

EFFECTS OF UTILIZING HAUSA LANGUAGE AS MEDIUM OF INSTRUCTION AMONG SOME ECCE ATTENDING CHILDREN IN DUTSE, JIGAWA, NIGERIA

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Abstract

The objective of this study was to determine the effect utilizing Hausa as language of instruction among some ECCE attending children in Dutse Jigawa state, Nigeria. This study investigates the effect of utilizing Hausa language as a medium of instruction among Early Child Care Education (ECCE) attending children in Dutse, Jigawa State, Nigeria. The study employed an intervention mode, where 50 children were divided into two groups: test group (taught in Hausa) and control group (taught in English). The results show that children instructed in Hausa scored higher mean marks than those instructed in English.

Keywords:

Effect utilizing Hausa language, instruction, children, Dutse Jigawa state, ECCE

Introduction

Children at preprimary age are needing specific type of support to enhance their intellectual, physical, and emotional development using an intervention that is carried out in a suitable environment (Yawinda et al., 2021; Sarkingobir et al., 2023). In exposing children to interventions at preprimary education years, institutional structures that consider the diversity of children are critical (Mahadi, 2008; Adewale, 2022). Early Child Care Education (ECCE) is defined as set of programs and services related to physical, cognitive, and emotional development of children 0-8 years. The program involved in ECCE is equally aimed assisting parents in properly nurturing children (Pem, 2015; Lemea-Adoma, 2024). The first years of life are critical, because; therewith, the brain cells connections are assembled and therewith, the peak brain development results (Ansari et al., 2019; Srinavasacharlu, 2024). During ECCE years children are making early contact with the social environment. ECCE aims to provide the most important beginning in children through given them access to quality education and care, promoting a system of care that is cost-effective, promoting the significance of parents/caregivers in helping children to develop properly, and ensure accessibility to suitable resources (Aliyu, 2011; Abosede, 2017; Musa et al., 2017; Sarkingobir et al., 2019ab).

Akinrotimi & Olowe (2016) disclose that, ECCE is any group of intervention or programs created to facilitate the intellectual, social, physical, emotional, and learning aspects of children from 0-8 years old. And therewith, the authors complained that diverse array of problems affect or impede ECCE in Nigeria, such as poor funding, inaccessibility to curriculum, poor staffing, etc. Shinco (2020) revealed that, the major issues afflicting ECCE in the country include, utilization of English as a medium of passing ECCE instruction in Nigeria, poor staffing, and poor supervision. Shinco (2020) described ECCE as a giant stride to facilitate preprimary education and is to encourage physical, mental, social, emotional, psychological, and growth aspects in children. However, ECCE like other domains in education, is facing challenges of utilizing English as a language of instruction, hence, one of the militating factors impeding progress is the language barrier (Umar et al., 2025).

Language of instruction in education is very significant and is a matter of concern. Language barrier in learning of any instructional activities debar the learners especially children from achieving greatness and desired objective (Ado, 2024). The application of indigenous languages, such as Hausa help the children to comprehend concepts and instruction easily and properly (Musa, 2012). Furthermore, the mother tongue is the first contact of children to communication, because that is what is spoken at homes. Children from Hausa speaking homes understand and comprehend the language, therefore, are expected to learn effectively when Hausa was utilized as a medium of instruction (Hiliya, 2024). A study carried out by Ibrahim revealed that, many of the children in Abuja primary schools are unable to translate some aspects been taught in English into Hausa, hence, indicating a loophole in learning and instruction. Ado et al. (2024) in their study on effect of Hausa language use in instruction and learning of science aspects, found that, the language used had effect on academic performance of secondary school students in Katsina state, Nigeria. Umar et al. (2020) in their study disclosed that, use of Hausa language in learning activities significantly stimulate learning outcomes that are better. Thus, the objective of this study was to determine the effect utilizing Hausa as language of instruction among some ECCE attending children in Dutsen Jigawa state, Nigeria.

