



EFFECTS OF BILINGUAL INSTRUCTION ON THE PERFORMANCE OF SOME INTERNALLY DISPLACED PRIMARY SCHOOL PUPILS IN BASIC SCIENCE IN NIGERIA: A CASE STUDY OF SOKOTO STATE

By

Alhaji Auwalu Isa

Department of English
Nigeria Police Academy
Kano State Nigeria

+2348023549436 & +9033055902

Email:isaaauwalu@yahoo.com

Abstract

Effective language planning is crucial to the success of primary education in a multi-lingual setting like Nigeria in which the language of the home – mother tongue is quite often different from that of the school. The mode of instruction used by teachers in teaching seems to be contributory to the performance of pupils in the school. This study investigated the “Effects of Bilingual instruction on the Performance of Internally Displaced Primary school pupils in Basic science in Nigeria” with the view to improving such. The research adopted the pre-test, post-test and post-posttest approach. Subjects for the study were selected to form two groups. Basic science Achievement test was used to collect data. Five hypotheses were tested and data were analysed using inferential statistics of the independent t-test. The result of the study showed that there was significant effect of treatment (Bilingual instruction) on Internally Displaced Primary school pupils’ performance in Basic science. The research, therefore, recommends, among other things that Bilingual education system should be practiced in all the primary schools in the Internally Displaced persons areas to cushion their social predicament in Nigeria particularly beginning at the transitional level (Primary 4) and which would serve a measure of rescuing the deteriorating standard of Primary education for the smooth transition from first language (mother tongue) to second language (official language) thereby enhancing pupils’ academic performance.

Keywords: Primary, Education, Programme, and Displaced Persons

1.1. Background to the Study

Primary education is crucial to the development of education and to national growth and development of any nation. It lays the foundation for successful nation building, security and better standards of living for the citizens. All over the world, primary education has been regarded as the most important as well as the most patronised by people. This perhaps, may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens. The importance of primary education can therefore be seen in the sense that all beneficiaries of the other levels of education by necessity have to pass through this level (Labo-Popoola et al., 2010).

This phenomenon has very important implications for the education of the young people more particularly, children who have found life to be miserable and whose parents have been displaced as a result of conflict or for one reason or the other. Language serves a very important role. To pass knowledge to the learners, one must understand their first language to introduce the contents of the particular subject to them and later on the second language which is the official language. As Cummins (2000) rightly states, the conceptual knowledge developed in one language helps to make input in the other language(s) comprehensible. If a child understands certain concepts in his language, he could easily label it in the second language, in this instance, English language.

Even Science which seems mysterious and perhaps most difficult for pupils, has its roots from language. There are some scientific concepts which might have different meanings in the real



sense. Therefore, learners need to understand all these terms in their own language (mother tongue) for effective learning to take place. This process therefore calls for Bilingual mode of instruction (teaching strategy) especially at the upper primary school in order to make learning more meaningful to the learners. The situation which internally displaced persons found themselves in calls for the actual practice of bilingual classroom teaching of their children in the primary schools against the imposition of a foreign language (English) which underscores the need for an in-depth investigation, thus, justifying the desire to embark on this research.

In relation to the above, a view endorsed by the Early Grade Reading Assessment, EGRA and Early Grade Mathematics Assessment, (EGMA) in Bauchi and Sokoto States, Nigeria (USAID, 2013a, b , c) indicated the benefits of learning in a first language. The results for reading in the two languages suggested that reading Hausa has an important role to play in learning to read and understand English.

The effects of colonial-era governance and education choices can still be seen in the language attitudes and education choices being made by Nigerian citizens and government today. To a certain extent, Nigeria's current national language policy statements support the value of Nigerian languages for learning; however, this support is not generally being confirmed in the language choices made in classroom practice. Instead, local appropriation of policy i.e. the local beliefs that guide the actions of parents, teachers and local education authorities is considerably strengthening the role of English-medium teaching. The goal of this research is to explore the links between the current Nigerian language policy context and pupils' learning.

1.1.1 Statement of the Problem

Internally displaced primary school pupils face significant challenges, including lack of educational resources like books and classrooms, inadequate infrastructure, discrimination and high fees in host community schools, family poverty forcing child labour or early marriage, insecurity and violence, and psychosocial issues like trauma and stress, all hindering their access to quality education.

Government, religious bodies and non-government organisations especially international humanitarian organizations have made efforts over the years to accommodate and provide primary education to the internally displaced persons who are mostly children. The quality of the primary education provided has been of great concern in terms of implementation. A visit to some of the IDPs camps in the country revealed that internally displaced children between the ages of 6 and 11 years in the IDPs camps seem not to possess literacy and numeracy, effective communication and sound scientific skills which are the goal of primary education.

