracy with emphasis on effective communication Federal Republic of Nigeria (FRN, 2004). The language policy at best highlighted the importance of Nigeria's indigenous languages and their place in the educational system. Section 4 of the national policy on education (2004:17) dwells on language provisions on secondary education which is the main focus of this study. The provision in that section which relates to language includes the following:

The broad goals of secondary education are:

- (a) “Develop and produce Nigerian language, art and culture in the context of world's cultural heritage”. (Para. 17(d)).
- (b) “Language of environment to be taught as Li (Para. 19(a) iii).
- (c) “One major Nigerian language other than that of the environment to be taught as L2” (Para. 19(a) iv).
- (d) “At junior secondary school (JSS), two Nigerian languages are to be taught as core subjects, one of which is the language of the environment which shall be taught as Li where it has orthography and literature. But where it does not have, it shall be taught with emphasis on oralcy as L2” (para. 19(a) xi).

- (e) “A major Nigerian language as one of the subjects in the core curriculum at the senior secondary schools (SSS)” (para. 20(a) iii).

In order to achieve the specified objectives as in the relevant aspect of (A-E) above, Igbo, a major Nigerian language for instance is taught in Ebonyi state as the mother tongue/the language of the environment (MT/LIC) while Hausa and Yoruba are taught as L2 or the second indigenous languages. This is meant to achieve the lofty objective of the policy, which is not only for the advancement of national development but also as a means of preserving people's cultural heritage.

Furthermore, related to language education at secondary level is the prescription of English language as the language of instruction for secondary school education. However, the 2004 policy stipulated that students in junior secondary school (JSS) should offer English and two Nigerian languages as school subjects. While at the senior secondary school (SSS) student are to take English and one Nigerian language. Regrettably government did not make policy statement as to how the language policy stipulated in the national policy on education (NPE) is to be implemented. This according to Bamgbose (1991:134) is elapse on the part of the government. Thus, he asserts

“Nigeria's official language policy about use of certain languages in the national assembly and education does not specify any implementation agency; but the national language center through funding provided by the assembly has been trying to work out legislative terminology by making use of experts in the universities...”

He went further to identify some specific problems of the policy at the implementation levels as well as efforts made by the assembly to see that the national language policy is being implemented in schools.

In 1992, the then Minister of Education, Prof. Aliu Babatunde Fafunwa outlined what his Ministry was able to achieve towards the implementation of the language provisions contained in the National Policy on Education. They are as follows:

- (i) Provision of approved syllabus for Nigeria languages (Hausa, Igbo, and Yoruba).
- (ii) Provision of approved syllabus for English, Arabic and French.
- (iii) Setting up a technical committee on the production of teachers for the three major Nigerian languages.

- (iv) Funding of a national workshop on the production of teachers of the major Nigerian languages.
- (v) Organization of a National Curriculum Conference.
- (vi) The production of texts on the vocabulary of primary science and mathematics in nine Nigerian languages.
- (vii) The production of quadrangular glossary of legislative terms in English; Hausa, Igbo, and Yoruba.
- (viii) The development of orthography for thirty-one Nigerian languages.
- (ix) The production of Meta-language manuals for the three major Nigerian languages.

Some of the relevant language projects were also carried out by the Nigerian Education Research and Development Council (NERDC). Unfortunately, the effects of these concrete achievements are not so much felt in schools.

In addition to all these, the Federal Ministry of Education two years ago went ahead to establish the National Institute of Nigerian languages at Aba, Abia state of Nigeria. This institute was saddled with the responsibility of fostering the development and teaching of Nigerian languages (Epuchie, 2008).

The policy aims at making the Nigerian child bilingual at the end of primary and secondary education with the acquisition of at least one of the major Nigerian languages apart from the individual's Mother Tongue (M.T) or language of the immediate community (LIC) and English. This calls for the need to plan the educational system, so as to give every Nigerian child a sound and worthwhile education, which is one of the greatest legacies any nation can bequeath to her citizens. Supporting this view, Ugonna (1982:24) explains that: "Nigeria can benefit immensely from proper planning and adopting a virile language policy deliberately aimed at producing an indigenous lingua franca".

Statement of the Problem

In a multi-ethnic and multi-lingual polity like Nigeria, where pre-colonial, colonial and post-colonial experiences have politicized inter-ethnic relationships, a language policy which promotes (and by implication adopts) the teaching and learning of the languages of the major nationalities, is bound to raise some fundamental problems on the national question. The emphasis placed on a sound knowledge of English language and its use as a yardstick both for

admission into institutions of learning and also for employment purposes, has produced great effects on the nation and her cultures.