MATERIALS AND METHODS

This study is an intervention mode conducted among some children (50) attending an ECCE at a private school in Dutse, Nigeria. Therein, 25 are test group (children taught in Hausa), and 25 control (children taught in English). The study procedure involves exposing the children to two weeks instruction about basic personal hygiene practices that help children in safeguarding their health, presently and in future. Then, after the end of the two weeks, the children were assessed through verbal interview, and scores of every child were recorded. Total marks earned by children in test group divided by total number (25) gives

the mean marks, the similar tune was used in control group. The ultimate result was analyzed using chi-square test ($P < 0.05$).

RESULTS

Characteristics of The Participants of the Study
Table 1: Characteristics of the participants of the study

Characteristic	Frequency	Percentage
Sex		
Male	35	70.0
Female	15	30.0
Religion		
Islam	50	100.0
Tribe		
Hausa	18	36.0
Fulani	32	64.0
Igbo	0	0.0
Educational status		
5 years old	33	66.0
6 years old	17	34.0

Effects of using Hausa language as medium of instruction in some Early Child Care Education (ECCE) attending children in Dutse, Jigawa, Nigeria

Table 2: Effects of using Hausa language as medium of instruction in Early Child Care Education (ECCE) attending children in Dutse, Jigawa, Nigeria

Participants	Total number	Mean marks	Standard deviation	Chi-square	Remarks
Test (Children Instructed In Hausa)	25	800.0	5.61	111.3	Significant
Control (Children Instructed In Hausa)	25	470.00	2.82	211.0	Significant
Total	50				

DISCUSSION

The results contained in Table 2 shows that, the children instructed in Hausa language score 800.0 ± 5.61 , while the children instructed in English, score mean mark of 470.00 ± 2.82 . This indicates that the children instructed in Hausa language score more than those instructed in English.

From Table 1, the characteristic of the children involved in the study were shown. They are 100.0% Muslims, 70.0% males, 30.0% females, 66.0% 5 years old, 34.0% 6 years old. Verily, poor performance of children at schools is an important problem that needs to be addressed through examining several factors involved (Wushishi et al., 2016). Among the problems of learning and instruction in this country, there is an issue of difficulty in language, a language that is not the mother tongue of the children (Ado et al., 2024). That is why many experts and scholars are clamoring for use of indigenous language such as Hausa as a medium of instruction in schools or learning centers (Wushishi et al., 2016). In this vein, a good mastery of communication skills of the language been utilized instruction is empathic in ensuring that children learn properly, and good development is achieved (Wushishi et al., 2016). Musa (2012) stressed the significance of language in learning indicating that children taught in native language are able to learn properly and understand the concepts being instructed easily.

However, the result of this study indicates that the children taught in native Hausa language score more mean marks, than the ones observed (taught) in English language. This finding is in agreement with the discovery of Rotshak et al. (2020), that listed use of English language in majority (more than 80.0%) of the ECCE classes in the country, and in turn a big challenge to the success of the ECCE intervention or program. Similarly, Ado et al. (2024) disclosed that, teaching science aspects in Hausa significantly increase academic performance of secondary school students in Katsina, Nigeria. Thus, considering the aims of ECCE including, facilitating smooth transitioning into primary education, preparing a child to receiving primary education, providing enough care and supervising to children, inculcating moral values and customs, teaching children about simple tasks; it is important to seek for amending issues challenging ECCE such as language barriers in the country (Aliyu, 2011; Navarro- Cruz & Luscheri, 2018; Shinco, 2020; D'Angelo et al., 2023).

CONCLUSION

The study concludes that utilizing Hausa language as a medium of instruction has a positive effect on the learning outcomes of ECCE attending children in Dutse, Jigawa State, Nigeria. The findings suggest that indigenous languages like Hausa can be effectively used as a medium of instruction in ECCE programs, which can lead to better learning outcomes and improved academic performance.

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