1.2 Aims and Objectives

The study aims at assessing the effects of bilingual instruction on pupils' performance. It was guided by the following objectives: -

- i. to examine the effects of bilingual instruction on the performance of the internally displaced Primary school pupils in basic science;
- ii. to determine the impacts of bilingual instruction on the interest of displaced primary school pupils in learning basic science;
- iii. to investigate whether bilingual instruction improves class participation of pupils

1.3 Research Questions

Based on the specific objectives mentioned above, this study is to answer the following questions:

- i. What are the effects of bilingual instruction on the performance of the internally displaced primary school pupils in learning basic science?
- ii. What are the impacts of bilingual instruction on the interest of internally displaced primary school Pupils in basic science class?
- iii. How does learning of displaced pupils under a formal bilingual instruction influence classroom participation?



1.4 Significance of the Study

This study is aimed at filling up the vacuum other researchers have failed to fill on the effect of bilingual instruction on the performance of Internally Displaced Primary school pupils in learning basic science. It is aimed at examining the relevance or otherwise of bilingual instruction in teaching primary school pupils content subjects with a view to improving standard on the fact that if this method works, it will add to the catalogue of methods already in use. In view of the above, Bialystok (2001), Cummins (2000), and King & Mackey (2007) observe that Children in bilingual education tend to develop better thinking skills compared to their monolingual peers.

The study would be of importance to the policy makers and curriculum developers that are continuously searching for suitable and distinctive techniques to be adopted. To this effect, it would keep teachers abreast on the effects of bilingual instruction and provide them with a variety of teaching methods at their disposal which could be used in improving the academic performance of learners.

To the pupils, the study shall create in them the spirit to develop the right attitude towards learning the various subjects as this will further help their academic performance. As for parents, the study shall be of great importance as to enable them cater for the needs of their children/wards. Nevertheless, the result of the study will provide basis for effective medium of instruction for primary school teachers to modify and reinforce pupils' academic performance.

1.5 Scope and Delimitation of the Study

Primary 5 pupils in the Internally displaced camps in Sokoto state would be used for the study for several obvious reasons. Primary 1-3 classes receive lessons in mother tongue or language of the wider communication which might not necessarily be English and so, were not considered for the study. Primary 5 pupils are rooted and knowledgeable to the use of both English and Hausa media of instruction than Primary 4 pupils. These groups of pupils are already exposed to the use of Hausa and English media for at least two years. Their experience in the use of materials in the study is therefore expected to be fairly good. The pupils in Primary 6 are at the verge of completing their primary education and would soon pass out from school making it difficult for the researcher to get across to them whenever the need arises hence, are not considered.

2.0 Literature Review

The purpose of this review is to assess current literature in the field of study with a view to taking cognisance of the findings and contributions made by fellow researchers. The review is an attempt to secure new ground to discover other variables that remain untapped or have emerged in the course of time. The aspects reviewed include among others, Internally displaced children's access to education, Barriers to education in internal displacement etc.

2.1 Conceptual Framework for the Study

In recent times, Nigeria has been plagued with various economic, political and social challenges. One of these social challenges is the issue of internal displacement. Benin Journal of Educational Studies, Volume 27, Issue 1, 215-225;2021 Wikipedia (2019) defined internal displacement (ID) as a situation whereby a person or groups of persons have been forced or obliged to flee or to leave their homes or places of habitual residence. This may be particularly because of or to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters but the displaced people have not crossed an internationally recognized state border.

In relation to the above, Bilingual education is a broad term that refers to the presence of two languages in instructional settings. The term is, however, "a simple label for a complex phenomenon". Cazden & Snow (1999) claim that it depends upon many variables, including the native language of the students, the language of instruction and the linguistic goal of the programme to determine which type of bilingual education is used. Students may be native speakers of the majority language or a minority language. The students' native language may or may not be used to



teach content material. Bilingual education programmes can be considered either additive or subtractive in terms of their linguistic goals, depending on whether students are encouraged to add to their linguistic repertoire or to replace their native language with the majority language. *Bilingual education* is used for the purpose of this study to refer to the use of two languages as media of instruction.

It is a known fact that on starting school, children find themselves in a new physical environment. The classroom is new, most of the classmates are strangers, and the center of authority or teacher is a stranger too. If, in addition to these things, there is an abrupt change in the language of interaction, then the situation can get quite complicated and any approach that does not recognise the complementarities of the home, society and the school is bound to fail.

2.2 Internally displaced children's access to education

Evidence from Multi-Sector Needs Assessments (MSNAs) indicates that in several humanitarian crises in 2024, IDP children had significantly less access to formal education than non-displaced children. For example, in Burkina Faso, only 51% of school-aged IDP children were reported to have attended formal school at some point during the 2023-2024 school year – much less than the reported 76% of non-displaced children. In Mali, the difference was even more pronounced as only 36% of IDP children reportedly accessed education compared to 65% of non-displaced children.