First, it is gradually eroding people's interest and enthusiasm in the teaching and learning of Nigerian languages, which are presently looked at as inferior school subjects. Secondly, the interest that should have been on the Nigerian languages is transferred to the study of English language and other foreign languages such as French and German. Aware of the imminent loss of cultural as well as national identity through gross neglect of the vital role of indigenous languages, the Federal Government of Nigeria took the initiative to formulate a language policy, the implementation of which it was hoped, would produce far-reaching effects.

There is the fear therefore that if the extent of government involvement in the implementation of the national language policy is not ascertained with the view to determining any militating factor and proffering possible solutions, our hope for a national language that will serve as a principal medium of instruction, commerce, and national development will remain elusive. The problem of this study therefore is: what is the extent of government involvement in the implementation of the national language policy in secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of this study is to ascertain the government involvement in the implementation of the language policy along the secondary schools in Ebonyi State. Specifically, the study ascertains:

1. Level of organization of special awareness campaign for the learners of Nigerian languages on the need of national language.
2. Level of organization of seminars and workshops for the teachers.
3. Level of motivation of teachers for effective teaching of Nigerian languages in secondary schools in Ebonyi State.

Significance of the Study

This study may be considered significant in many ways: To Nigerian Language Educators, To Curriculum Planners, To Teachers, To Students, To Parents, To Ministry of Education, To Researchers. It is most likely that the study will give some insight into the extent to which the language provisions in the national policy on education is being implemented in Ebonyi State. The research work will be of immense value to all the stakeholders and policy-makers. Findings of the study will be of benefit to the Ministry of Education and State Secondary Education

Board, as they will see the need to employ effective strategies in enforcing the implementation of national language policy.

Both the state secondary and Zonal Secondary Education Boards will benefit from the findings of this study as the findings will be directing the board's attention to the salient language areas that need proper supervision to ensure effective implementation. It will also be valuable to the teachers, students and general public in addressing the problem posed by the implementation of the language provision of the National Language Policy on Education. The findings will enable the teachers to improve on their teaching methods and also help other multilingual nations other than Nigeria which are finding it difficult to adopt the mother-tongue education policy, to find a lasting solution to their problems. The findings will also serve as a guide to researchers for further educational research in other areas similar to this. Above all, the theoretical significance of this study will add to the already existing literature.

Scope of the Study

The study focuses mainly on the government involvement in the implementation of the language policy in secondary schools in Ebonyi State. The study was delimited to the language teachers in the three education zones in Ebonyi State. It is hoped that these teachers being the language teachers are in advantaged position to supply the information needed for the achievement of the objectives of the study.

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Research Questions

The following research questions will guide the study:

1. To what extent is the level of organization of special awareness campaign for the learners of Nigerian languages implemented in secondary schools in Ebonyi State?
2. What is the level of organization of seminars and workshops for language teachers in secondary schools in Ebonyi State?

3. To what extent are teachers motivated for effective implementation of the national language policy in secondary schools in Ebonyi State?

Hypotheses

The following hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

H0₁: There is no significant difference in the level of organization of special awareness campaign for the learners of Nigerian languages implemented in secondary schools in Ebonyi State.

H0₂: There is no significant difference in the level of organization of seminars and workshops for language teachers in secondary schools in Ebonyi State.

H0₃: There is no significant difference in the motivation of teachers for effective teaching of Nigerian languages in secondary schools in Ebonyi State.

Review of Related Literature

Conceptual framework: This is a bit like a recipe or a blue print. It provides an outline of how you plan to conduct the research for your thesis, but it goes further than that by also positioning your work within the larger field of field (Fan, 2010). The conceptual framework of this study will be discussed under the following sub-heading: the nature of language, the concept of national language policy and the theory of implementation.

The Nature of Language

Each distinctive group of people everywhere in the world has evolved and used a language of its own. So there are very many languages spoken all over the world. All these languages have certain things in common. When children learn a language, they proceed in the same basic ways; knowledge of the nature of language will enable the teacher to understand better the tasks that face the child when he/she learns a language.

