



Academic Research Knowledge Sharing

www.arksonline.org

International Journal of Education, Culture and Arts (IJECA)

Vol. 2, No. 8 (2019)
ISSN 2519-5018

**PERCEPTIONS OF PRESCHOOL TEACHERS ON THE USE OF MOTHER TONGUE
AS A MEDIUM OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION
MUMBUNI ZONE, MACHAKOS COUNTY, KENYA**

BY

Betty M. Mutuku

Correspondent Author

(bettymutuku70@gmail.com)

Dr. Suleiman Mwangi

Senior Lecture, Faculty of Social Sciences, St. Paul's University, Kenya

Dr. Esther Marima

Senior Lecture, Faculty of Social Sciences, St. Paul's University, Kenya

Abstract

The use of mother tongue is supposed to be applied in Early Childhood programs, pre-schools and the lower primary classes. Despite the curial role played by the mother tongue in childhood learning, the significant of mother tongue as a subject and medium of instruction in childhood is often given low preference. The important decision regarding language of instruction is taken in Machakos County. This study sought to establish pre-school teachers' perception on use of mother tongue as a medium of instruction in preschools in Mumbuni Zone, Machakos County Kenya. This study adopted descriptive research design. The target population for this study was 45 schools. It constituted 21 primary schools and 24 pre-schools in Mumbuni Zone. The study adopted a sample size of 113. The study used charts and frequency tables to present the results. Quantitative data collected using interview guide was presented in prose form in various sub themes of the study and analyzed throughout content analysis. Quantitative data was coded in SPSS 24 and analyzed using descriptive analysis techniques that included frequencies, percentage, mean and standard deviation. Inferential analysis technique ,correlation analysis was used to determine whether perception of pre-school teachers have a significant influence on use of mother tongue as a medium of instruction in Early Childhood Education in Mumbuni Zone. The study found that utilization of mother tongue as a language of instruction in early childhood learning has a significant contribution to promotion of effective communication for learners both at home and school, promote teachers pupil interactions and promotes learning in schools and enhance learning in schools. The study concluded that preschool teachers had a negative perception on utilization of mother tongue as a language of instructions preschools.

Key words: Pre-school teachers' Perception, Mother Tongue, Language of Instruction

1.0 Introduction

Mother tongue is normally understood as a language that is naturally learned by members of a speech community and is employed by them as the first medium of mother tongue communication (Oyzon & Fullmer, 2014). It could also be understood as the language of a native community or of a group of people with common ancestry. Mother-tongue language is used to refer to the use of the mother tongue in formal education. A lot of research has been done about utilization of in the mother tongue in education (Mahboob & Cruz, 2013). Safary Wa-Mbaleka (2014) indicated that many countries have use of mother tongue as a medium of instructions as an education policy. United Nations Educational Scientific and Culture (UNESCO), advocates the utilization of mother tongue instruction as a medium of instruction in teaching (Beka 2016). The prevalence of globalization and democratic principles indicated that learners demonstrate proficient in international and regional languages to gain access to wider society and to participate meaningfully in their world. UNESCO (2006) support use of Multilanguage education in 2003 and emphasized the central role of mother-tongue as a language of instruction contribute to achieving quality learning. Among many other advantages, a mother tongue plays a significant role in the psychosocial development of an individual (Abiri, 2003). According to UNESCO (2013) the use of mother tongue as a medium of instruction boosts children's self-confidence and school performance. In a country such as Philippines with more than 180 languages experience linguistic power struggle and enacted educational policy in schools to promotes learning in mother tongues in earlier years of primary education.

African states have embraced changed models to the utilization of authority/postcolonial dialects as media of guidance (Walter & Dekker, 2011). Some have embraced the subtractive models where students are drenched into the utilization of authority language directly from their first year in school, others have taken the early leave (Uganda and Zambia) where students learn in their indigenous language up to their third year at school at that point move to the utilization of authority language and not many have taken the late leave display (Tanzania). Alidou *et al* (2006) advocate for a move to nearby dialects at a beginning time and prescribe that it be reached out to a later stage however much as could reasonably be expected for better outcomes.

In Kenya, utilization of mother tongue as an instructional language is supported by language policy (Kaimenyi, 2013). The Bessey Commission pointed out that Kenyan mother tongues are valuable and need to be preserved as mother tongue languages bring developmental benefits to the children and cultural benefits to the community when school life begins without the shock of the confrontation with a new language. Despite the positive view on the use of mother tongues as the media of instruction, the Commission admitted that there were challenges in implementation (Ndamba, 2008). Despite the fact that Kenyans voted overwhelmingly for the new constitution in August, 2010, and that the constitution perceives both English and Kiswahili as official dialects, English has kept on dominating Kiswahili and other African dialects in most authority correspondence. Essentially, Kembo (2000) contends that subjective and full of feeling advancement happens all the more adequately in a language surely understood to a leaner. In any case, are instructors in Kenyan elementary schools mindful of such advantages of first language

training and do they completely execute the utilization of mother tongue language training in their classrooms. In spite of the essential pretended by the primary language in early learning numerous autonomous countries in Africa, for example, Kenya keeps utilizing English dialects in their training framework, on occasion directly from preschools. This raise concerns on teachers' pre-perceptions on the use of mother tongue in preschools in Kenya.