In some contexts, MSNA data also suggests that IDP children from households living with host families have better access to education than those living in IDP housing sites or camps. For example, in the DRC, only 37% of site-based IDP children attended formal schooling – less than the reported 64% of IDP children from households living with host families and 75% of non-displaced children. Similarly, in the Central African Republic (CAR), only 70% of site-based IDP children had access to formal schooling, compared to 74% of children living with host families and 80% of non-displaced children. However, in some contexts, IDP children were not found to be worse off in terms of access to education, so it is essential to better account for local contexts and IDP profiles.

2.3 Barriers to education in internal displacement

When children are uprooted from their homes, schools and familiar environments, they are confronted with specific challenges that often affect their education. Some of the most frequently documented barriers to education in internal displacement include distance from school, lack of financial resources, loss of documentation, security risk, and negative repercussions on children's health or psychosocial well-being that make learning more difficult. IDP families often arrive when the school year has already begun or after the enrolment period, which may prevent their children from attending school. Additionally, enrolment in formal education can be hindered by loss of documentation. That, in turn, can impact the ability of IDP children to enroll in higher education later in life should they fail to obtain formal education documentation from earlier years.

Surveys conducted in the context of conflict-related displacement in Colombia and drought-related displacement in Ethiopia highlight physical distance from the nearest school as a key barrier for internally displaced children. When displaced people have to live in informal settlements, on the outskirts of towns or in under-resourced displacement camps, they may be unable to access schools or the transportation means needed to get there. Another potential barrier impacting both boys and girls is physical safety while traveling to and from school. In certain situations, the dangers of getting to school safely may deter attendance.

In some cases, educational facilities are simply not available, destroyed by the disasters or hostilities that prompted the displacement to begin with. The availability of resources, including schools in safe locations, can be drastically impacted in conflict situations. This is the case in Gaza, where the Education Cluster estimates that nearly 90% of all school buildings had been destroyed or damaged as of March 2024. In other contexts, such as Yemen, schools are used as temporary shelters to house displaced people, making it impossible for children to pursue their education free of significant disruption.



Financial difficulties faced by many displaced families, who lost their assets during their flight or can no longer pursue their habitual income generating activities, are another frequent challenge. Even in contexts where access to public schools is free, associated costs, such as school materials, uniforms, transportation or meals, can constitute an obstacle. This was highlighted in the context of drought-related internal displacement in Mogadishu, Somalia, and many other contexts. The reduction of costs to IDP families for school and the creation of scholarships or stipends would be a helpful step toward removing financial barriers.

2.4 Measuring the impact of internal displacement on education

Internal displacement not only affects children’s access to quality education but can have further repercussions on their health, well-being and future livelihoods, impacting their ability to contribute during adulthood and affecting the peace and development of their communities. Addressing barriers to education in internal displacement contexts is therefore particularly important for affected children and society at large. Yet, the data that would allow proper planning and support are lacking. To date, there are no internationally comparable figures on school attendance, completion and learning outcomes of IDP children. Multi-stakeholder initiatives, such as the International Data Alliance for Children on the Move, the Global Education Cluster, and the Inter-agency Network for Education in Emergencies, seek to coordinate data collection efforts better and harmonise definitions and methodologies, but more progress is needed.

Comprehensive and detailed information on how internal displacement impacts children’s education is also lacking in many contexts. One of the reasons is that survey sampling frames are not consistent with the latest population movements and updated population figures. Another reason is the lack of disaggregated displacement status data, including gender, age, and ability. It is, however, crucial to identify and tailor support for groups of children at higher risk of staying out of school. For instance, research has found that in some contexts, internally displaced girls are less able than boys to pursue their education, while in other contexts, boys are more affected. Children with disabilities or from minority groups or poorer families may also require dedicated attention.

Lack of financial resources to address internal displacement, support internally displaced people and conduct the necessary assessments to inform needed interventions remains the most critical issue, more so than methodological, technical, security or accessibility concerns and challenges. Because we have a general understanding of what barriers exist but limited demographic data on children displaced globally, improvements must be made in the collection of regular, relevant, and disaggregated data for factors such as age, disability, sex, and education.

There are several barriers to education faced by IDP children, including interruptions to their education and development, thereby impacting their mental well-being as they try to work through the experiences that led to displacement. Education is a right, and understanding the barriers can help us better develop systems to increase accessibility in displacement situations across the globe.

