TEACHER'S PERCEPTIONS ON THE USE OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION MUMBUNI ZONE, MACHAKOS COUNTY, KENYA

BY

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THIS THESIS SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES ST. PAUL'S UNIVERSITY, IN PARTIAL FULFILMENT OF THE AWARD OF A MASTER OF EDUCATION (EARLY CHILDHOOD STUDIES) DEGREE.

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DECLARATION

This research is a product of my own work and was not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this thesis may be available for reference and photocopying, at the discretion of the University.

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DEDICATION

I dedicate this research thesis to my family and beloved friends who supported me and my children who stood by my side throughout the whole process.

ACKNOWLEDGMENT

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ABBREVIATION AND ACRONYMS

ECDE	-	Early Childhood Development and Education
GTZ	-	German Technical Assistance Agency
KIE	-	Kenya Institute of Education
LAD	-	Language Acquisition Device
MoEST	-	Ministry of Education, Science & Technology
NACOSTI	-	National Council of Science, Technology and Innovation
TL	-	Teaching Language
UNESCO	-	United Nations Education Scientific & Cultural Organization

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ABSTRACT

This study sought to find out the attitude of preschool teachers towards teaching and use of mother tongue as a language of instruction. Evidence from the study shows that English, Kiswahili are commonly used for instruction but Mother tongue is least preferred for instruction. The use of mother tongue is supposed to be applied in Early Childhood programmes, preschools and the lower primary classes. The purpose of this study was to study the perception of teachers on the use of mother tongue as a medium of instruction in public preschools, in Mumbuni zone Machakos County. The study sought to achieve the following objectives, to; establish preschool teachers perception on the use of mother tongue as a medium of instruction in early childhood learning in Mumbuni Zone, to assess the teachers utility of mother tongue in teaching in early childhood learning in Mumbuni zone and to assess the perception of teachers on the teacher training programmes in Mumbuni zone. The target population was 45 public preschools, 45 head teacher and 113 teachers. The sample size included 32 preschools, 32 head teachers and 81 teachers. The respondents were sampled using simple random sampling through the use of table of random numbers. The study employed descriptive survey research design. Qualitative and quantitative data were collected using interview schedules for head teachers and questionnaires for teachers. A reliability level of 0.84 for the questionnaire was established through test re-test method while validity of the research instrument was checked through pilot study. Quantitative data from the questionnaires were coded and analyzed using the SPSS. The study used correlation analysis to determine the relationship between the variables at a set significant level of 0.05. Frequency tables and bar graphs were used to summarize the data obtained. Qualitative data from interview schedules were categorized in themes. Some were converted into frequencies and percentages while others were reported verbally. Most teachers perceived that the language policy implementation in regard of mother tongue policy fails to identify materials to support learning and therefore was less support from the public stake holders such as parents. The study concluded that some teachers had a negative perception on the use of mother tongue as a medium of instruction. The study recommended that the Ministry of education should formulate strategies that would foster the implementation of mother tongue use as a medium of instruction.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background to the study, statement of the problem, objectives of the study, research questions and significance of the study, scope of the study, assumptions as well as limitations of the study.

1.1 Background of the Study

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 localized 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 education is used to refer to the use of the mother tongue in formal education. A lot of research has been done about education in the mother tongue (Mahboob & Cruz, 2013) and Blake (2004) are of the view that an important goal of education is to instill the conventionally recognized moral norms to the individual and integrate these with the ethnic values, cultural norms and the worldview of the learner's community.

Many countries around the world as indicated by Safary Wa-Mbaleka (2014) use mother tongue as a medium of instructions as an education policy. This is in an effort to achieve the advantage of mother tongue in teaching as a language of instruction. United Nations Educational Scientific and Culture (UNESCO), advocates the utilization of mother

tongue instruction as a medium of instruction in teaching (Beka 2016). UNESCO (2006) supports use of Multilanguage education in 2003 and emphasized the central role of mother-tongue instruction in achieving quality learning. Among many other advantages, mother tongue plays a significant role in the psychosocial development of an individual (Abiri, 2003). According to UNESCO (20l3) the use of mother tongue as a medium of instruction boosts children's self-confidence and school performance. African states have continued to change their mode on utilization of mother tongue. Some have embraced the subtractive models where students are drenched into the utilization of first language directly from their first year in school, others have taken the early leave (Uganda and Alidou e*t al* (2006) advocate for a move to nearby dialects at early years and prescribe that it should be used to a later stage however much as it could reasonably be expected for better outcomes. One of the reason for use of mother tongue for guidance is that vernacular can advance phonetic aptitudes that encourage the procurement of authority dialects at a later phase of the learning procedure. Students' language abilities and skill in their home language can be produced for use in formal settings particularly in perusing and composing for inventive and intellectually difficult purposes.

There is considerable opposition to the use of mother tongues as the medium of instruction as parents would not subscribe their children being taught in the mother tongue in this era of globalization. Adekola (2008) led an investigation in which he surveyed the view of educators' towards instruction through mother tongue in junior auxiliary schools in Ogun State in Nigeria. In this investigation, four hundred educators were inspected (200 males and 200 females) from open and tuition based schools with the

utilization of stratified arbitrary testing. The study concluded majority of the educators had a positive recognition towards proficiency through primary language in Nigerian junior schools (Ndamba, 2008). There was a factually huge distinction in the impression of urban and rustic educators towards proficiency through mother tongue in schools. It was discovered that larger part of the educators had a positive discernment towards teaching through mother tongue in Nigerian junior schools. As indicated by the Wolff (2006) utilization of mother tongue for grade one learners quickened perusing and writing in a comfortable language with an enhancement rate from 23% to over 60% in Zambia. Mother tongue Based Instruction will be instructions in a child's first language, for the most part with an arranged progressive change to a second language or unknown dialect at a predefined time in elementary school. This normally happens only in the language most natural to the student. Learners have the chance to learn important ideas principally in a well-known language, and later, they gain mother tongue with the vocabulary for those ideas in another dialect (Ndamba, 2008). This in return exposes the preschool leaners to a myriad of problems when they begins formal learning in a language unfamiliar to them. In order to revive African dialects and support for their utilization as medium of instruction in Kenyan schools, there must be a positive educator's discernment on the utilization of primary language as a mechanism of guidance. It is imperative to research and archive the educators' observation towards the utilization of dialects in instructing.

In Kenya, language policy is supposed to be applied in early childhood programs, preschool, and the lower primary school classes. The Bassey Commission (1972) pointed

out that Kenyan indigenous languages 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 medium of instruction, the Bassey Commission admitted that there were challenges in its implementation. There was the issue of the recruitment of teachers. The Commission supports recruitment of teachers competent in local languages in an effort to support use of mother tongue in learning process.

The language approach system in Kenya prescribes a bilingual method where the child's Mother tongue or the language of the catchment area is used as the mechanism of guidance in the underlying three years of grade school, while English and Kiswahili are taught as subjects. The language approach in Kenya has been renamed severally since common period incredibly the redefinitions have dependably been founded speculations, changing political belief systems, desires and hesitation. All these have greatly affected the education and learning process. The present policy still posture numerous educational difficulties (Muthwii, 2001). Khejeri (2014) pointed out that in a study conducted among the Waswahili in Kenya, a larger percentage of teachers agreed that their learners found it easier to learn various subjects through Kiswahili.