1.2 Statement of the Problem

In Kenya, use of mother tongue is supposed to be applied in early childhood programs, pre-school, and the lower primary school classes. Despite the crucial role played by the mother tongue in childhood learning, the significance of mother tongue as a subject and medium of instruction in childhood is often given low preference. Some have even doubted if teaching and learning in mother tongue contribute significantly to learning in preschools (Urevbu, 2001). In support of this position, a study by Githinji (2014) affirmed that the language of instruction across preschools in Nyeri County least used mother tongue. Moreover, a study by Khejeri (2014) revealed that mother tongue among other instructional language English and Kiswahili was least used as a medium of instruction in childhood education in Kenya. In Machakos County, pre-school teachers use English as language of instruction and least use mother Tongue (MOE, 2017). This raise concerns on perception of teachers on the use of mother tongue as the language of instruction in lower level in schools. County education report (2018) among preschool children in Mumbuni Zone in Machakos County indicates that there was an increase in use of English language in teaching. Despite the significant role of mother tongue in learning in childhood level, mother tongue is least used in preschools in Machakos County especially in Mumbuni Zone. This motivate the undertaking of the study to establish perception of teachers on use of mother tongue as a medium of instruction in pre-schools in Mumbuni zone Machakos County Kenya.

1.3 Research Objectives

The objective of the study was to establish preschool teachers' perception on the use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone.

2.0 LITERATURE REVIEW

2.1 Use of Mother Tongue as Medium of Instruction

Mother tongue is referred to as a first language or the language in the immediate environment of a child. Begi (2014), defined that mother tongue is a language that is used by most of population in a community. Learners that are taught in their mother tongue do understand the subjects matters better compared to those that are taught in the language that is not own language. Laguarda and Woodward (2013) argue that learning in another language as a second language is an additional hurdle. Good foundation in the first language allows a child to grasp things easily. The utilization of primary language in learning guarantees consistent improvement in learners (Fakeye, 2011). They include that students who initially figure out how to peruse and write in their first language develop the capacity to learn English more quickly and executes greater at school than those acquainted with learning in English language. Guverein (2011) contend that

when a child talks in its first language, there is a foundation between the heart, cerebrum and tongue.

The utilization of language is a subject of worldwide essentialness. It is through language that we build up our considerations, shape our encounters, investigate our traditions, structure our networks, develop our laws, articulate our qualities and offer articulation to our expectations and thoughts (Australian Council of State School Organizations, 2007). Native language is known to be one of the components that advance strong establishment for learning in the early years (Dea et al., 2014; Carol et al., 2010). Primary language enables learners to increase abnormal state innovativeness, abnormal state affectability to sentence structure and critical thinking aptitudes. We as a whole talk one language or the other however every one of us have a language we can call our primary language. First language is the language of one's birthplace, of close family involvement and of our initial social relations (Matsuura, 2008). Native language (additionally called local language, blood vessel language, or first language) is the language an individual has gained from birth or talks the best, and is frequently the reason for sociolinguistic personality.

As per UNESCO (2013) the utilization of mother tongue as a mechanism of guidance supports learner's self-assurance and school execution. The Kenya Institute of Education (2007) characterizes use mother tongue as the primary language a learner is foreseen to learn or the language of the schools' catchment territory. As indicated by UNESCO (1954) mother tongue is the language which an individual secures in early years that ordinarily turns into his/her instrument of thought and correspondence. As indicated by the Sectional Paper No.1 O.ROK 1965, the utilization of first language as a mode of guidance in lower essential classes is great in saving the changed Kenyan culture. Benson (2002) uncovers that learners can express what they know better in their primary language hence growing high confidence and fearlessness.

2.2 Teachers' Perception on use of Mother Tongue as a Language of Instruction in Early Childhood Learning

Language development supports the child's ability to communicate, and express and understand feelings (Alsubaie, 2015). It also supports thinking and problem solving, and developing and maintaining relationships. Learning to understand, use and enjoy language is the critical first step in literacy, and the basis for learning to read and write. Additionally Laguarda and Woodward (2015) pronounces that first language can be a short cut for explaining tasks, quizzes and other activities. Not only that, he also states that using mother tongue as a medium of instruction can be a way of conveying meaning of the second language. It appears that mother tongue is paramount medium of acquiring knowledge, thus learners are thinking using their language. Learners catch up easily and understand things when learning in the medium of mother tongue, and sometimes teachers' explanations are sometimes not so good in English. A similar view says that mother tongue instruction promotes skills that facilitate the acquisition of the official language (English) in some countries in the course of learning process (Nyarigoti & Ambiyu, 2014). The language skills and expertise of learners are further developed to be used in formal academic context, for instance in reading, writing and for cognitively challenging purposes.