3.0 Research Methodology

3.1 Research Design

The study is experimental **Research** in design. It is illustrated thus: -

G1-----R-----O1-----X-----O2-----03
G2-----R-----O4-----X-----O5-----06

Where

G1---is Experimental with randomly selected, pretested, post tested and post-post tested pupils and G2---is Control with randomly selected, pretested, post tested and post-post tested pupils.

Secondly, G1 or Group 1 comprises high, average and low ability pupils and G2 or Group 2 comprises high, average and low ability pupils and each of the groups consists of 100 pupils.

In the design, group G1 would be taught basic science through bilingual method while G2 would be taught the same in English and a post test would be administered to both groups. The purpose of the post-test is to determine the effect bilingual instruction has on the groups in the



understanding of the Subject (Basic Science) taught. In addition, a post-posttest would be given to all the pupils in the two groups.

3.2 Population of the Study

The target population are primary five (5) Pupils in the IDP camps in Sokoto state.

3.3 Sample and Sampling Techniques

Fraenkel & Wallen (2000) state that a minimum group of 30 participants is ideal for experimental research hence in determining the sample for the study, two hundred (200) pupils were randomly selected. One hundred pupils each formed both the experimental and the control groups.

3.4 Instrumentation

The instrument for the study would be basic science achievement test. An achievement test (AT), according to Okoye (1997), is a test that is based on a course content, which the pupils have been taught. The achievement test is based on the objectives of the topics selected as stated in the Nigerian Educational Research and Development Council (NERDC) syllabus (2012). Multiple choice would be used and the purpose of using multiple choice format in addition to others is because it allows for wider coverage of the content taught. It is also bias-free in marking.

3.5 Procedure for Data Collection

To collect data for the study, a written request for permission to conduct a research among four primary schools was sought for by the researcher and the Head of Department, Arts and Social Science Education granted the request. Two research assistants from two of the schools were invited for a meeting with the researcher and were briefed of the intention of the researcher and what the research intends to achieve. In the course of conducting lessons for the subjects, two hours were used for each of the groups, once a week for 15 weeks.

The Treatment involved the use of English and Hausa media for the experimental group. The control group was taught by the use of English medium only. Two teachers from the subject area were employed as assistants in the course of the treatment and were informed on how to handle the instruments with both the experimental and control groups. Treatment for the two groups lasted for fifteen weeks. The researcher made use of Saturdays in conducting the lessons because the normal lessons of pupils could not be tempered with during the normal working days. The lessons were for two hours each Saturday and where necessary, additional five to ten minutes were used.

3.6 Data Analytical Techniques

To analyse the data, the 200 question papers were collected at the end of the test as they were duly completed and returned by the subjects. The quantitative data were subjected to statistical analysis using both descriptive and inferential tools.

Descriptive statistical tools used were simple frequency (f), percentage (%) and mean scores (x). Inferential statistical tools used were t-test (t) for the testing of the null hypothesis. On the other hand, T-test is considered the most appropriate in the study that involves determining significance and mean differences between two (2) groups while Alpha-level was set as 0.05 for the rejection or otherwise of the null hypothesis using one-tail of t-test.

4.0 Data Presentation And Analysis Of Results

The study on Performance of Primary Five Pupils in Basic Science in internally displaced peoples camp in Sokoto State used a total of 200 pupils who were divided into two equal groups of experimental that were exposed to formal bilingual instruction and a control group. The statistical package of Version IBM 23 was used to analyse the data.



4.1 Table 4.1 Summary of Pre-Test, Post-Test and Post-Post Test Scores for Bilingual Instruction

Group/	Data Levels	Pre-Test Scores (%)	Post-Test Scores (%)	Post-Post Test	Types
	Averages	No of Pupils (%)	No of Pupils (%)	No of Pupils	
Experimental					
1-22	Low	6 (27.2)	2 (9.1)	3 (13.6)	
	Mid	12 (54.5)	12 (54.5)	9 (40.9)	
	High	4 (18.2)	8 (36.3)	10 (45.4)	
	Sub-Total	22 (33.3)	22 (33.3)	22 (33.3)	
23-50	Low	9 (40.9)	1 (4.5)	2 (9.1)	
	Mid	14 (63.6)	17 (77.2)	12 (54.5)	
	High	5 (22.7)	10 (45.4)	14 (63.6)	
	Sub-Total	28 (42.4)	28 (42.3)	28 (42.4)	
51-75	Low	6 (27.2)	3 (13.6)	2 (9.1)	
	Mid	17 (77.2)	15 (68.1)	11 (54.5)	
	High	2 (9.1)	7 (31.9)	12 (59)	
	Sub-Total	25 (37.8)	25 (37.8)	25 (37.8)	
76-82	Low	1 (4.5)	1 (4.5)	1 (4.5)	
	Mid	4 (18.2)	4 (18.2)	2 (9.1)	
	High	2 (9.1)	2 (9.1)	4 (22.7)	
	Sub-Total	7 (10.6)	7 (10.6)	7 (10.6)	
83-100	Low	6 (27.2)	3 (13.6)	3 (13.6)	
	Mid	10 (45.4)	9 (40.9)	6 (27.2)	
	High	2 (9.1)	6 (27.2)	9 (40.9)	
	Sub-Total	18 (27.2)	18 (27.2)	18 (27.3)	
Overall					
Averages:					
	Low	28 (25.4)	10 (9.1)	11 (10)	
	Mid	57 (51.8)	57 (51.8)	40 (37.2)	
	High	15 (13.6)	33 (29.9)	49 (46.3)	
	Total	100 (30.3)	100(30.3)	100 (31.2)	