There has been few studies done on mother tongue particularly in Kenya. One may not explain the perceptions of teachers in Machakos County about using mother tongue as a medium of instruction from grade 1-4 without embarking on the study on perception of

teachers on the use of mother tongue as a medium of instruction. NovitasRoyal (2010) conducted a study on the attitudes of teachers towards use of Arabia in classrooms in Saudi Arabia public schools using a case study design. The participants preferred using Arabic in certain situations. Discoveries of explores in first language instruction show that the best mode for encouraging a child is the primary language, especially in light of the fact that this is the language that learners see best and convey what they need openly (Ndamba, 2008). Likewise, Kembo (2000) contends that intellectual and emotional advancement happens more adequately in a language well understood by a learner. Instructors in Kenyan elementary schools are mindful of such advantages of mother tongue training and do not completely execute the utilization of first language training in their classrooms.

The Ministry of Education (MoE) has changed the country's language policy over the years in line with the recommendations made by education commissions tailored towards education resulting into utilization of mother tongue. There are various language provision in the language policy in the new constitution especially recognition of mother tongue as a key language of instruction in preschools. Competency based curriculum (CBC) point out that language of instruction is critical in facilitating learning and foster interaction among learners and teachers. According to the MoE, competency based curriculum support utilization of mother tongue as it enhances learning and eases teaching in learning process.

1.2 Statement of the Problem

Successful implementation of preschool curriculum plays a significant role in laying a better foundation for schooling. The government has put a lot of effort in the implementation of the preschool curriculum. The competency based curriculum implementation encourages utilization of mother tongue as medium of instruction in learning and teaching processes. A positive perception on the use of mother tongue contributes a lot to the implementation of the policy and improvement in learner's performance.

Majority of learners use a home language that contrasts from the standard language of instruction in schools. The official language policy approach expresses that learners reserve a privilege to be instructed in the language of the catchment area in classes (grades) 1-3 (Kenya Institute of Education, KIE, 1992), in schools in the country zones, amid which English is taught as a subject in the educational modules (Ogechi, 2012). Many schools in the rural areas continue to use English or Kiswahili and least use mother tongue as a medium of instruction. 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 early childhood education in Kenya.

In Machakos County, pre-school teachers use English as language of instruction and least use mother tongue (MOE, 2017). This raises 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.

Most studies have focused on the utilization of mother tongue as a medium of instruction in the implementation of curriculum in schools, despite the perception of teachers in the use of mother tongue playing a critical role in the implantation of the curriculum in preschool. Therefore in view of the above, the study sought to establish perception of teachers on use of mother tongue as a medium of instruction in pre-schools in Mumbuni zone Machakos County in an effort to implementation of the language policy in our preschools.

1.3 Purpose of the Study

The purpose of this study was to determine teachers' perception on use of mother tongue as a medium of instruction in public preschools for effective implementation of language policy in Kenya.

1.4 Research Objectives

The objectives of the study were to:

i. Establish preschool teachers' perceptions on the use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone.

ii. Find out the teacher's utility of mother tongue in teaching in early childhood learning in Mumbuni Zone.

iii. Find out the perception of teachers on the implementation of the language policy in Mumbuni Zone.

1.5 Research Questions

The research questions were:

i. What are the preschool teachers' perception on the use of mother tongue as a medium of instruction in early childhood learning in Mumbuni Zone?

ii. What is the level of utilization of mother tongue as a medium of instruction by teachers in Mumbuni zone?

iii. What is the perception of teachers on the implementation of the language policy in Mumbuni zone?

1.6 Significance of the Study

The study may be significant to the Ministry of Education Science and Technology, Kenya Institute of Curriculum Development and Kenya National Examinations Council.

The results of the study may enable the Government of Kenya through the ministry of education put more emphasis the on the language policy on the use of mother tongue as medium of instruction in promotion of early childhood education in Kenyan preschools.

Early childhood policy makers can use the findings from this study to assess the factors influencing teacher's perception on the use of mother tongue as a language of instruction and recommend strategies to increase their use of mother tongue in our preschools. The study would be significant to the Kenya institute of curriculum development (K.I.C.D.)

The findings would provide insight to curriculum developers in that it would bring forth challenges that hinder the implementation of the language policy and this would foster the success of the language policy implementation.

1.7 Scope of the Study

The study focused on teachers' perception on use of mother tongue as a medium of instruction in preschools in Kenya. The study was limited to assessing teachers' perception on use of mother tongue as a medium of instruction. The study focused on 45 schools comprising of 21 primary schools and 24 preschools. The respondents were 111 teachers and 45 head teachers of the preschools.

1.8 Assumptions of the Study

This study was based on the assumption that pre-schools adopt the education policy on use of mother tongue as a medium of instruction in preschools in Mumbuni Zone, Machakos County Kenya.

1.9 Limitations of the Study

First the study was limited on the utilization of mother-tongue as a medium of instruction in teaching and learning. Finally, the study findings can only be categorized on Mumbuni zone. There was no written language policy.

1.10 Operation Definition of Terms

Child - a person below 8 years of age

Perception - The thought or mental images that teacher have about learners

Performance - The accomplishment of a given task measured against present known standard of accuracy.

Preschool - School that admit children between 4 to 6 years to prepare them for primary school

Mother Tongue - The language that is naturally learned by members of a speech community.

Medium of instruction - Language used in teaching and learning

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on perception of teachers on use of mother tongue as a medium of instruction. The literature is presented under the following subheadings; the use of mother tongue as medium of instruction, teachers' perception on use of mother tongue as a language of instruction in early childhood learning, and teachers' perception on language policy implementation. This section also presents a summary of the chapter, theoretical and conceptual frameworks of the study.

2.2 Use of Mother Tongue as Medium of Instruction

In this study, 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. According to the Kenyan language policy for schools, mother tongue is usually a first language which is acquired at home (Ministry of Education, 2003). Yadav (2014) expanded the meaning of mother tongue as a language that a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of instruction in school and society. The use of mother tongue instruction has effects on both the teachers and the learners. Learners that are taught in their mother tongue do understand the subjects matters better compared to those that are taught in a different language .The value played on a given language

determines the attitude towards that language and the way that language is used in various ways and situations .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 USA Constitution, United Nations Education Scientific and Cultural Organization (UNESCO) and the Republic Acts all help vernaculars or the child language in instruction (Bernadita, 2009). An investigation conducted in Saudi Arabia uncovered that out of 600 understudies 32.84% couldn't help contradicting the end of Arabic in schools and 62% of the learners favored to be educated in Arabic by Arabic instructors, Alam et al (1988). As per Nofaile (2010), learners experienced issues to learn in a second language since they had no nature on the new dialect. They felt awkward and impervious to deliver the new dialect before their friends inspired by a paranoid fear of committing errors. In mother tongue such syntactic errors would be adjusted by their folks and they came to class while conversant in their primary language. Markee (2002), noticed that primary language is just open to more youthful and increasingly underprivileged gatherings as a method for advancement in Asia. Numerous Philippine guardians consider their learner's learning in the dominant part language to be indispensable regardless of the national educational programs approaches in Iceland requesting the usage of primary language exercises for leaners.

The utilization of primary language in learning guarantees consistent improvement in leaners, (Quane and Glanze, 2010). 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. Iyamu and Omozumwa (2004) further declare that leaner's first practices in school are unpleasant to a great extent since they don't see the school involvement as an augmentation of home encounters. Mohanlal (2001), sees great training as that which draws from the student's ethnocentric and eco-driven qualities that is just accomplished right using primary language as a mode of guidance. The attitude towards a language, the way a language is perceived is determined by the value placed on that language and this in return influences the way that language is used.

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). Mother tongue 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).The utilization of mother tongue can be affected by the teacher perception based on the value in teaching and learning Primary language enables learners to increase abnormal state innovativeness, abnormal state affectability to sentence structure and critical thinking aptitude (Matsuura, 2008). Mother tongue plays a critical role in teaching and learning processes. It foster learning and leads to a better performance.