Opara (2008) enumerated eight different aspects of the nature of language that will enable the teacher to understand the challenges facing the child when he is learning a language. These include:

1. Language is a series of natural phenomena. Its development and evolution generally depends not only on the artifice of man, but on the dictate of fashion. We speak as others speak. It is the exception rather than the rule for man to make the words he uses. He rather would use the words and coin the words in current usage in the language

community he finds himself. The aspect of language in which the conscious will of man manifests itself is that concerned with its graphic representation (i.e. writing). The alphabetic aspect alone is natural while the literary aspect is artistic. The rest is natural science. Language is subject to evolution of sound, form and meaning. It is often said that each language possesses a parent language from which it evolved by slow evolutionary process.

2. Language is distinct from the art of literature. Literature is an application of the linguistic science, but it is not the science itself. It is the history and practice of the written form of a language, which has become classical. It is the decorative and artistic side of language. It represents the cultural dimension of language.
3. Language consists essentially of structural and lexicological units, which popularly are supposed to be 'words', but the term 'word' is vague and difficult to define.
4. Language is a collection of symbols, which a distinct group of human beings has put together for the primary purpose of communication among its members. Although other animals can communicate, only human beings use oral language for communication.
5. When we communicate with language, we use basically two processes: Listening and speaking. Listening involves understanding or making sense of what is said and remembering it. Speaking on the other hand involves producing language or organizing ideas, choosing words and sentences and the right sounds to express them. The two processes are related. It is important to note, however, that a child does not necessarily progress at the same rate on each process. He may and does usually understand language more than he can produce or speak it.
6. Language has two levels and whether we are listening or speaking, we keep moving from one level to another: surface structure and deep structure. On the surface, the expression differs, but underneath the meaning is the same, organized and used in speech. The underlying or deep structure is the organization of the meaning. For example, the two sentences below: "Chris gave me a book". "A book was given to me by Chris". Show that fewer words could be used to translate the above sentence into vernacular i.e. different ways of expressing the same thing.
7. Each language has four components: Sound, grammar, meaning and function. The sound system consists of sounds and combinations of sounds. Children have to learn the

similarities and differences among sounds and how to pronounce them at an acceptable level. The grammar component consists of the rules that govern how words are ordered in a sentence and how they are modified to express tenses, and numbers etc. The meaning component refers to what concepts and relationships, words and sentences stand for. The function component represents the purpose of the speaker in using language to make a request, inform, seek information etc. For example “Do you have an “eraser”? Could mean different purposes-seeking to know, if you actually have an eraser and seeking to borrow it, or it could just mean wanting to know if you want one or simply, if you have one.

8. Language is a system of systems and sub-systems of communication. Systems of language are:
- **Morphology:** The study of the formation of morphemes and words (based on the morpheme theory). A morpheme is the smallest meaningful unit in grammatical analysis.
 - **Phonology:** The study of the sounds of a language based on phonemes and their realizations in various forms. It includes the production of aspects of sounds i.e. acoustic phonetics how sounds are articulated.
 - **Syntax:** The study of the concatenation (putting together) of morphemes or words in continuous utterances i.e. sentence formation by putting words together.

Semantics: The study of the relationship between form and content (meaning): What is said or written and what it stands for. Sometimes these systems display sub-systems.

Concept of National Language Policy

Any country that is monolingual does not have many problems in its communication no matter the number of dialects such a language contains. Spencer in Nwigwe (2008) shares this view when he asserts that, “In a nation which uses only one language by the whole or great majority of the population as a mother tongue, everyone is able to communicate with each other without difficulty”.

In Nigeria, the language situation is quite different from the statement of Spencer. The main reason is that Nigeria is a multilingual and multicultural nation with about four hundred and fifty languages (450) (Crozier and Blench in Chidi-Ehieme, 2014). A problem often arises with regard to communication among people of different ethnolinguistic groups. The inability to

understand one another often results in mutual distrust, intolerance and disunity. However, Bloch and Trager in Chidi-Ehieme (2014) advise that:

In a multicultural community, it is right that everyone should be proud of his own language and should respect, and to some extent understand the language of his neighbours. All languages and cultures have a contribution to make towards human understanding and development.

Bloch and Trager's view of multilingualism is in line with the language provision of the Federal Government in the National Policy on Education (NPE) has resulted in the teaching and learning of these languages as first and second languages (L₁ and L₂) in our secondary schools. This marked the beginning of the National Language Policy in Nigeria.