Table 4.1 consists of the analysis of pupils' performance in the various tests analysed according to low, mid and high scores including the overall scores. The overall performance scores for the low category at the Pre-Test level is 28(25.4), 10(9.1) Post-Test and 11(10) for Post-post Test. For the mid performance, the scores are 57(51.8) (Pre-Test), 57(51.8) (Post-test) and 40(37.2) (Post-post Test) which is a significant improvement as Pre-Test, Post-Test and Post-post-Test scores for the low and mid categories are compared. In the above instance, only 28 pupil scored low marks against 57 pupils who are in the mid category for the Pre-Test. For the Post-post Test, only 10 pupils scored low against 57 that are in the mid category.

As for the high mark scores for in the various tests conducted to the pupils, the result is 15(13.6) (Pre-Test), 33(29.9) (Post-Test) and 49(46.3) (Post-post Test) respectively. The result shows a tremendous improvement as pupils' continuously keep on improving in their scores to the tests from Pre-Test through Post-Post-Test. The analysis of pupils' performance on Table 4.7 above,



is a clear evidence of the improvement recorded from the various exercises and treatments the pupils were exposed to by the use of bilingual instruction in an effort to determine the effect of the medium of instruction as compared to monolingual instruction.

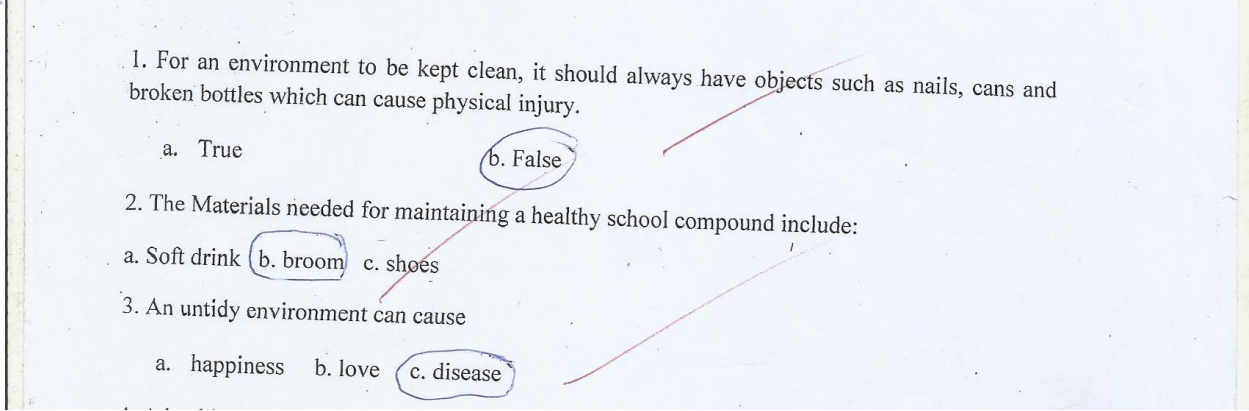
4.2 Analysis of Randomly Selected Pupils Scores

The differences in the performance of selected pupils before and after exposure to the tests are based on the course content (Environmental Quality, The Human Body or The Skeleton and Reproduction in Plants) which the pupils have been taught based on the objectives of the topics selected as stated in the (NERDC) syllabus (2012). The performances are based on low, mid and high levels of the correct and wrong forms randomly sampled from 9 pupils’ tests as provided in Table below.