Learners are told on the way to prevail about and realizing when they are allowed a chance to take in their mother tongue from early years (Kosonen, 2005). Regardless of the current language strategy in Kenya, primary language issue has not been appropriately attended to (Muthuri, 2007). Commissions have been named to survey issues in instruction yet they have not satisfactorily attended to the issues with respect to the utilization of mother tongue in schools. The amendment of the educational programs in 2002 showed that learning in primary language was an exercise in futility (Bunyi 2005). There has been a battle to strike out the utilization of first language use in schools through papers, publication letters, government reports and remarks from legislators (Githuri 2008) which fortunately has not been understood by numerous Kenyans since it is done in English, a language that isn't common to them. Bunyi (2005) on her ethnographic in Kenya uncovered that learners are rebuffed when they talk in their mother tongue in many schools in Kenya which brings down the quality of neighborhood dialects.

Teachers' perceptions on use of mother tongue as a language of instruction could have implication in teaching and learning. The way teachers feel about the language they are exposed to within the school setting influence how they use these language during classroom instruction .How they use these language also influence how their learners use the language. UNESCO (20l3) points out that the utilization of mother tongue as a medium of instruction supports learner's self-assurance and school execution. The Kenya Institute of Education (2007) characterizes mother tongue as the primary language a leaner is foreseen to learn or the language of the schools' catchment area. Benson (2002)

uncovers that learners can express what they know better in their primary language hence growing high confidence and fearlessness. The attitude towards a language, the value played on a language determines the way a language is received and used by an individual.

2.3 Teachers' Perception on Teaching Methods in Utilizing of Mother Tongue

The way teachers feel about the language they are exposed to within the school environment influence the extent of it utilization in learning and teaching. Zimbamwe Gudyanga et al (2015), assed view of instructors with respect to the language to be utilized as the mechanism of guidance in early youth advancement in Zimbabwe. A blended research approach utilizing semi-organized meetings and a poll as instruments was led among 80 respondents involving 30 early youth advancement instructors in early youth training learning focuses in Norton urban locale, Mashonaland West Province in Zimbabwe, and a specialist from the national educational modules improvement unit. Shona is the mother tongue overwhelmingly spoken in the investigation zone. The Zimbabwe education teaching methods were not in support of mother tongue and hinder utilization of mother tongue in teaching and learning at Grade 3. The findings of this study revealed that only 33.3 percent of teachers preferred Shona language in teaching.

The views of the teachers and headmasters in some Zambian schools indicated that 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. These teachers felt that they needed professional training from school because they encounter problems when they have to use language teaching methods. Beside this, the content of the minor subjects did not prepare them adequately to teach languages, however teachers are having same mother tongue as students.

Teachers perception have been studied as indicated by Brock-Utne (2013) directed in a few nations in Africa Benin, Burkina Faso, Guinea-Bissau, Mali, Mozambique, Niger, South 18 Africa, Togo, Tanzania, Ethiopia, Ghana, and Botswana). His investigation uncovers that the utilization of new dialects powers educators to utilize customary and instructor focused showing techniques which undermine instructors' push to instruct and understudies' push to learn. Educators do the greater part of the talking while learners stay quiet or latent members amid the greater part of the homeroom communications. Since learners don't talk the dialects of guidance, instructors are likewise compelled to utilize customary showing procedures, for example, chorale educating, reiteration, and remembrance, and review, code-exchanging and safe talk. In this regard Luangala (2010),

also posits that such traditional techniques would hinder learners from developing thinking skills that enable them to solve problems independently.

A study done by Begi (2014), states 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. Other teachers explained that teaching through mother tongue helps children to improve their understanding of concepts taught and facilitates smooth transition from home setting to school setting. Beside this, teachers experience difficulties when using mother tongue as a language of medium of instruction. Teachers have children from different ethnic group, they have difficulties in translation of certain concepts into mother tongue, difficulty in understanding and correct pronunciation of certain words and lack of culturally-relevant materials as some of the challenges that Begi (2014), find out from his study. 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".

Inspection of 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 (Khejeri 2017). 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.

Teaching in mother tongue or local language however brings challenges to the teachers. Previous research in the Namibian context shows that teachers have difficulties to teach in home language, at the same time they do not have enough teaching materials such as teaching aids and textbooks because of the curriculum that changed recently, (Uushona, 2018). Some teachers experienced that their learners struggle to learn English concepts if they did not have an opportunity to learn them in the mother tongue from early grades (Mostert et al., 2012). From Zambian perspective, most of the teachers and headmasters that were interviewed in the Kafata's (2016), study pointed out those teaching materials were not readily available in local languages and this made it difficult to teach in the local language for sometimes. Likewise, teachers have to translate the teaching materials, which is a big task and time consuming to do so. The same teachers express that they are faced with challenges, because some of the science words cannot be easily translated in the local language, for example in Bemba language. Kafata (2016) further explains that not all learners in the classrooms are familiar with the language of the instruction use at the school, because they may have been using a different language at home.

In the context of 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. Sometimes learners do not understand the teachers, and the teachers do not understand the learners. In the end, teaching in the multilingual classrooms demand more time from the teacher especially when having a large number of learners in a class while expected to teach in 45 minutes per lesson. Teachers defended that they cannot do more with individual learners because of differences in children, particularly their language background and knowledge from home.

2.4 Teachers' Perceptions on Teaching Resources in Utilizing of Mother Tongue

Teaching in the medium of mother comes with problems like absences of books written in mother tongues, lack of vocabulary and lack of teacher training (Lartec et al., 2014). Teacher's knowledge on different languages is not enough to deliver the lessons especially if it is a multilingual classroom; therefore they lack vocabulary since not all words from the target language have the equivalent terms in the first language. All in all, lack of reading materials in the language for pupils is the challenging thing when it

comes to teaching in a local language since such language(s) is not internationally recognized, therefore publications in the local languages are lacking. In regards of teachers having learners who are not all speaker of the same mother tongue, they may have difficulties when they are not experts in the different mother tongues, thus leads to weakening the implementation of the mother tongue policy. Teachers experience the absences of books and other materials in mother tongue. Hall (2010) explains effective teaching cannot take place if teachers do not have appropriate materials, for example the established government curriculum goals and pupil's prior knowledge. In the same vein, it is indicated that disparities between expectations of the education of profession and the actual realities in the classroom for first year exist.

Mother tongue as a language of instruction at universities benefits students especially of those whose mother tongue is used as a language of instruction (Nyika, 2015). From the Nigerian perspective Ojo et al (2012), reported in their findings that most of the primary teachers claimed that they were not well prepared to teach major subjects using mother tongue in their classrooms. A study by the Ministry of Education in Nigeria (2011), shows that teachers were off the opinions that their programme did not equip them with the knowledge of phonics, vocabulary on mother tongue teaching skills. In addition to this, From the Australian perspective, most of the primary beginning teachers responded to the survey that they are generally prepared to teach and to use mandated curriculum documents (Louden & Rohl, 2006). However, one teacher expressed that they were not getting adequate resource to teach mother tongues.

An empirical study by Plonski.s (2013) posits that the pro English vies in some sectors of society show that there exists a pervasive lack of awareness or even deep-seated misunderstanding of the cognitive benefits in first language literacy. Plonski further expounded that there exists an information gap in African schools that advocate for English as MoI. He states the need to provide language teachers and other advocates of language learning with accessible, concise information about the benefits of first language learning and the inadequacy of the notion that English is enough.