The Federal Republic of Nigeria (2004) stated that she had adopted education as an instrument for excellence for effecting national development. In line with the stipulations of the National Policy on Education, the country is to pursue the five national objectives outlined in the policy statements for national development which are also attached to the 1999 constitution. The national Policy on Education (NPE) also had a specific segment on language policy. The language policy highlighted the importance of Nigeria's indigenous languages and their place in the educational system.

Section 1 of the 2004 NPE of the Federal Republic of Nigeria dwells on the importance of language and states inter alia that:

Government appreciates the importance of language as a means of promoting social interaction and national cohesion and preserving culture. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity, it is expedient that every child shall be required to learn one of the three Nigerian languages. Hausa, Igbo, Yoruba, (section 1 p. 10).

Section 2 of the NPE of the Federal Republic of Nigeria (FRN) dwells on pre-primary education. The language provision in that section includes that government will ensure that the medium of instruction is principally the mother-tongue or the language of the immediate community and to this end will:

- (ii) develop the orthography of many more Nigerian languages and
- (iii) produce textbooks in Nigerian languages

Also related to and leading to language education at the primary level, is the prescription in section 3 that the goals of primary education are:

- (i) To inculcate permanent literacy and numeracy and ability to communicate effectively.
- (ii) In pursuance of the goals above, curriculum for primary education should include languages of the environment. Educational services shall be provided, e.g. specialist teachers for particular subjects such as mathematics, science, language arts (in relation to English and Nigerian languages) etc.
- (iii) The medium of instruction in the primary school shall be language of the immediate environment for the first three years. During this period, English will be taught as a subject;
- (iv) From the fourth year, English shall progressively be used as a medium of instruction and the language of the immediate environment and French shall be taught as subjects.

Section 4 of the same NPE (2004) of the Federal Republic of Nigeria focuses on secondary education. The provision in that section (precisely on its page 17) which relates to language includes the development and promotion of Nigerian languages, art and culture in the context of world cultural heritage.

Theory of Policy Implementation

This lends support to the present study is the policy implementation theory known as the top down model of implementation. This model Winter (2003) propounded assumes that policy goals can be specified by policy makers and that implementation can be carried out successfully by setting up certain mechanisms. It is also concerned with the degree to which the actions of implementing officials and target groups coincide with the goals embodied in an authoritative decisions. Elmore (2003) opines that it begins at the top of the process, with as clear a statement as possible of the policymaker's intent, and proceeds through a sequence of increasingly more specific steps to define what is expected of implementers at each level. At the bottom of the process, one states, again with as much precision as possible in terms of the original statement of intent.

The issue of language policy in Nigeria is no longer a new one. Obanya (1986:1) said that the National Policy on Education including the language policy “is no longer new at least as a document. What is new is its implementation”. Commenting on the implementation of the language policy, Emenyonu (1989:85) observes that:

“More than five years after its promulgation, the language policy is yet to make its impact felt in Nigeria's education system and in social and cultural environment. The greatest impediment to the implementation of the policy is

the government's failure to take systematic action and lack of any programme for enforcing the policy”.

In the same way, Qlagoke in Chidi-Ehiem (2014) affirms that, “as lofty and comprehensive as the above statements are, no serious efforts have been made to implement them. They remain nothing more, than a mere statement of intentions”.

Still on the same subjects, Emenanjo (1992:17) notes that, “the way in which the policy is phrased does not give clear indication of method of implementation as well as legal sanctions for failure to implement it”.

He went further to mention the major components of any effective language policy planning activity with regards to its teaching to include:

- (a) A clear articulated policy statement
- (b) Properly designed curriculum and syllabus
- (c) Adequately trained and competent teachers
- (d) Availability of instructional materials
- (e) Political will
- (f) Teachers' competence in the language of instruction

The Government is not left out in this discussion as they form part of the problems which include non-properly designed curriculum and syllabus, motivation of Nigerian language teachers, availability of teaching aids, production of Nigerian language textbooks and articulated policy statements. Commenting on the extent of government's involvement, Adeniran (1995:198) observes that:

“...We do not find the degree of commitment on the part of the authorities to realize the goals of the policy... The goals of the programme will... need to be vigorously canvassed among the citizens so that they can develop positive response to it and give it all the support it requires for its success”.

It is in support of this that Bamgbose, (1995:179), asserts that “the major problem, of course has been lack of consistency and determination on the part of government in fully implementing its policies”.

If the issues above are critically examined, it can be seen that not many books have been published to meet the demands of the policy, especially books in the many non-Nigerian languages.