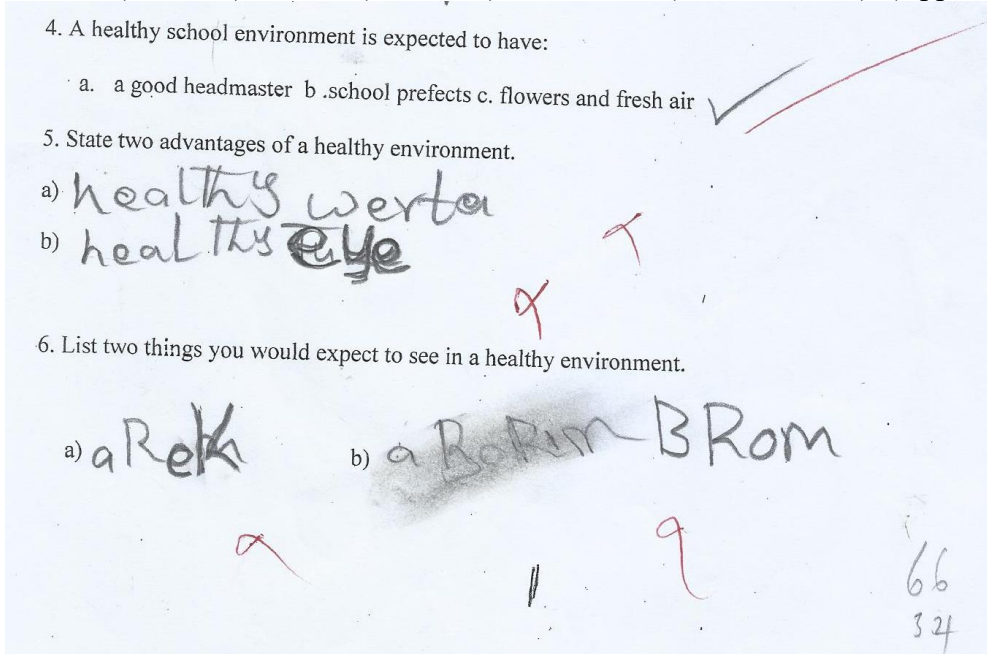
Table 4.2 Pre-Test, Post-Test and Post-Post Test of Selected Pupils Correct and Wrong Responses

Group	Pre-Test Scores		Post-Test Scores		Post-Post-Test Scores
Experimental Wrong	Correct Scores (%)	Wrong Scores (%)	Correct Scores (%)	Wrong Scores (%)	Correct Scores (%)
LOW					
PENEG096	05(20)	20(80)	42(84)	08(16)	43(86)
PENEG017	06(24)	19(76)	24(48)	26(52)	33(66)
PENEG027	06(24)	19(76)	26(52)	24(48)	28(56)
Total	17(23)	58(77)	92 (61)	58(39)	104(70)
	46(30)				
MID					
PENEG027	10(40)	15(60)	33(66)	17(34)	35(71)
15(30)					
PENEG049	11(44)	14(56)	32(64)	18(36)	33(66)
17(34)					
PENEG100	11(44)	14(56)	14(28)	36(72)	23(46)
27(54)					
Total	32(43)	43(57)	79(53)	71(47)	91(61)
59(39)					
HIGH					
PENEG001	10(40)	15(60)	44(88)	06(12)	45(90)
05(10)					
PENEG026	12(48)	13(52)	27(54)	23(46)	29(58)
PENEG078	15(60)	10(40)	15(30)	35(70)	34(68)
Total	37(49)	38 (51)	86 (57)	64 (43)	108(72)
42(28)					
Grand Total	86(29)	139(46)	257(57)	193(43)	303(68)
	147(32)				

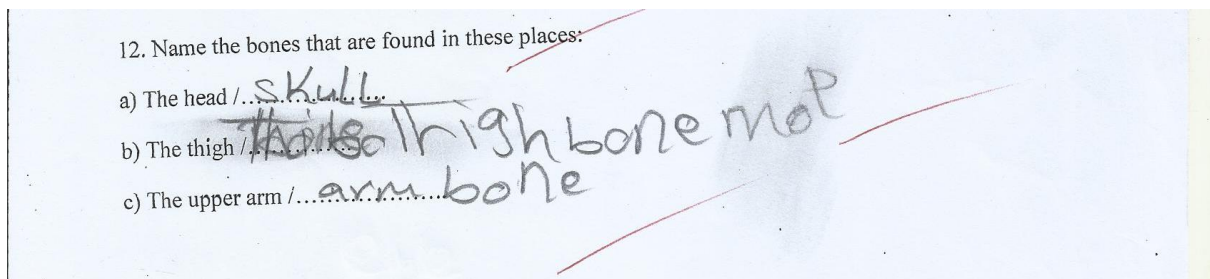
It is clear from Table 4.2 above that for the low performance ,wrong responses decreased after exposure from 77 (Pre-Test) to 39 and the correct responses increased from 23 (Pre-Test) to 61 (Post-Test) and (70) Post-Post Test respectively. In view of the above, some excerpts of the pupils’ actual correct and wrong test responses are shown below.