Regarding learners' reading levels in local language and English, William's (1994) comparative study in reading abilities on English and Chewa in primary schools in Zambia and Malawi respectively revealed that the Malawian pupils who used Chewa, a local language proved better than the Zambian pupils who used English. William's study (ibid) concluded that English as medium of instruction in Zambia has detrimental effects to a pupils academic performance. A study conducted by Mchazime (1994), on the education policy in Malawi states that in the early 80s Chichewa was made the only medium of instruction in all schools in Malawi from grade 1 through to 4. English took over as a medium of instruction from grade 5 onwards. In addition, both Chichewa and English were the only languages that were studied as school subjects from grade 1 through to university.

The study by Kavwaya (2009) assessed attitudes of teachers towards English as medium of instruction in Zambian schools. The study revealed a mixture of inclinations towards English and local language. Kavwaya observed that 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. The gap that the researcher hoped to fill was that Kavwaya's research was done in southern province while the researchers study was based in Lusaka.

The language arrangement in Kenya recommends a bilingual way to deal with training where the child's Mother Tongue is utilized as the mode of guidance in the initial three years of elementary school, while English and Kiswahili are educated as subjects. Special cases to this standard are: the Coastal occupants for whom Kiswahili is a Mother Tongue and the urban area understudies who attributable to their various ethnic foundations can't be instructed in Mother Tongue as they have no uniform Mother Tongue. For both these gatherings, Kiswahili is the mechanism of guidance in the lower elementary school.

Among the challenges of using mother tongues as medium of instruction in the lower levels of formal education in Kenya is the perception that the languages are not equal to the task. This perception is founded on ignorance of the power of mother tongues. Research has shown that use of mother tongues could be appropriate as vehicles for the achieving better education outcome but hampered by instruction resources developed in mother tongue. Using mother tongue as MoI enables the pupils to get better benefits than they can get when the English language is used as medium of instruction in the lower levels of formal education in Kenya. It has been pointed out, and correctly so, that there is not adequate teaching materials with regard to mother tongues (UNESCO, 2000). There are still languages that do not even have a writing system or orthography.

There are no written materials in the languages. Children being taught in such languages would not have class readers and other materials to support their learning. It has also been pointed out (for instance, in the Bassey Report, 1972), that the country lacks teachers adequately trained in mother tongue teaching methodologies to effectively actualize the policy of using mother tongues as medium of instruction.

A reinforcement has been the improvement of private-part English medium coaching, much of the time upheld by elites for their own one of a kind youngsters' guidance, for example, in Tanzania, India, South Africa and Zambia (Sampa, 2003). These private part schools are a potential deterrent to a move toward neighborhood dialects of guidance in that 21 execution of such an arrangement may initiate wealthier divisions of society to move to private tutoring, which, thusly, might deliver the sort of English–vernacular gap flourishing in most creating nations. Additionally Kanga (2000), out that the early presentation of English in grade schools is regularly ineffectual and prompts lower instructive execution. Besides Kanga (2000), contends that expectations with respect to what English will convey for people socio-financially are once in a while satisfied. Generally few will really proceed to appreciate the advantages English guarantees, or enter the for the most part cubicle professions for which English is helpful. There is have to advance powerful showing practice in bilingual schools. Approach creators should try to advance the use of African languages in all spheres including private schools. It is in line with such sentiments that the current study sought to investigate the perceptions of teachers in private schools on the use of local languages as medium of instruction from grades 1-4. William (1994) however, does not provide any comment given by private

school teachers on how detrimental English is as medium of instruction. It is therefore possible that his findings may be focusing on government and not on private schools.

This literature is nevertheless essential to this current study because the views that may arise from the private school teachers on the medium of instruction may have information on the reading abilities of the learners. It was therefore important to further this study by finding out the perceptions of teachers in schools concerning the new language policy of using Local languages as medium of instruction. Instead of focusing on reading abilities of the learners, the current study would broadly dwell on perceptions of teachers in primary schools on the use of local languages as medium of instruction lower level of schooling.

A study conducted by Mchazime (1994), on the education policy in Malawi states that in the early 80s Chichewa was made the only medium of instruction in all schools in Malawi from grade 1 through to 4. English took over as a medium of instruction from grade 5 onwards. Kavwaya (2009) research which focused on the attitudes of teachers and parents towards English as medium of instruction in Zambian schools. The study revealed a mixture of inclinations towards English and local language. Kavwaya observed that 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.

2.6 Summary of Literature Review

In the reviewed literature, the chapter underpins use of mother tongue as a medium of instruction. Past studies indicate that utilization of mother tongue as a medium of instruction could improve early childhood education pupil's self-confidence, pupil performance and school performance. Reviewed has also been presented on teachers perception on the utilization of mother tongue as a medium of instruction in early childhood education and on teacher perception on the language policy implementation. The chapter also presents the theories of the teachers' perceptions on utilization of mother tongue as a medium of instruction. The theories of language acquisition theory by Krashen's (1985 and the Lev Vygotsky`s social constructivists theory of Lev Vygotsky 1896-1934 and the theory of planned behaviour are described in the chapter. Empirical studies have been presented on teacher's perception on utilization of mother tongue as a medium of instruction this could improve early childhood education. However, other studies have found negative or positive relationship between teacher's perception and utilization of mother tongue as a medium of instruction in early childhood education. Due to contradictions from the revealed studies, there is needed to carry out a study on teacher's perception on utilization of mother tongue as a medium of instruction in Mumbuni Zone, Machakos County.

2.7 Theoretical Framework

The study was guided by language acquisition theory by Krashen's (1985 and the Lev Vygotsky`s social constructivists theory of Lev Vygotsky 1896-1934) and the theory of planned behavior.

2.7.1 Language Acquisition Theory

Language acquisition Theory was developed by Krashen's (1985). The theory assume five hypotheses, that the securing learning speculation, in which a division is drawn among procurement and learning, the previous being a subliminal method for growing second language capacity, equivalent to learner getting their first language, though the last a cognizant method to think about language, that the normal request theory, where guidelines of language are obtained in an anticipated request, which may be not quite the same as the request adhered to in class guidance and that of the screen theory, the quintessence of which is that the capacity to create L2 articulations gets from the student's gained capability while learning , basically as a screen, encourages him make adjustments or change yield. The fourth supposition in theory was input speculation, which expresses that language is gained by accepting intelligible info marginally over one's present dimension of ability and that full of feeling channel, similar to a psychological barrier, can control the entrance of conceivable contribution to the Language Acquisition Device (LAD) for securing.

Agreeing Krashen (1985), on the off chance that the Teaching language is spoken in a learning domain, at that point remote or second language can be accomplished and critical measure of thought has been given to the utilization of Mother tongue in English learning and instructing. In the event that English will be utilized successfully, it can advance language learning and it ought not to be disregarded. Students Language securing relies upon presentation. The more students are presented to a language the better they will get it. Krashen's (1985) hypothesis of information theory which

illuminates this examination can best clarify the circumstance of Mother Tongue as a subject and a language of guidance. Krashen(1985), states that language securing possibly happens when the student is presented to understandable information. This contribution, as indicated by Ellis (1985), might be as spoken or composed language. He contends that 'Despite the fact that the student should be a functioning member during the time spent language securing, he is additionally subjected to the arrangement of intelligible info.

The hypothesis is material in this examination as when educators on whom the students are needy for arrangement of first language substance have a negative disposition towards the language, at that point they are not in a situation to utilize the best methods for guidance in mother tongue to guarantee the supply of intelligible contribution to the student thus mother tongue is smothered for absence of fathomable info. Educators who have a similar first language as their understudies share comparative language codes with them, which could help them in raising awareness of similarities between mother tongue and Teaching Language and in preventing potential negative transfer issues. Using their knowledge of the Mother tongue and the teaching language, 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 teaching language which may appear similar, yet are distinctively different from the ones in their mother tongue.