Olaofe in Chidi-Ehiem (2014) supports this by saying that:

... Even in the Nigeria language where educational materials are published the bulk of such publication is restricted to story books and readers. If the demands of the National Language policy are to be fully implemented, teaching materials must be available in these languages.

Still on the same issue, Bamgbose (1992:2-6) in Izuwah (1998:6) regrets that:

...the absence of a systematic evaluation of the language provisions of the National Policy on Education (NPE), which he attributed to the vagueness in policy statements, poor linkages and co-ordination between the various agencies which are to translate these policy statements into practice...

He also argued that the lack of systematic evaluation and monitoring retarded the effective implementation of the language policy provisions. He identifies some specific problems at the policy implementation levels as follows:

- (a) Policy matters arising from implementation;
- (b) Teachers and teacher training;
- (c) Curriculum and teaching materials;
- (d) Basic and practical research...

In a related work by the same scholar, Bamgbose (1995:195) re-echoes the issue of the provision of teachers for a successful implementation of the language.

The implementation of the language provisions of the NPE for the use of the indigenous languages as mother-tongue or language of the immediate community, the media and for the teaching of the three major languages as L₁ and (or) L₂ at the primary and secondary school levels requires qualified teachers for these languages.

The Federal Government needs to be praised for the bold step it has taken to implement the national language policy. However, it should be pointed out that the line of implementation still remains a statement of intention. One hopes that the Federal Government will not go back on this. The discussion on the implementation of the National Language Policy will be incomplete without mentioning the four major projects, which were aimed at the development of indigenous languages. Various state governments and ethnic groups and Universities undertook these projects. They are:

- (a) The Primary Education Improvement Project (PEIP) at Ahmadu Bello University, Zaria.
- (b) The Ife Six Years Primary Project (ISYPP) at the then University of Ife, Ile-Ife now (Obafemi Awolowo University, Ife).

- (c) The Rivers' Reader project (RRP) in the University of Port-Harcourt (first at the University of Ibadan).
- (d) Itshekiri Language Project (ILP) by the Itshekiri people.

Nonetheless, the aim of the project was all the same; namely to see to the projection, development and use of these indigenous languages in Nigeria for primary education in all states. The issues of the minority language need to be exaggerated because the example of Williamson's (1976) Rivers' Reader Project in Banjo in Chidi-Ehiem (2014) succeeded in producing initial literacy materials for twenty language/dialects of school children population ranging from 1,200 to 42,800. This is worthy of emulation and it shows that where there is the will to do it and determined leadership on the part of the government and other authorities necessary, the mother-tongue medium policy, even with the minority languages is possible.

In summary, it can be that the quest for national unity and social integration actually stimulated the birth of the Federal Government Policy which recognizes the teaching of three major Nigeria languages-Hausa, Igbo and Yoruba in Nigeria's institutions of learning (FRN, 2004). Among other things, eminent Nigerian linguists who are versed in these domains and in education were constituted into committees for the purpose of drawing up programmes and standardizing these languages (Emenanjo, 1995). While the secondary level is to provide the preliminary ingredients for the acquisition of these languages, the tertiary level is a stage for consolidation of acquired elements and preparation for social life outside an individual's mother tongue community. In this regard, the teaching in the JSS as well as the SSS programmes in some states; Language departments at tertiary levels also organize language courses where manpower is available as well as carry out research in the area of Nigerian languages (Iwuchukwu, 1985). In addition, the tertiary level supplements manpower for the teaching of these major languages at the primary and secondary levels. The Federal Government of Nigeria acknowledged this fact and its support gave birth to the language provision of the National Policy on Education in 1977, which has since undergone several revisions, namely in 1981, 1995, 1998 and 2004. The emergence of the National Policy on Education has been a welcome relief to Nigeria's educational system.

Methodology

Design of the Study: The researcher adopted a descriptive research design. This was carried out in all the public secondary schools in Ebonyi State. It concentrated on the three Education zone of the state namely: Abakaliki, Onueke and Afikpo Education Zones. The population of this

study comprises all language teachers in secondary schools in the three education zones of Ebonyi State. The teachers are distributed as follows: Abakaliki zone – 264 teachers, Onueke zone – 183 teachers and Afikpo zone – 155 teachers. Six hundred and two (602) language teachers were involved in the study. In other words, all the language teachers were included in the study because of the manageable size of the population (Nwana, 1992). The researcher used a self-developed questionnaire, the national language policy assessment questionnaire (NLPAQ) which consists of 8 items. The respondents were required to indicate on a 4 point scale, the extent to which the government is involved in the implementation of the Nigerian language policy using to a Very Great Extent (VGE).