For the mid performance, wrong scores took Precedence with 57 (Pre-Test) responses which reduced to 47 after exposure and came down to 39 at (Post-Post Test). The correct forms increased from 43 (Pre-Test) to 53 at (Post-Test) and to 61 at (Post-Post Test), (Appendix D (3)).



The trend of performance at the high level is that, the wrong forms were 51 at (Pre-Test) but decreased to 43 at (Post-Test) and went down further to 28 (Post-Post Test) level. However, on the correct forms, the performance was 49 (Pre-Test), 57 and 72 (Post-Test) and Post-Post Test.



The sampled forms above are some of the identified pupils actual wrong and correct answers randomly selected.

The overall performance of the randomly selected Pupils in the various tests kept changing among all the categories of low, mid and high levels with regard to the various exposures as is summarised below.



4.3 Discussion of Findings

The study has been able to establish positive effects of bilingual instruction on the Pupils by the use of experimental analysis. The effects cut across pupils' performance in basic science, their interest, classroom participation, retention of the knowledge gained and the error type responses committed in the various tests conducted to the pupils.

The findings revealed that there is a better performance by the pupils taught Basic Science through Bilingual instruction than those taught through English medium of instruction. This is in agreement with the studies of Suwanarak (2013) in which he supports academic and social advantages of the primary language in bilingual learning settings because it facilitates learning process, decreases frustration, enhances intellectual capacity, and deepens understanding of intricate concepts.

Malekela (2004) contributing on the issue says if learners and even teachers are disabled in the language that is used as a medium of instruction, then the learning process cannot take place effectively. Evidence also shows that English-medium education in African schools with learners whose English language ability is low impedes learning (Macdonald, 1993; Rubagumya, 2003). By contrast bilingual medium education enables teachers to teach and learners to learn more effectively (Heugh, 2006).

The result is also in line with the findings of King & Mackey (2007) who revealed that teaching Basic Science through bilingual instruction increases pupils' academic achievement in school as the pupils not only excelled but also out performed pupils who were taught through English medium of instruction in all primary school subjects.

RTI International (2015) observed that children benefit from learning to read in a language they speak and understand because they can build on their existing oral language and vocabulary skills. UNESCO (2014) said Reading materials in African languages that are appropriate for children in the early grades are critically scarce. This deficit has negative implications for improving the reading skills of children in sub-Saharan Africa, as 50 percent of the children fail to reach minimum learning standards in reading by Primary Grade 4. However, differences and similarities in the two languages spoken by the learner can account for variability in learning. In terms of speech sounds in both languages, research has found that it is easiest to learn a second language when it has sounds that are similar to sounds in the speaker's first language (Antoniou, Liang, Ettliger & Wong, 2015).

One advantage of bilingualism according to (Friesen, Latman, Calvo, & Bialystok, 2015) is that it is associated with increased cognition. Specifically, it has been found that bilingual individuals have increased attention compared to monolingual individuals while other studies have suggested that the advantages may be due to hidden demographic factors and not bilingualism.

5.0 Summary, Conclusion And Recommendations

This section provides an integration of the results from the study as well as the conclusions. This is followed by limitations of the study and recommendations for further research. When one embarks on any kind of research, one has to keep in mind that the research is limited to the variables that one is looking at under limited circumstances.

It is also acknowledged that one may not always discover complete answers as one had anticipated. As Petrie (1981) states, one needs not be investigating absolute truth. However, the process of the research and the sharing of further knowledge make the process valuable. Although the effects of bilingual instruction on the performance of Displaced primary school pupils in basic science have been investigated, there is still a need to look more deeply into the medium of instruction being used in our various educational institutions.

In order to provide answers to the research questions, data were collected using descriptive statistics.

The data included pupils' responses to the instruments and the following are the summary of the findings emanating from the analysis undertaken in chapter four:



- a. Bilingual instruction made learners sufficiently proficient in the language of instruction. It allows them to make suggestions, ask questions, answer questions, create and communicate new knowledge with enthusiasm compared to monolingual instruction, thus, enhancing pupils' performance in basic science.
- b. Bilingual instruction proved to be more beneficial to the primary school pupils in terms of increasing and sustaining their interest in learning as it created a more engaging meaningful environment in which pupils are made to discover the value in what they are learning.

5.1 Conclusion

Findings from the study reveal that learners who were exposed to bilingual instruction performed better than those exposed to monolingual instruction despite the condition of the displaced children. As bilingual instruction was used among the experimental group, it made scientific concepts simple to understand. In such a critical situation like ours where English and Hausa were used as media of instruction, findings revealed that learners became more active in reasoning, participative in the lesson and critical in thinking as one language complements the other.