2.7.2 Lev Vygotsky`s Social Constructivists Theory

Lev Vygotsky's social constructivist's hypothesis of language advancement Lev Vygotsky (1896-1934) was the defender of this hypothesis. He was best known for being an instructive clinician with a social hypothesis, which recommends that social communication prompts constant well-ordered changes in kids thought and conduct, which can enormously shift from culture to culture (Woolfolk, 1998). Vygotsky hypothesis proposes that language improvement relies upon cooperation with individuals and the instruments that the way of life gives to help kids from their perspective on the world. He recommended three different ways a social apparatus can be passed starting with one individual then onto the next. The first is imitative realizing, where one individual attempts to mirror or duplicate another. The second path is by educated realizing which includes recalling the guidelines of the instructors, guardians or parental figure and after that utilizing these directions to self-manage. The third way that social apparatuses are passed to others is through community realizing which includes a gathering of friends who endeavor to see one another and cooperate to become familiar with a particular ability. Vygotsky's hypothesis consolidates social condition and insight. He declares that learners will obtain the perspectives and conduct that make up a culture by collaborating with an increasingly proficient individual. He trusted that social collaboration will prompt progressing changes in a learner thought and conduct, which would differ between societies (Berks, 1994). The four fundamental standards basic the Vygotskian 30 structure are: - Children build their insight, Language advancement can't

be isolated from social setting, Learning can prompt improvement and Language assumes a focal job in mental advancement.

In Vygotsky's record, grown-ups transmit to children the rich body to culture through their discourse. The child's own language as learning procedure comes to support his/her scholarly change (Zivin, 1979). Vygotsky claims that newborn children are brought into the world with the essential capacities for scholarly advancement through collaboration inside the socio-social condition. Vygotsky's hypothesis adds to instruction through his idea of zone of proximal improvement, the hole that exists for a person between what she/he can do alone and what she can do with assistance from increasingly proficient individual. A few learners have huge zone of proximal improvement than others, when their current dimensions of execution are comparable.

Vygotsky hypothesis is strong of the present investigation as it recommends that language advancement relies upon communication with individuals and the instructing assets that the way of life gives to help learners from their perspective on the world. The second route is by trained learning techniques which includes recollecting the directions of the educators. The third way that instructing devices and different assets are passed to others is through community oriented realizing which includes a gathering of companions who endeavor to see one another and cooperate to become familiar with a particular ability.

2.7.3 Theory of Planned Behaviour (TPB)

Theory of Planned Behaviour (TPB) is an extension of the theory of reasoned action' made necessary. The theory was developed by Ajzen (1987). The theory assumes that there are motivational factors that influence behaviour. In other words, they are indication of how hard people are willing to try. Therefore intentions represent people's actual control over the behaviour. If a person has the required opportunities and resources and intends to perform the behaviour he or she should succeed in doing it (Frijda, Manstead & Bem, 2002). The perceived behavioural control and behavioural intention can be used to predict behavioural achievement. Theory of planned behaviour suggests independent determinants of intention. The first one is the attitude toward the behaviour. This refers to the degree to which a person has a favourable or unfavourable evaluative or appraisal of the behaviour in question (Lavine, Thomson, Zanna & Borgida, 1998).

Subjective norm is the second independent factor which means perceived social pressure to perform or not to perform behaviour. The last factor is the perceived behaviour control which is the recognized ease or difficulty of performing behaviour (Ajzen 1987). Behaviour is also a function of salient information/beliefs relevant to the behaviour. People can hold many beliefs about any behaviour but they can attend to only a relatively small number at any given moment (Cohen, Manion & Morrison, 2006). This further explains why people may both experience love and hate for the same thing.

Language attitudes are a multi meaning notion about the attitude teachers possess about their use of mother tongue. Wichman (2002) claims that besides from our own attitudes towards teachers own language the societies view and attitude towards it effects how we in hand feel about it. Social status can be reduced if the teachers feel that use of mother tongue is of minority and therefore feel less motivated to use in teaching. Whether bilingualism is accepted in the society, valued, and viewed upon as normal (Bradley & Bradley, 2002). In addition, how society's view on minority languages is considered in majority language environment. Yet also, whether minority groups feel their own language is difficult to preserve. And finally whether society as whole tolerates or

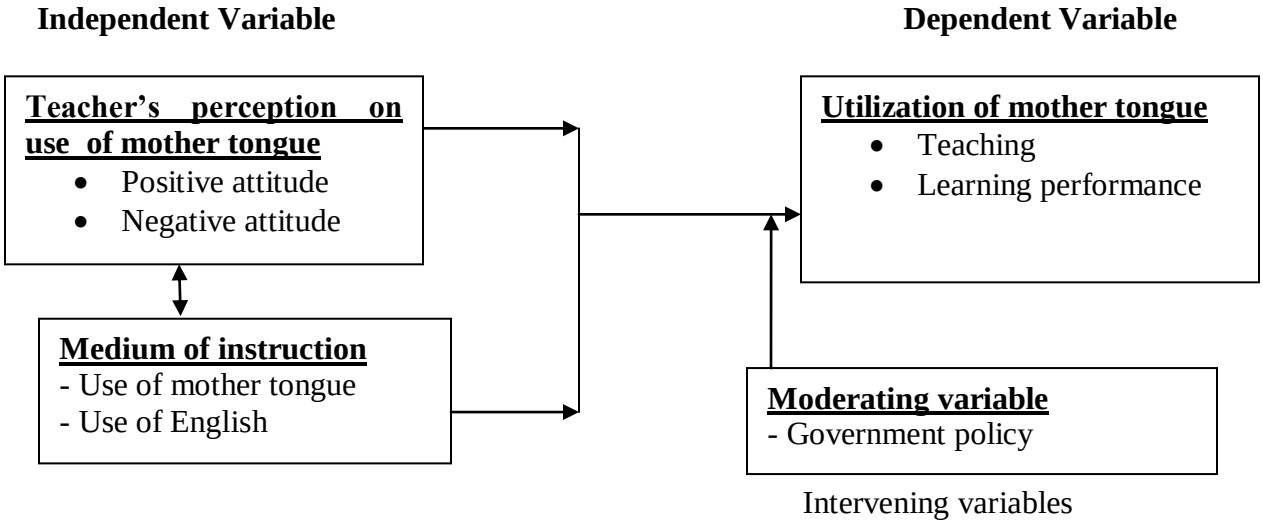
condemns minority languages. Theory of Planned Behaviour informed the study in that attitude towards mother tongue utilization as a language of instruction may determine the extent to which teachers use mother tongue in teaching in pre-schools.

2.8 Conceptual Framework

The study focuses on the perception of teachers on the use of mother tongue as a medium of instruction. Figure 2.1 below shows the relationship between the variables.

The study was guided by a conceptual framework.

Figure 2. 1: Conceptual framework



From the figure 2.1 above, the independent variables are teacher's perception on use of mother tongue and utilization of mother tongue as a medium of instruction is the independent valuable. According to the conceptual frame work, the independent variables influence the utilization of mother tongue which is the dependent variables. Language policy implementation will improve if the level of the independent variables improves. The intervening variable is government policy. Intervening variables are hypothetical and are used to show the links between the independent and dependent variables. The researcher mitigated the intervening variables by making an assumption that all schools are governed through similar policies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design that was adopted, target population; sample size and sampling procedures, research instrument, data collection instruments and pilot study. The chapter also presents description on data collection procedures, data analysis techniques and data presentation and research ethical considerations.