Mother tongue instruction is the best way, because it maximises the proficiency in the language of the teachers and the learners. Kafata (2016) notes that teaching in mother tongue underlies on the pedagogical principle that knowledge and concepts are best built on the foundation of what is already existing understanding. However, this is virtually impossible when earliest teaching is taking place in the foreign language only. Critical researcher claims that teachers' ability to tailor instruction to meet the needs of the learners is positively affected if they simply have conducted instruction in the local mother tongue (Benson, 2005). Consequently, teachers and learners are able to interact more naturally, for instance when asking and answering questions as they do it with ease. In the same way, it enhances the child's cognitive learning, for example it is easier for a child to construct a new knowledge because the existing or prior knowledge is already constructed in the schemata. He calls this 'participation enhancement.

Malone (2011) claims that children that just enter school where the language of instruction is unfamiliar, their language skills of home language do not serve them. For this reason, learners are predicted to lose confidence in them and participate passively in the classrooms. Losing such opportunity will lead to a lack of proficiency in the language of instruction which will negatively influence the success of the learners, for example not being able to read best since it is believed that they learn best how to read when taught in the familiar language. Although most of the teachers even those in multilingual countries are trained to teach learners in one or more official school language, they still find learners in their classroom that do not speak or understand neither official language of the country or the official language of the school when they start schooling, (Malone & Malone, 2011).

Teachers and students communicate in the language that students know best, however teachers' knowledge and multilingualism may be very limited as they go to teach (Malone & Malone, 2011). They may lack their own language terminology or not knowing the correct words of their language needed in teaching. Hertzog (2002) added that classroom management and discipline are serious problems for novice teachers. Teachers are faced with a challenge of working with learners that have poor language skills as well as learners with different disabilities. Although most of the teachers even those in multilingual countries are trained to teach learners in one or more official school language, they still find learners in their classroom that do not speak or understand neither official language of the nation or the official language of the school when they start schooling, (Malone & Malone, 2011).

Rwantabagu (2011) investigated the differences of teaching the same topic in English and then in Kiswahili some days later. The experiment involved Form 1 students in six schools. The researchers gathered the data using both qualitative and quantitative methods. The two researchers discovered that, in every case, the students taught the same topic by the same teacher, performed better when the teaching was conducted in Kiswahili than in English or when code-switching was used. The examples demonstrated that students learn better when they are taught in a language with which they are very familiar (Rwantabagu, 2011). Although the Tanzanian experiment involved secondary school students, the results have implications for the use of mother tongues as media of instruction at the lower levels of formal education. The results

showed, as Rwantagu notes, that an indigenous language does not impede learning. On the contrary, mother tongues facilitate better understanding of the subjects being taught. This advantage to the learner is even more pronounced among younger learners than the secondary school students used in the Tanzanian experiment.

In Niger, according to Nikiema (2011), German Technical Assistance Agency (GTZ) conducted a comparative assessment of pupils from both experimental and traditional schools. The assessment involved pupils in grades 4, 5 and 6. The assessment was conducted in both the national (indigenous) languages and in French. The pupils scored better in tests conducted in the local languages. The better scores in tests conducted in the indigenous languages were independent of the content of the tests. Moreover, when pupils were tested on the French language, there were hardly any differences between the pupils who had used the mother tongue as medium of instruction, (that is, those in experimental schools) and those who had used French (in other words, those in the traditional schools). This was especially so in the final year, indicating that using a local language as the medium of instruction did not disadvantage pupils in their learning of the French language. In other words, similar scores suggested that pupils from experimental schools are not any weaker in French than those from traditional schools. The tests also established that when a pupil succeeds in an exercise in his/her first language, they succeed in the same type of exercise when it is conducted in French, pointing to a positive transfer of competences from Language 1 (L1) to language 2 (L2).

In Zambian schools, teaching in the local language has advantages of pupils' learning, because pupils do easily understand the instruction due to familiar language, therefore they learn fast and be able to read by the end of grade one (Kafata, 2016). The same teachers believe that using mother tongue other than English as medium of instruction help to improve the academic performance of the pupils as they fully understand the concepts and subjects matters taught to them by the teachers. Home language of learners seems to be more effective in comprehension than a non-indigenous language like English and French. As indicated in the study of Mokotedi (2013), majority of the beginning teachers in Botswana were satisfied with the way they were trained to teach their major subjects, however dissatisfied with the minor subjects training which are Setswana and English. Alternatively Begi (2014), reveals that teachers understand the benefits of using mother tongue; therefore they do not resist the innovations like the language policy. Teachers thought of some benefits of using mother tongue. Using mother tongue helps children to develop interpersonal skills, lays the foundation for learning other languages and improve children's communication skills. Although education can be a powerful tool in promoting educational right of the students, some young ones in Keetmanshoop "do not want to speak their own language, they want to be Americans", says a teacher (Brock-Utne, 2001).