The study found that bilingual instruction promotes learning more considerably than monolingual instruction. However, there exist the possibility for the teaching and learning of content subjects through the use of bilingual instruction in making learners at the higher level of primary school acquire lifelong skills through the strategy if used appropriately.

5.2 Contribution to Knowledge

The discovery of the effects of bilingual instruction on the performance of displaced primary school pupils as an effective teaching method is not only the contribution of the present study. The study after establishing the effectiveness of bilingual instruction has proved that bilingual instruction can boost pupils' morale to learn content subjects independently in the primary schools.

Another contribution of the study is that bilingual instruction could be a solution to the low performance of pupils in the common entrance examination. The study established that bilingual instruction can assist immensely in the area of teaching and learning of content subjects. This is because the use of pupils' mother tongue along line with English goes a long way in making pupils participate more actively in the lessons and develop higher interest in learning thereby, improving learners' academic performance.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made: -

1.The legal framework for child protection is robust in Nigeria but the enforcement of the laws is challenging because of the plural nature of legislative domestication and to effectively protect the displaced children in Nigeria, child welfare and protection should be placed in the exclusive list – that is, the list of issues that the Nigerian government makes uniform law on. This would make laws on child protection uniform and applicable throughout the nation. It is also important to make children's rights a constitutional matter under the fundamental human rights section of the Nigerian constitution

2. Both pupils and teachers should appreciate the importance of bilingual teaching instruction as a means for developing positive attitude in learning as well as knowing that there are two ways of saying things all of which will lead to higher academic performance.

3.Bilingual instruction policy should be initiated and practiced in all the primary schools in Nigeria Particularly beginning at the transitional level (Primary 4), bilingual instruction should be relevant to a point when pupils are deemed to have acquired sufficient competence to participate fully in the learning process.



4. Varying teaching strategies and materials should be employed by teachers in the use of bilingual instruction with a view to improving pupils' performance in basic science.
5. Primary school curriculum should be schemed keeping cultural and social diversity of the people.

References

- Antoniou, M., Liang, E., Ettliger, M., & Wong, P. M. (2015). *The bilingual advantage in phonetic learning. Bilingualism: Language and cognition*, 18(4), 683-695. doi: 10.1017/S1366728914000777
- Ezera, S.O & M.E., Oghenede (2021), Access to Education for Internally Displaced Children in IDP Camps in Nigeria. *Benin Journal of Educational Studies, Volume 27, Issue 1, 215-225;2021*
- Fraenkel, R. J., & Wallen, E. N. (2000). *How to design and evaluate research in education* (4th ed.). San Francisco: McGraw-Hill.
- Friesen, D. C., Latman, V., Calvo, A., & Bialystok, E. (2015). Attention during visual search: *The benefit of bilingualism. International Journal of Bilingualism*, 19(6), 693-702. doi:10.1177/1367006914534331
- Global, (2024) *Multi-Sector Needs Assessments (MSNAs)*
- IDMC, (2014). *The Global Overview* is IDMC's flagship annual report: People internally displaced by conflict and violence
- King, K., & Mackey, A. (2007). *The bilingual edge: Why, when, and how to teach your child a second language*. New York: Collins.
- Lenshie & Yenda., (2016). *Boko Haram Insurgency, Internally Displaced Persons and Humanitarian Response in Northeast Nigeria*. ResearchGate, <https://www.researchgate.net>
- Malekela, A.G., (2004). *Teaching in Tension. International Pedagogies, National Policies and Teachers' Practices in Tanzania*. Sense Publishers/ Rotterdam/Boston/Taipei
- Nigerian Educational Research and Development Council. (2012). (NERDC) Press 3 Jibowu Street, Yaba, Lagos
- Okoye, R.O.C. (1997). "Classification of tests." In Ezeudu, S.A., Agwagah
- U.N.V., & Agbaegbu, C.N. (ed). *Educational measurement and evaluation for colleges and universities*. Onitsha: Cape Publishers.
- RTI International. (2015). *Report on language of instruction in Senegal*. Retrieved from <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=796>
- Rubagumya, C.M. (2003). *English medium primary schools in Tanzania: a new linguistic market in education?* In Brock-Utne, B., M. Qorro and Z. Desai (eds) *Language of Instruction in Tanzania and South Africa (LOITASA)* Dar es Salaam: E&D Limited. pp.149-169.
- Susan Edwards (2017) *Pay based Learning and intentional Teaching: Forever different?* *Sage Journals*
- Suwanarak, K. (2013). *Language acquisition and academic success of Thai-English Bilingual Children*. Paper presented in Oxford Education Research Symposium, Oxford University, United Kingdom. 17-20 March 2013.
- UNESCO, (2019). *Global Convention on Higher Education Recognition*
- UNICEF, (2019). *The State of the World's Children*.