The instrument was validated by five experts, three of the experts were from Arts and Social Science Education (Igbo Option) of the Ebonyi State University, Abakaliki, while two experts from Measurement and Evaluation Unit of Science Education Department.

The reliability of the instrument was computed using Cronbach alpha statistics and a reliability coefficient of 0.875 were obtained. The researcher adopted Direct Delivery Technique (DDT) in data collection with the help of three research assistants, one from each Education zones in the state.

Data collected were analyzed using mean (\bar{x}) score and standard deviation to answer the research questions. Hypotheses were tested using t-test. All the hypotheses were tested at 0.05 level of significance.

Decision Rule: 3.1-4.0 Very Great Extent (VGE); 2.1 – 3.0 Great Extent (GE); 1.1 – 2.0 Less Extent (LE); 0.1 – 1.0 Very Less Extent (VLE).

Presentation of Results

Research question 1: What is the level of organization of special awareness campaign for the learners of Nigerian language implemented in secondary schools in Ebonyi State?

Table 1: Government Involvement in the Organization of a Special Awareness Campaign for Learners.

Teacher	No	Mean (\bar{x})	SD	Decision
Urban	239	2.59	0.87	GE
Rural	361	2.85	0.79	GE

The result of the data analysis presented on table 1 shows that government is involved in the special awareness campaign in secondary schools in Ebonyi State to a great extent. This is because the mean (\bar{x}) score of 2.59 is obtained by the urban teachers while the mean (\bar{x}) score

of 2.85 is obtained by the rural teachers. Both the urban and rural teachers has a similar response of government involvement in organization of special awareness campaign therefore, location was not determination of government adherence.

H₀₁: There is no significant difference in the mean achievement of government involvement in the organization of a special awareness campaign in secondary schools in Ebonyi State.

Table 2: t-test Analysis on the Opinion of Urban and Rural Nigerian Language Teachers as Determinants of Government Involvement in the Organization of Special Awareness Campaign for Learners in Secondary Schools in Ebonyi State.

Teacher	N	\bar{x}	SD	Df	t-cal	t-tab	Decision
Urban	239	2.59	0.87	598	3.792	1.960	S
Rural	361	2.85	0.79				

The result of t-test analysis presented on table 2 shows that there was a significant difference in the mean achievement score of urban and rural teachers in secondary schools in Ebonyi State. This is because from the responses of the teachers the t-calculated value of 3.792 obtained is higher than t-tabulated value of 1.960 as shown on the table. The researcher therefore rejected the null hypotheses.

Research question 2: What is the level of organization of seminars and workshops of language teachers by the government in secondary schools in Ebonyi State?

Table 3: Organization of Seminars and Workshops by the Government

Teacher	No	Mean (\bar{x})	SD	Decision
Male	289	2.88	1.01	GE
Female	311	3.19	0.69	VGE

The result of data analysis presented on table 3 shows that government is involved in the organization of seminars and workshops to a very great extent as perceived by female teachers while the male teachers' response is to a great extent. This is because the mean (\bar{x}) of 2.88 is obtained by the male teachers while the mean (\bar{x}) of 3.19 is obtained by the female Nigerian language teachers respectively.

H₀₂: There is a significant difference in the opinion of male and female Nigerian language teachers on the level of organization of seminars and workshops by the government in secondary schools in Ebonyi State.

Table 4: t-test Analysis on the Opinion of Male and Female Teachers on the Extent Government Involvement in the Organization of Seminars and Workshops.

Teacher	N	Mean \bar{x}	SD	Df	t-cal	t-tab	Decision
Male	289	2.88	1.01	598	4.336	1.960	S
Female	311	3.19	0.69				

The result of t-test analysis presented on table 4 shows that the t-calculated value of 4.336 is greater than the t-tabulated value of 1.960. Since the t-calculated value is greater than t-tabulated value, there is therefore a significant difference in the mean (\bar{x}) responses of male and female teachers on the extent of government involvement in the organization of seminars and workshop for the implementation of the National Language Policy in secondary schools in Ebonyi State.

Research question 3: To what extent are teachers motivated for effective implementation of the National Language Policy in secondary schools in Ebonyi State?