Khejeri (2017) assessed the frames of mind of instructors towards the educating and utilization of Mother Tongue as a language of guidance in lower elementary schools dependent on an examination led in Hamis District in Western Kenya, East Tiriki Division. The exploration configuration was an engaging overview chosen in light of the fact that reviews accumulate data from generally extensive territories by utilizing examining methods thus eliminating expenses.

The examination test included 12 schools arbitrarily chosen from the 40 elementary schools in East Tiriki Division. The instruments utilized for information gathering were perception, copying and surveys. The information was dissected utilizing spellbinding insights. The examination uncovered that Mother Tongue is less esteemed than English. English is profoundly esteemed both for its instrumental and integrative purposes.

In South Africa, multicultural or multilingual classroom is classified as one in which there are three or more different home languages that children in class speak while the language of instruction of the school is English (Hooijer & Fourin, 2009). This has an impact on teachers and their perception of their abilities to teach second language learners. Teachers perceive teaching in the multilingual classroom as a challenging and demanding task. Participants in the study of Hooijer and Fourin (2009), indicate that it is difficult to teach in a multilingual classroom because many children do not speak English as mother tongue that is used as a medium of instruction. There are times when the communication between the teachers and learners are being broken down.

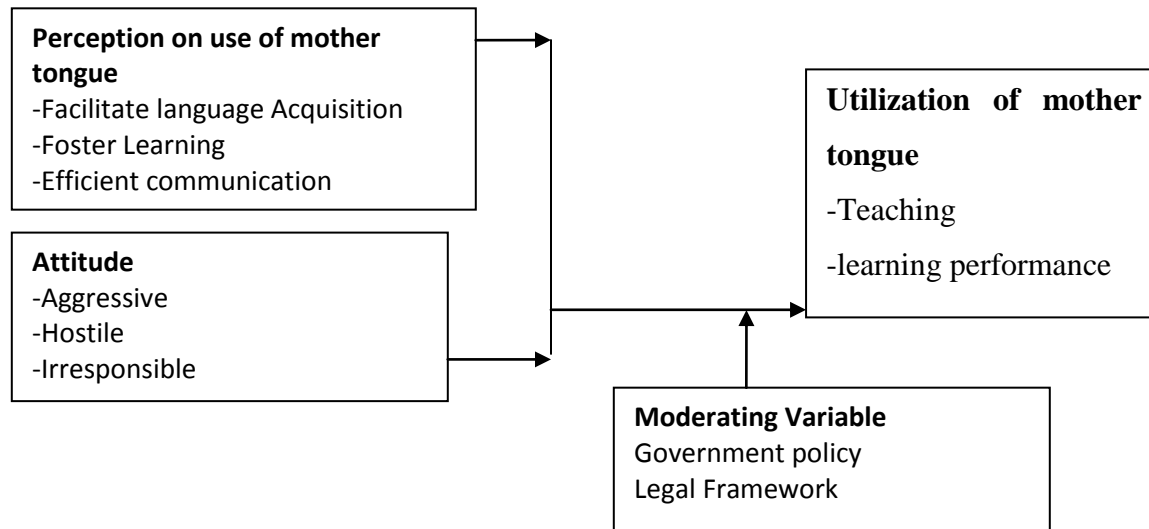
2.3 .Theoretical Framework

Language acquisition Theory was developed by Krashen's (1985). The theory assume five hypotheses, that the acquisition-learning hypothesis, in which a dichotomy is drawn between acquisition and learning, the former being a subconscious way of developing second language (L2) ability, the same as children acquiring their first language (L1), whereas the latter a conscious way to know about language, that the natural order hypothesis, in which rules of language are acquired in a predictable order, which might be different from the order followed in class instruction and that of the monitor hypothesis, the essence of which is that the ability to produce L2 utterances derives from the learner's acquired competence while learning, simply as a monitor, helps him make corrections or change output. The fourth assumption in hypothesis was input hypothesis, which states that language is acquired by receiving comprehensible input slightly above one's current level of competence and that affective filter, like a mental block, can control the access of comprehensible input to the Language Acquisition Device (LAD) for acquisition.

The theory is applicable in this study as when teachers on whom the learners are dependent for provision of mother tongue content have a negative attitude towards the language, then they are not in a position to use the best means of instruction in mother tongue to ensure the supply of comprehensible input to the learner hence mother tongue is suppressed for lack of comprehensible input (Louden & Rohl, 2006). Teachers who have the same mother tongue as their students share similar language codes with them, which could assist them in raising awareness of similarities between mother tongue and teaching Language (TL) and in preventing potential negative transfer issues. Using their knowledge of the MT and the TL, teachers can help students to pinpoint areas that could incrementally prove to be problematic in facilitating new learning, such as false friends and grammatical points in the TL which may appear similar, yet are distinctively different from the ones in their MT.