3.2 Research Design

This study used descriptive research design using survey method. Descriptive design is appropriate for this study as the study focus on already existing variables and was easy to describe factual aspects of the study. The descriptive research design also allows adoption of multifaceted data processing and analysis in an effort to achieve research objectives and establishing whether there exists a relationship between variables. The design also helped in collection of data on facts that depicted the actual situation on influence of teachers perceptions on use of mother tongue in teaching preschool learners The researcher used both qualitative and quantitative research method since the study was on perception of teachers and this would help to determine whether perception of teachers has a significant influence on use of mother tongue as a medium of instruction in early child hood in Mumbuni zone.

3.3 Target Population

The target population for this study was 45 public preschools comprising of 21 primary schools and 24 preschools in Mumbuni zone, Machakos County. The study chose public schools because public schools are managed by the Central Government, County Government and by the Ministry of Education. The private schools are individually owned and may vary in the implementation of the language policy. The study population was 156 teachers comprising of 84 teachers in primary and 72 teachers from preschools.

3.4 Sample Size and Sampling Procedure

In this study, a sample size was determined using Yamane (1967) formula. The 45 head teachers were purposively selected by the factual of selecting the school. The teachers were selected by use of Yamane (1967) formula as indicated below.

$n = N / [1 + N (e)^2]$

n = the sample size

N = Total population

e = Error tolerance

Since the teachers target population (N) is 156. Error of tolerance was 0.05. Thus the sample size was determined as $n = 156 / [1 + 156(0.05)^2] = 113$. The study adopted a sample size of 113 teachers which constitute a 73% sample proportion of study population.

Table 3. 1: Sample Size

In order to get samples for this study, 73% of the target populations of head teachers were sampled using table of random numbers. This ensured that each member had equal and independent chance of being included in the sample. In addition 73% of the target population for teachers was sampled using simple random technique through the use of table of random number procedure. The sample size was therefore 32 head teachers and 81 teachers.

Level in school management	Target	Sample Proportion	Sample Size
Head teachers	45	0.73	32
Teachers	113	0.73	81
Total	156	0.73	113

3.5 Research Instruments

This study used questionnaires, and interview schedule to collect data from the respondents .81 questionnaires were administered to the teachers while 32 Head teachers were interviewed.

3.5.1. Questionnaires for Teachers

The study used questionnaire to collect data from teachers. Questionnaires were used to collect information from the teachers, Questionnaires for teachers (appendix 2) contained close ended questions in form of a likert scale. The questionnaire for teachers had a 5 point likert scale of 1 to 5 whereby 5 was strongly agree, 4 agree, 3 not sure, 2 disagree and 1 strongly disagree. Respondents were supposed to put a tick against their desired option5 to 1 in the provided tables.

The questionnaires contained open ended questions .These gathered in depth information from the many respondents within a short time close-ended questions were also used to save time and motivate respondents because they give structured responses that make the tabulation and analyzing of data collected easy

3.5.2 Interview Schedule for Head teachers

The interview schedule for head teacher (appendix 3) was developed by the researcher addressing teacher's perception on use of mother tongue as a medium of instruction. The researcher carried out the interview which was developed based on research variables on perception of teachers and use of mother tongue as language of instruction 32 head teachers were interviewed.

3.5.3 Piloting of the Research Instruments

The study pre-tested the research instruments for clarification and to ascertain their ability to capture all the data required in order to get feedback which led to improvement of the instruments. The pilot testing of this study involved 5 schools, 5 head teachers and 16 teachers selected randomly from the target population in Mumbuni zone Machakos County. The respondents who took part in piloting did not participate in the actual study. The piloting process took around one week.

3.6 Validity and Reliability of the Research Instruments

The validity and reliability of the research instruments was determined.

3.6.1 Validity of the Research Questionnaire

Validity of the questionnaire and interview schedule was determined using results from the pilot study .The researcher conducted a pilot study in Mumbuni Zone where five schools ,five head teachers and sixteen teachers participated to determine the validity of the research instrument. Construct validity which was achieved through restricting the questions to the conceptualization of the variables and ensuring that the indicators of each variable fell with the same construct. For content validity of the research instruments, the items were selected and included covering the content in the objectives and the established gap. Further, content validity was verified through expert opinions. The supervisor views were sought in development of the instrument. The views of the supervisors were incorporated to enhance content validity.

3.6.2 Reliability of the Research Instruments

Reliability was established through test-retest method. The researcher administered the questionnaire to the respondents to fill and then after one week, the same questionnaires were given to the same respondents.

A correlation co-efficient (reliability co-efficient) of two sets of results was calculated. Reliability co-efficient of 0.7 or above is accepted SPSS software version 24 was used to compute correlation co-efficient. The pilot data was coded and entered in the SPSS. The coded data was as per the items for the variables from the findings a 0.8137 of Teacher's perception on use of mother-tongue was established making questions items reliable. The Cronbach Alpha of teacher's attitude was 0.8234 making questions items reliable. The

items on teacher's utility of mother tongue were reliable as they had a Cronbach Alpha coefficient of 0.8406.this clearly indicated that the instrument for perception of teachers on the use of mother-tongue as a medium of instruction in public pre-school in Mumbuni zone was reliable as all the Cronbach Alpha was close to 1 and greater than 0.7.

Table 3.2: Reliability Results

Variable	Cronbach's	No of item
Perception on use of mother tongue	0.8137	5
Attitude	0.8234	5
Teacher's utility of mother tongue	0.8406	6

Table 3.2 above illustrates the reliability analysis. The reliability results on perception on use of mother tongue was 0.8137, Cronbach's Alpha coefficients for attitude was 0.8234 while Cronbach's Alpha coefficient for teacher's utility of mother tongue was 0.8406. This clearly indicated that the questionnaire had reliable internal consistence Cronbanch Alpha were greater than 0.7 making the questionnaire reliable.

3.7 Data Collection Procedures

The questionnaire package was administered to potential respondents comprised of an introduction letter to the respondents, detailing the purpose of the study and an introductory letter from the St Paul University to assist in collection of data from the universities. A research permit was obtained from the National Council for Science, Technology, and Innovations (NACOSTI) to enable the researcher to carry out the study in Mumbuni zone after which the researcher visited the Sub-County Director of Education offices to be issued with the permission to proceed with the study. Head teachers were contacted prior to the actual research by the Mumbuni Zone education officer. The researcher then visited the schools for introduction and organized with the head teacher on when and how to collect data for the study. The questionnaires were administered to teachers while the interview guides were used to collect information from the head teachers.

The questionnaire was administered by the researcher. The filling of the questionnaire took approximate 20 minutes. The interviews were done and this took approximate 30 minutes due to probing for further and in-depth information.

3.8 Data Analysis

After collection of data, the collected data was well assessed and verified for extent of completeness. The data was then summarized, coded and tabulated. The study made use of charts and frequency tables to present the results for ease of interprentations 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 thematic content analysis. Quantitative data from the questionnaires was coded and computed using the SPSS 24 using descriptive analysis techniques and include frequencies, percentage, mean and standard deviation.

3.9 Ethical Considerations

Full consent was obtained from the participants prior to the data collection exercise and the protection and privacy of the participants was ensured. This study adhered to plagiarism guidelines during the research writing. An authorization letter was obtained from St. Pauls' University. Also a research authorization letter and a research permit from the National Council for Science, Technology and Innovations (NACOSTI) was sought. Confidentiality of the respondents was honored and information obtained from them was used for the purpose of the study.

CHAPTER FOUR

RESEARCH ANALYSIS, PRESENTATION AND DISCUSSIONS.