Table 5: Extent to which Teachers are Motivated for Effective Implementation of National Language Policy in Secondary Schools in Ebonyi State

Teacher	No	Mean (\bar{x})	SD	Decision
Urban	239	2.66	0.83	GE
Rural	361	2.79	0.66	GE

The result of data analysis presented on table 5 shows that the respondents rated encouragement of the teachers to a great extent. This is because the mean (\bar{x}) score obtained by the teachers in urban is 2.66 while the mean (\bar{x}) obtained by teachers in rural is 2.79 respectively. This implies that the teachers of the major Nigerian languages would be encouraged to teach effectively to a great extent if incentives are provided for them in secondary schools in Ebonyi State.

H₀₃: There is no significant difference in the opinion of teachers on proper motivation for effective teaching on the basis of urban and rural secondary schools in Ebonyi State.

Table 6: t-test Analysis on the Opinion of Urban and Rural Nigerian Language Teachers on the Extent of Motivation for Effective Implementation of National Language Policy.

Teacher	N	Mean \bar{x}	SD	Df	t-cal	t-tab	Decision
Urban	239	2.66	0.83	598	2.153	1.960	NS
Rural	361	2.79	0.66				

The result of the t-test analysis presented on table 6 shows that there is a significant difference in the responses of teachers in urban and rural secondary schools in Ebonyi State. This is because the t-calculated value of 2.153 obtained is greater than the t-tabulated value of 1.960. Based on this the researcher failed to uphold the null hypothesis.

Discussion of Findings

This is done under special awareness campaign, seminars and workshops and proper motivation of teachers.

Organization of a special awareness campaign for learners of Nigerian languages

The result of the study in table 1 indicates that the mean (\bar{x}) of 2.59 was obtained by the urban teachers while 2.85 was obtained by the rural teachers signifying that special awareness campaign is being carried out by government to a great extent. This implies that government was involved in the implementation of national language policy in secondary schools in ebonyi state. This is because apart from fashioning out the language policy as contained in the National Policy on Education (NPE, 2004) government has not done much to see that things are put in their proper perspectives and at the appropriate time for successful implementation of the language policy. The above speculation seems to be in agreement with the submission of scholars like Olagoke, emenanjo, Adeniran and Bamgbose in Chidi-Ehiem (2014) who pointed out the fact that government has not done enough to see that the policy which they started is being implemented in schools.

H₀₁: The result of the hypotheses in table 2, the t-calculated is 3.792 while the t-tabulated value of 1.960 as shown on the table. From the two values the t-calculated value is higher than the t-tabulated value. Therefore, H₀₁ which stated that there is no significant difference in the mean achievement of the level of organization of special awareness campaign for learners of Nigerian languages in secondary schools in ebonyi State was nulled and concludes that there is a significant difference in the opinion of urban and rural Nigerian language teachers on the organization of special awareness campaign in secondary schools in Ebonyi State. In urban schools it could be that Nigerian language teachers are very few to cover the classes. On the other hand, schools in rural areas might not have enough teachers and they will be confronted with rural challenges. All schools (urban and rural) have the same aims and objectives to accomplish. In line with the above Tyler in Chidi-Ehiem (2014) reported that schools in the inner

part of the city are very different in many respects from that there were many variations found in thousands of schools he studied.

Organization of seminars and workshops for male and female Nigerian language teachers

The result of study in table 3 shows a mean (\bar{x}) of 2.88 for male Nigerian language teachers and a mean (\bar{x}) of 3.19 for female Nigerian language teachers. This implies that there is a significant difference in the mean responses of the Nigerian language teachers in secondary schools in Ebonyi State based on gender of teachers on the implementation of the national language policy in secondary schools in Ebonyi State. This was indicated that the t-calculated of the opinion of male and female Nigerian language teachers were greater than the t-tabulated value of 1.960, therefore, the null hypothesis was rejected for the given functions which showed that there is a significant difference in the mean rating of male and female teachers on the implementation of the national language policy in secondary schools in Ebonyi State. To support this, Bamgbose (1996) attributes it to the historical low status of Nigerian language in the school curriculum. He further noted that there is a tendency that the teachers who teach these language might be looked down upon in their field of endeavour to land credence to this Emenyonu in Chidi-Ehiem (2014) opines that girls tend to do better in languages than boys.