2.4 Conceptual Framework

The study was guided by a conceptual framework.



Independent Variable

Dependent Variable

Figure 2. 1: Conceptual framework

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study used a mixed research design as recommended by Saunders, Lewis and Thornhill (2009). This allowed the researcher to use both quantitative and qualitative research methods to determine whether perceptions of teachers has a significant influence on use of mother tongue as a medium of instruction in early childhood Mumbuni Zone. Quantitative methods emphasizes data analysis using measurements and in numerical form. Statistical measures were used to test hypothesis and make predictions. The research design help in establishing whether there exists a relationship between perceptions of teachers on the use of mother tongue as a medium of instruction in early childhood Mumbuni zone, Machakos County Kenya.

3.2 Target Population

The target population for this study was 45 schools comprising of 21 primary schools and 24 preschools and 45 head teachers in Mumbuni zone, Machakos County Kenya. The study population was 156 teachers comprising of 84 teachers in primary schools and 72 teachers from pre-schools and 45 head teachers involved in teaching pupils from grade one up to grade three in Mumbuni zone, Machakos County Kenya. The researcher chooses public and private schools as language policy are applicable to all schools in Kenya. A sample size of 113 was determined using Yamane (1967). The study adopted stratified sampling and simple random sampling techniques to be used in selection of respondents. Simple random sampling was used in selecting respondents from each level. Data was collected using questionnaire and interview guide.

3.3 Data Analysis

After collection of data, it was summarized, coded and tabulated. The study made use of charts and frequency tables to present the results for ease of interpretations of the results. Qualitative data that was summarized and generated from the interview guide was presented in prose form in various sub-themes of the study and analyzed through content analysis. Quantitative data was analyzed using descriptive analysis techniques. Inferential analysis technique, use of correlation analysis was done to determine the relationship between variables, to determine whether perceptions of teachers has a significant influence on use of mother tongue as a medium of instruction in early childhood Mumbuni Zone.

RESULTS AND DISCUSSIONS

4.0 Introduction

The findings indicated that out of 113 questionnaires administered, 96 were completed and returned.

4.1 Teachers' perception

Table 1: Teachers' perception on significance of use of mother tongue

Statement	Mean	Standard Deviation
Mother tongue enhances skill acquisition	4.19	0.37
Promote teachers –pupil interactions	4.58	0.59
Teacher find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue	4.53	0.47
Mother tongues facilitates better understanding of the subjects being taught	4.30	0.41
Contribute to better understanding of concepts being taught	4.32	0.46
Contributes to cultural identify	4.86	0.60
It influences effective communication both at home and school	4.67	0.71
Promotes learning	4.56	0.51

From the findings in Table 1, majority of the respondents strongly agreed that from the teachers' point of view use of mother tongue as a language of instruction in early childhood learning contributes to cultural identify, influences effective communication both at home and school, promote teachers pupil interactions and promotes learning as indicated by mean of 4.86, 4.67, 4.58 and 4.56 with standard deviation of 0.60, 0.71, 0.59 and 0.51 respectively. Most of the respondents agreed that teacher find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue as indicated by mean of 4.53 with standard deviation of 0.47. Most of the respondents agreed that use of mother tongue as a language of instruction contribute to better understanding of concepts being taught, mother tongues facilitates better understanding of the subjects being taught and enhances skill acquisition as indicated by mean of 4.32, 4.30 and 4.19 with standard deviation of 0.46, 0.41 and 0.37. This was in line with Othieno (2014), that for early learning to be effective, the teacher must start at a point familiar to the pupil. In a rural setting, a child is more familiar to the child his/her language. He further said that it is a fact that pupils perform better when the language of instruction is familiar to them as it greatly improves the quantity and quality of information transmission. The header teacher supported the results as they indicated that use of mother tongue as a language of instruction contributed to better learning outcomes.

HT1: ("Teachers teach pupils all the subjects using the mother tongue")

HT2: ("Pupils in preschools comprehend all the subjects better when they are taught in a language known by them")

HT3: ("Using preschools pupils' language would help them to develop subjects like mathematics vocabularies that could make them to remember what they have learnt")

This implied that teachers' perception on significance of use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone. The findings were supported by language policy through Session Paper No. (14 of 2012) by the movement through the MOE of Education, Kenya that mother tongue utilization foster child care at pre-primary and lower primary children's education. Kaimenyi (2013) asserted that teaching and learning in formative years of a child using mother tongue enhance learning, foster smooth transition from home to the school environment for the first time school goers and influence significant future learning outcomes.