4.1 Introduction

The chapter covers data analysis and presentation of the research findings. It starts with the background information then findings of the study on the teachers' perception on use of mother tongue, attitude and teacher's utility of mother tongue as a medium of instruction in preschools in Mumbuni Zone, Machakos County Kenya.

4.1.1 Response Rate

Table 4. 1: Response Rate

Response		**Frequency**	**Percentage**	**%**
Teachers	Returned questionnaires	72	64	89
	Unreturned questionnaires	9	8	11
	Total	81	72	100

As indicated in Table 4.1, the findings indicated that out of 81 questionnaires administered, 72 were completed and returned. This constituted 89% response rate. Table 4.1 illustrate that 72 out of the 81 questionnaires administered to teachers were returned on time for analysis constituting to 89% response rate. The drop and pick technique was used to administer questionnaires and collect them back. This commendable response rate

was sufficient to deduce inferences on teachers' perception on use of mother tongue, attitude and teacher's utility of mother tongue as a medium of instruction in preschools. The response rate of 85% was adequate for the study based on Mugenda and Mugenda (2003) findings that a response rate of 50% is adequate for analysis and reporting; a response rate of 60% is good and a response rate of 70% and above is excellent.

4.2 Demographic Information

The general information reveals the details of the respondents that were involved in gathering the credible information. The details comprise of respondents and interviewee's gender, age bracket of interviewees, highest level of education and the respondent's teaching experience in years

4.2.1 Teacher's Gender

The study sought the gender of the respondents and results shown on Table 4.3.

Table 4. 2: Teacher's Gender

	Frequency	Percentage
Male	35	48
Female	37	52
Total	72	100

From the findings, majority 52% of the respondents were female while 48% of the respondents were male. This implied that Mumbuni zone, Machakos County Kenya had more female teachers as compared to male teachers. This has been a common practices in Kenya and globally.

4.2.2: Head Teachers' Gender

Head teachers were requested to indicate their gender and results shown on Figure 4.1

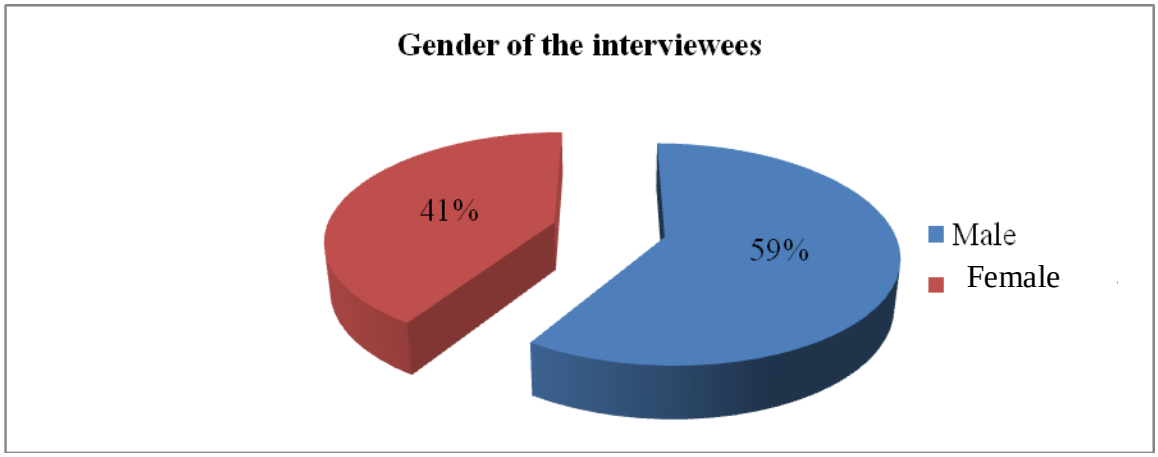


Figure 4. 1: Head Teachers' Gender

From the findings, 59% of the interviewees were male while 41% of the interviewees were female. This implied that in Mumbuni zone, Machakos County Kenya male head teachers were more than the female head teachers.

4.2.3 Level of Education for the teachers

The researcher sought to find out teachers' level of education by requesting them to state their level of education ranging from Diploma, Bachelors and Masters. Table 4.3 summarizes the findings on teachers' qualification.

Table 4.3 Level of Education for the Teachers

Education Level	Frequency	Percentage
Bachelors	10	14
Master's degree	3	4
Diploma	28	39
Certificate	31	43
Total	72	100

From the findings, majority 43 % of the respondents indicated that they had certificate, 39 % had diploma level of education, 14% of the respondents indicated that they had bachelor degree level of education while 4% of the respondents indicated that they had master degree as level of education. This implied that the respondents had attained different level of education and could provide diverse response on attitudes of teachers towards use of Mother Tongue as a language of instruction in preschools in Mumbuni Zone, Machakos County.

4.2.4 Teaching Experience in Years

The study also sought to establish the teaching experience of teachers in preschools in Mumbuni Zone, Machakos County Kenya and the analyzed results are presented in Table 4.4.

Table 4.4: **Teaching Experience in Years**

	Frequency	Percentage
Above 5 years	37	52
2-5 years	24	33
below 1 year	11	15
Total	72	100

Respondents were requested to indicate their teaching experience in years. From the findings, majority 52% of the respondents indicated that they had a teaching experience of over 5 years, 33% of the respondents indicated that they had a teaching experience of 2 to 5 years while 15% of the respondents indicated that they had a teaching experience of less than 1 year. It was revealed that majority of the respondent had a teaching experience of more than 2 years. Age difference play a critical role in determining the extent the teachers utilize mother tongue as a medium of instruction and translating mother tongue to second language and experience in executing teaching responsibilities. Reproduction and early nurturing of infants provide older teachers physiological capability of utilize mother tongue as language of instruction in preschools in Mumbuni Zone, Machakos County.

4.2.5 Head teacher's Distribution by Age

Head teachers interviewees were requested to indicate their age. Figure 4.2 presents the results in form of a bar graph.

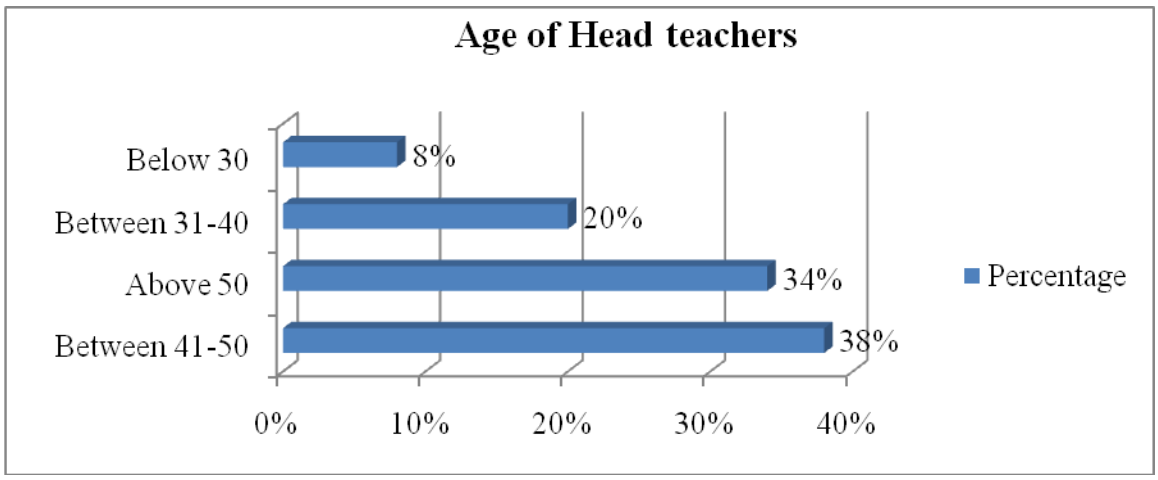


Figure 4. 2: Head teacher's Distribution by Age

From the findings majority 38% of the interviewees were aged between 41 to 50 years, 34% of the respondents were 50 and above years of age, most 20% of the respondents were 31 to 40 years of age while 8% of the respondents were below 30 years of age .This indicates that majority of the head teachers are between 41-50 years of age.