Extent to which teachers are motivated for effective implementation of national language policy

The result seeks to find out the level of teachers' motivation for effective implementation of national language policy. The result shows that the teachers of the major Nigerian languages like their counterparts in Science Education would be encouraged to teach effectively if incentives are provided for them to a great extent. This is because the mean (\bar{x}) scores obtained by the teachers in urban is 2.66 while the mean (\bar{x}) obtained by the rural teachers is 2.79 respectively. This result implies that for the teachers of the major Nigerian languages like their science education counterparts to teach effectively incentives should be provided for them in secondary schools in Ebonyi State.

The implication of finding could be that if incentives are not adequately provided for the teachers, they would not be motivated to teach effectively and this might in turn affect the implementation of the national language policy. Hence, finding agrees with the observation of Epuchie (1990) when he noted that there is a significant relationship between the existence of

incentives to teachers and the quality of their product. If teachers of Nigerian language were really motivated with incentives like their science counterparts in science education they would be encouraged to teach effectively. Still on this, the result of the Isekiri language project lends credence to the discussion above. For example, Omamor in Chidi-Ehiem (2014) reported that the problems militating against the success of the Isekiri language project also noted, among others, that during the course of the project, teachers were not happy since the training they received could not afford them any professional/material gain in terms of incentives.

Summary of Findings

From the analysis above, the following findings were made.

1. The respondents reported that the special awareness campaign for learners of Nigerian languages is being carried out by government to a great extent.
2. Teachers' responses indicated that government is involved in the organization of seminars and workshops to a very great extent.
3. The teachers of the major Nigerian languages like their counterparts in science education would be motivated and encouraged to teach effectively if incentives are provided for them in secondary schools in Ebonyi State.
4. There is no significant difference in the opinion of urban and rural Nigerian language teachers in the mean achievement of government involvement in the organization of a special awareness campaign in secondary schools in Ebonyi State.
5. There is a significant difference in the opinion of male and female Nigerian language teachers on the level of organization of seminars and workshops by the government in secondary schools in Ebonyi State.
6. There is no significant difference in the opinion of teachers of Nigerian languages on the basis of urban and rural secondary schools in Ebonyi State.

Recommendations

Based on the findings of this study, the researcher made the following recommendations.

1. Government should embark on a realistic programmes to train, employ and retrain enough language teachers for appropriate and consistent language teaching and learning in schools.
2. Government should provide incentives in form of allowances and special salary scale for Nigerian language teachers in the field.

3. The Nigerian language teachers should be sponsored to attend conferences, seminars and workshops and as well as sent on government sponsored regular training to update their knowledge.
4. Government should pay its proper role in the implementation of the national language policy reviewing this project and harness the good lessons and gains of the Ife (1970) and Rivers (1976) experiments since these projects have been acclaimed a success by many scholars. This is hoped, will go a long way in the implementation of the national language policy and as well achievement unity in Nigeria through the indigenous languages.
5. Government should provide textbooks and relevant materials for teaching and learning.
6. Government should ensure frequent revision of school curriculum, and also provide special training scholarship schemes for learners of Nigerian languages.

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QUESTIONNAIRE

Section A: Personal Characteristics of Respondents

Kindly give your answers honesty to the questionnaire by placing a tick in one of the boxes below.

1. Type of School: (a) Government [] (b) Private []
2. Sex: (a) Male [] (b) Female []
3. Location of school: (a) Urban [] (b) Rural []

SECTION B: Extent of Implementation of National Language Policy

The following statements concern the implementation of National Language Policy. As a student to what extent would you say that the policy is implemented in your school? Place a tick (✓) in the box that expresses your opinion regarding the implementation.

Cluster A: Secondary schools in Ebonyi State are handicapped in the teaching of the major Nigerian language because:

Key: Very Great Extent (VGA) = 4, Great Extent (GE) = 3, Less Extent (LE) Very Less Extent (VLB) = 1

S/N	Statements	VGE	GE	LE	VLE
1.	Organizing a special awareness campaign for the learners of Nigerian languages on the need of national language				
2.	Organizing seminars and workshops for the teachers				
3.	Ensuring that all the three major Nigerian languages are studied in schools.				
4.	Providing textbooks and relevant materials for teaching the languages.				
5.	Ensuring a frequent revision of school curriculum				
6.	Paying special allowances to Nigerian language teachers				
7.	Providing special training scholarship schemes for learners of Nigerian languages				
8.	Providing proper motivation to Nigerian language teachers to improve their teaching performances				