4.2 Teachers' attitude on use of mother tongue

Table 2: Teachers' attitude on use of mother tongue

Statement	Mean	Std Dev
I know the significance of using mother tongue in teaching	4.00	0.30
The school management encourages me to use mother tongue	4.47	0.34
The school management offers culturally importance materials to promote the use of mother tongue in teaching	4.78	0.67
I love using mother tongue in teaching	4.41	0.35
The use of mother tongue makes it easy to pass skills to learners	4.80	0.66

From the results, majority of the respondents strongly agreed that the school management offers culturally importance materials to promote the use of mother tongue in teaching as indicated by mean of 4.78 with standard deviation of 0.67. Most of the respondents strongly agreed that the use of mother tongue makes it easy to pass skills to learners as indicated by the mean of 4.80 with standard deviation of 0.66. Most of the respondents agreed that the school management encourages teachers to use mother tongue, teachers love using mother tongue in teaching and that they know the significance of using mother tongue in teaching as indicated by mean of 4.47, 4.41 and 4.00 with standard deviation of 0.34, 035 and 0.30. The researcher observed that teachers were getting it difficult in translating vocabularies in English to mother tongue, observed that teachers had not labeled teaching resources using mother tongue this contributed to negative attitude of teachers toward utilization of mother tongue in learning process. The researcher also observed that children were more enthusiastic when the teachers use mother tongue in explaining learning items using mother tongue. This demonstrated that teachers attitude toward utilization of mother tongue contribute to effective learning. This is supported by the head teacher view views that teachers perception on utilization mother tongue is attributed to various benefits of teaching pupils in lower primary and preschool in the mother tongue.

HT4 ("Learners get more involved in the learning process and speeds up the development of basic literacy skills")

HT5 ("Leads to a better educational outcome")

HT6: ("Using learners' home language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability which translates to cognitive stability")

HT 7: ("It enables more flexibility, innovation and creativity in teacher preparation") head teacher interviewee 11

This is in line with Ndamba (2008) that the best medium for teaching a child is the mother tongue, particularly because this is the language that children understand best and express themselves freely. Similarly, Kembo (2000) argues that cognitive and affective development occurs more effectively in a language well known to a child. The teachers attitude also contribute to the extent of utilization of mother tongue as a language of instruction as the teachers had negative attitude toward use of mother tongue on learning. The head teacher supported these results as they indicated that some teachers found it difficult in teaching using mother tongue. Interviewees were requested to indicate whether teachers in their schools find pupils having difficult to use mother tongue. From the findings, interviewees unanimously indicated that teachers in their schools find pupils having difficult to use mother tongue giving the following reasons;

HT2: ("Having pupils from different ethnic groups speaking different languages")

HT3: ("Inadequate parental support")

HT8 ("Difficulty to translate some concepts into mother tongue makes pupils to have difficult to use mother tongue")

Ht10: ("Poor understanding of mother tongue by pupils")

This is also in line with Kavwaya's (2009) that on the attitudes of teachers and parents towards English as medium of instruction in Zambian schools, people in Namwala and Monze districts of Zambia opted for both languages because they thought that while English would help their children get better jobs, Tonga would enhance the continuity of culture in the lives of their children.

4.3 Inferential analysis

Correlation analysis was done to determine the relationship between variables, to determine whether perceptions of teachers have a significant influence on use of mother tongue as a medium of instruction in early childhood in Mumbuni Zone. Correlation Analysis was done between perceptions of pre-school teachers and use of mother tongue as a medium of instruction in early childhood presented on Table 4.11.

Table 3 Correlation Matrix Analysis

		Use of mother tongue as a medium of instruction in early childhood
Perceptions of teachers	Pearson Correlation	0.786(*)
	Sig. (2-tailed)	0.02
	N	72

* Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed).

The study found that there existed a strong positive correlation $r= 0.786$) between perceptions of teachers and use of mother tongue as a medium of instruction in early childhood in Mumbuni Zone. The correlation was statistically significant $P=0.02<0.05$ at 95% confidence level. The results is supported by UNESCO (2008) report that support the view that children were better placed to become literate easily when they start learning using mother tongue and then gradually move to the second language policy either English.

5.0 Summary of findings

The study established that from the pre-school teachers' point of view, use of mother tongue as a language of instruction in early childhood learning contributes to cultural identify, influences effective communication both at home and school, promote teachers pupil interactions and promotes learning. Use of mother tongue as a language of instruction contribute to better understanding of concepts being taught, mother tongues facilitates better understanding of the subjects being taught and enhances skill acquisition. However teachers find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue. The study established that pupils seem to understand better when teachers are teaching using the mother tongue than they would if teachers were to use English.

The study found that pupils taught in mother tongue performed better in understanding, reading, listening and speaking while using home language when compared with the pupils who were taught in second language English. From the findings, teachers mind whether they teach the children in English, Kiswahili, or in the mother tongue in early education as this leads to a better understanding of the curriculum content and to a more positive attitude towards school. Teachers with great experience through many years in service do their teaching in either in English, Kiswahili or in the mother tongue. The study revealed that there are benefits of teaching pupils in lower primary and preschool in the mother tongue which include learners getting more involved in the learning process and speeding up the development of basic literacy skills leading to a better educational outcome. Using learners' use of mother tongue language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability which translates to cognitive stability as it enables more flexibility, innovation and creativity in teacher preparation.

5.1 Conclusion

The study concluded that utilization of mother tongue as a language of instruction in early childhood learning has a significant contribution to cultural identify, promote effective communication for learners both at home and school, promote teachers pupil interactions and promotes learning in schools to a great extent. The teachers perceived utilization of mother tongue as a language of instruction as positive as it led to contribution through better understanding of concepts being taught, foster facilitation of better understanding of the subjects being taught and enhances skill acquisition among learner's. The study also concluded that utilization of mother tongue as a language of instruction as ineffective as teachers were faced with difficulties in utilization of the mother tongues in case where found hard to translate vocabulary when teaching in the medium of mother tongue making it hard to teaching and promote leavening.

The study concluded that failure to train teachers on utilization of mother tongue hinder learning using mother tongue in teaching enable them to learn how to support pupil's development to achieve their personal goal and they were familiar with the process in which pupils acquire the skills and used mother tongue in teaching. This was even when pupils seem to understand better when teachers are teaching using the mother tongue than they would if teachers were to use English. The study conclude that utilization of mother tongue as a language of instruction contribute to effective involvement of the learners in the learning process , hasten learning development of basic literacy skills that foster better educational outcome, gain the support of the general community in the teaching/learning process and promote creation of an emotional stability which translates to cognitive stability that motivate flexibility, innovation and creativity in teaching and learning

5.2 Recommendation

The study recommend that at the policy level, the challenges on use of mother tongue as instruction medium in schools should be addressed by providing the required resources, for instance, the production of relevant curriculum, instructional materials and trained teachers. The study recommend that teachers should have a positive attitude towards utilization of mother tongue as a language of instructions in the pre-schools and ensure the language of instruction used in teaching and learning in the classroom all the pre-school children are familiar in it.

All the necessary materials should be provided; teachers should be trained on use of mother tongue. Government and administrators should support the use of mother tongue and supply the equipment to the teachers to make teaching meaningful. The study recommend that teachers make sure mother tongue is utilized during teaching and learning process, ensure being familiar with the educational language policy in Kenya. Further teachers should ensure effective labeling of teaching and learning resources in bother mother tongue and English to enhance learning among the learners. The implementation of the language policy should be enhanced to foster development of a strong establishment in the use of mother tongue in learning process in preschools in Kenya

REFERENCES

- Abiri, J.O. (2003). Preparation of the secondary school mother-tongue teachers. *West African Journal of Education*, 20(1) P. 7
- Alidou, H.& B. Brock-Utne (2005). Teaching Practices – Teaching in a Familiar Language”. Draft chapter for a report Optimizing Learning and Education in Africa: *The Language Factor commissioned by ADEA, GTZ, and Commonwealth Secretariat.*
- Alsubaie, M. A. (2015). Examples of current issues in the multicultural classroom. *Journal of Education and practice*. 6(10), 86-89.
- Begi, N. (2014). *Use of Mother Tongue* . Language of Instruction in Early Years of School to Preserve the Kenyan culture.
- Beka, M. B. (2016). Mother tongue as a medium of instruction: Benefits and challenges. *International Journal of Innovative, Literature and Arts Studies*. 4(1), 16-26.
- Bennson, K. (2002). Spectra and Corpora of a New Mother Tongue. *Barj}. revenues. org/663.*
- Brock-utne, B (2000).Whose Education for all? The Re-colonization of African Mind. London: Falmer press

- Carol, J, Bismilla, V, Chow, P, Cohen, S, Giampapa, F, & Leoni, L, (2010). Affirming Identity in multilingual classrooms, *Educational Leadership*, 63(1), 38--43.
- Coelho, E. (2012). *Language learning in multilingual classroom: A practical approach*. Great Britain: MPG Books Group.
- Dea, T., Denzin, N. K. & Lincoln, Y.S. (Eds.). (2014). *Collecting and Interpreting Qualitative materials (2nd ed.)*. London: Sage.
- Fakeye, D. O. (2011). *Primary School Pupils' Perception of the Efficacy of Mother Tongue Education in Ibadan Metropolis*. *Asian Social Science*, 7(12), 72-78. doi.10.5539/ass.v7n12p72
- Githinji .K. (2014) Challenges in implementing a mother-tongue based language in education policy: Policy and practice in Kenya.
- GÖKÇE, S. (2008). Attitudes and motivational intensity of foreign language learners at vocational high school: A comparative study. *Masters Thesis submitted to The Graduate School of Social Sciences of Middle East Technical University*.
- Guvercin , G. (2015), Development of semantic processes for academic language in young children. sacd.org.za/index.php/sajcd/article.
- Hooijer, E., & Fourin, J. (2009). Teachers' perceptions of multilingual classroom in South African schools. *Education as Change*, 13(1), 129-145.
- Kafata, F. (2016). An investigation into the impact of teaching in local languages on pupils and teachers (Advantages, Challenges, Opportunities, etc.) in selected primary schools in Kitwe District of the Copperbelt Province of Zambia. *International journal of scientific & technology research*. 5(8), 10-16.
- Kaimenyi, Y. (2013). Home Literacy Opportunity Instruction and Social Emotional Quality Predicting Early Reading Achievements. *Reading Research Quarters*
- Kembo, T. (2000). Language Planning in Botswana and Malawi: A Comparative Study. *International Journal of Society And Language*, 302(2), 117- 133.
- Kenya Institute of Education (KIE). (1992-2007). Primary Education Syllabus. 1. Nairobi: Kenya Institute of Education.
- Khatoun, S., Rehman, S., & Ajmal. M. (2011). *Teaching in multicultural classroom: Assessing current programs of teachers' training in Pakistan*. *International journal of Humanity and social science*, 1(6), 70-78.

- Khejari, M. (2014). *Teachers' attitudes towards the use of mother tongue as a language of instruction in lower primary schools in Hamisi District, Kenya. International Journal of humanities and Social sciences*, 4(1), 75-85.
- Krashen, S. (1985) *Second Language Acquisition and Second Learning*. University of Southern California. Guinea. *International Review of Education*, 57, 705-720.
- Laguarda, A.I., & Woodward, W.P. (2015). *They own this: Mother tongue instruction for indigenous Kuku Children in Southern Sudan*. *School Psychology*, 34(4), 453 – 469.
- Louden, W., & Rohl, M. (2006). 'Too many theories and not enough instruction': perceptions of preservice teacher preparation for literacy teaching in Australian schools. *Literacy*. 40(2), 66-78.
- Mahboob, A., & Cruz, P. (2013). English and mother-tongue-based multilingual education: Language attitudes in Philippines. *Asian Journal of English Language Studies*, 1, 1-19.
- Malone, S., & Paraide, P. (2011). *Mother tongue-based bilingual education in Papua New Guinea*. London: Routledge.
- Mattsuura, M.J. (2008). *Language policy and practices in education in Kenya And Uganda*, Nairobi: Phoenix Publishers
- Mokotedi, S. (2013) "Mother-Tongue Education and Psycho-Societal Involvement in Tribal Communities: A case Study of Paniyi Tribe". *Language in India*. 1 (3), 1- 9.
- Ndamba, T. (2008). *Mother Tongue Usage in Learning: An Examination of Language Preference in Zimbabwe*. *The Journal of Pan Africa Studies* Vol. 2 No 4. Pp. 171-189.
- Nikiema, R. (2011). *A First Language – First Multilingualism Mode to Meet the Quality Imperative in Formal Basic Education in Three Francophone West Africa Countries*. In *International Review of Education*, 57.
- Nyarigoti, N., & Ambiyi, S. (2014). *Mother tongue Instruction: the role of attitude in the implementation*. *International Journal of research in Social Sciences*. 4(1), 77-87.
- Oyzon, V. Q., & Fullmer, J. M. (2014). *Mother-tongue based multilingual education in Africa*. London: Routledge.
- Quane, P. & Glanze,R. (2010) *Teachers' experiences in their first year of teaching after initial training: A case of novice teachers in Ompundja circuit in Oshana Educational region in Namibia*. A thesis For the Degree of Master of Education (Leadership, Management and Policy Studies). Namibia: University of Namibia.

- Rwantabagu , R., J. & Genes, K. (2006). *Teacher education in Tanzania*. Tanzania: Sterling publishers.
- Safary, D. & Wa-Mbaleka, P. (2002). Applicability of Language-sensitive Methodologies to the Namibian Context. In D. Marsh., A. Ontero., & T. Shikongo (Eds.), *Content and language integrated learning in Namibia, workshop report*. (pp. 9-10). Finland: University of Jyväskylä.
- Saunders, M. N. K., Lewis, P. & Thornhill, A. (2009). *Research Methods for Business Students* (5th Edition). London: Pearson Education
- Session Paper; Kenya Institute of Education (2012). English primary syllabus. Nairobi: KIE.
- UNESCO (2006). World declaration on education for all, Paris. UNESCO
- UNESCO (2018) Mother Tongue Instruction in early childhood education. A Selected Bibliography, Paris: UNESCO.
- Urevbu , Y.(2001). Guidelines for inclusion: Ensuring access to Education for All, Paris.
- Vygotskian A.. 1986, January 1). Tools of the Mind.
- Walter, S. L., & Dekker, D. E. (2011). Mother tongue instruction in Lubuagan: A case study from the Philippines. *International Review of Education*, 57, 667-683.
- Yamane, R. D. (1967). *Mass media research: an introduction*, (6th ed.). Belmont, CA: Wadsworth Publishing Company.