4.3 Teacher's perception on the Use of Mother Tongue

This section presents the findings on teachers' perception on significance of use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone. Table 4.5 shows the respondents' response.

Table 4. 5: Teachers' Perception on Significance of Use of Mother Tongue

Statement	Strongly disagree	Disagree	Not Sure	agree	Strongly agree	%
1. Mother tongue enhances skill acquisition	0%	5%	10%	56%	29%	100%
2. Promote teachers – pupil interactions	5%	0%	10%	37%	48%	100%
3. Teacher find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue	0%	0%	2%	33%	65%	100%
4.Mother tongues facilitates better understanding of the subjects being taught	0%	6%	24%	49%	21%	100%
5. Contribute to better understanding of concepts being taught	0%	4%	26%	58%	12%	100%
6. Contributes to cultural identify	-	-	3%	36%	61%	100%
7. It influences effective communication both at home and school	-	5%	31%	64%	44%	100%
8. Promotes learning	0%	8%	18%	53%	21%	100%

Results in Table 4.5 above indicated 56% of the teachers agreed that use of mother tongue enhance skill acquisition, 29% agreed that use of mother tongue enhance skills acquisition, 10% of the teachers were not sure whether use of mother tongue enhance skills acquisition while 5% disagreed that mother tongue enhance skills acquisition. This demonstrated that majority of teacher's perceived utilization of mother tongue enhances acquisition of skill during learning. The findings were supported by one of the head teacher who said that teachers teach all the children using mother tongue.

"*Teachers teach all the children using mother tongue"(HT1)*

Finding in Table 4.5 indicate 48% of the teachers strongly agreed that use of mother tongue promote teacher –pupil interactions, 37% agreed, 10% were not sure while 5% strongly disagreed. The results demonstrated that most teachers agreed that utilization of mother tongue promote teachers- pupils interaction. The results contradict a study by Khejeri (2017) on utilization of Mother Tongue as a language of guidance in lower elementary schools dependent on an examination led and revealed that use of Mother Tongue was least valued compared to English and that use of English was profound valued both for its instrumental and interaction purposes in Hamis District in Western Kenya. The findings were supported by one of the head teacher who said that pupils in preschool comprehend all the subjects better when they are taught in a language known to them.

> "*Pupils in preschool comprehend all the subjects better when they are taught in a language known to them."(HT2)*

Also, results in Table 4.5 indicated that most 65% of the teachers agreed that teacher find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue, 33% agreed while 2% were not sure. The results demonstrated that teachers perceived utilization of mother tongue Teacher as difficult in using mother tongue with the correct vocabulary when teaching in the medium of mother tongue. The results concurred with Kafata's (2016) results that indicated that inadequate teaching materials in mother tongue and difficulty in translating teaching materials into mother

tongue made it difficult to use mother tongue as a language of instruction in teaching and learning process as this was a huge responsibility and time consuming in Zambia.

Results on whether mother tongue facilitates better understanding of the subject being taught, 49% of the teachers agreed, and 21% strongly agreed, 24% were not sure while 6% disagreed. This demonstrated that teacher perceived utilization of mother tongue contribute to facilitating better understanding during teaching. The results concurred with Gudyanga *et al* (2015) who assed perception of teachers regarding the language to be used as the medium of instruction in early childhood development in Zimbabwe and revealed that 66.7 percent of teachers preferred use of Shona language as a language of instruction as it promote better understanding during teaching.

Further results in Table 4.5 exhibited 58% of the teachers agreed that use of mother tongue contributed to better understanding of concepts being taught, 12% strongly agreed, 26% were not sure while 4% disagreed. This demonstrated that teachers perceived that use of mother tongue enhance better understanding of concepts being taught in class. The findings were similar to that of Begi (2014) reveals that teachers perceived that the use of mother tongue helps children to develop interpersonal skills, lays the foundation for learning other languages and improve children's communication skills and helps children to improve their understanding of concepts taught and facilitates smooth transition from home setting to school setting.

The findings were supported by one of the head teacher who said that using preschools pupils language would help them to develop subjects like mathematics vocabularies that could make them to remember what they have learnt.

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

The respondents were requested to indicate the extent to which they agreed that utilization of mother tongue contribute to cultural identification. The results in Table 4.5 revealed 61% of the respondents strongly agreed that utilization of mother tongue promoted cultural identification, 36% agreed while 3% were not sure. This demonstrated that use of mother tongue as language of instruction enhance cultural identification and promote learning. The results were supported by Kavwaya (2009) that utilization of Tonga Language as a mother tongue in Zambia preschools enhance continuity of the local culture in the life of their children.

Results presented in Table 4.5 on the extent teachers agreed that use of mother tongue influence effective communication both at home and in school, 64% of the respondents strongly agreed, 31% agreed while 5% were not sure. The results demonstrated that teachers perceived utilization of mother tongue as effective in promoting communication among pupils both at home and in schools.

Further, results on the extent to which teachers agreed on whether use of mother tongue promotes learning, most 53% agreed, 21% strongly agreed, 18% were not sure while 8%

disagreed. The results demonstrated teacher's perceived utilization of mother tongue as critical in promoting learning for the pupils in schools. The results concurred with Begi (2014) that use of mother tongue helps children to develop interpersonal skills and improve children's communication skills and helps children to improve their understanding of concepts and promote learning. 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 head teacher supported the results as they indicated that use of mother tongue as a language of instruction contributed to better learning outcomes.

These views clearly demonstrated that teachers valued the use of mother tongue as a medium of instruction as it helps develop vocabularies for ease of understanding. This implies 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 government through the MOE of 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.

4.4 Teachers' Attitude on Use of Mother Tongue

Table 4. 6: Teachers' attitude on use of mother tongue

Statement	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Mother tongue is significant in teaching	0	2.8	9.7	52.7	34.8
2. Mother tongue helps develop interaction in class	7	5.6	43	27.8	16.6
3. Mother tongue helps accomplish teaching tasks more successfully	18	37.5	20.8	12.5	11.2
4. Mother tongue increases the potential to understand language materials	0	0	15.3	58.3	26.4
5. Mother tongue is easy to understand technical information	0	1.4	11.1	56.9	30.6

Table 4.6 above indicates result on teacher's attitude on use of mother tongue. On whether the teachers knew the significance of using mother tongue in teaching, 52.7% agreed, 34.8% strongly agreed, 9.7% were not sure while 2.8% disagreed. This results demonstrated that most teacher were positive on utilization of mother tongues as they understood the significance of using mother tongues as a language of instruction in teaching. The results were supported by one of the head teacher who said that use of mother tongue leads to a better educational outcome.

"*Leads to a better educational outcome."(HT5)*

Results in Table 4.6 on respondents perceived mother tongue helps develop interaction in classroom, 43% of the respondents were not sure whether mother tongue helps develop interaction, 27.8% agreed, 16.6% strongly agreed, 5.6% disagreed while 7% strongly disagreed. The results demonstrated that teacher perceived school support as not sure for the use of mother tongue as language of instruction.

The results were supported by one of the head teacher who said that use of mother tongue enables more flexibility, innovation and creativity in teacher preparation.

> "*It enables more flexibility, innovation and creativity in teacher preparation".(HT7)*

Results on whether mother tongue helps accomplish teaching task, 37.5% disagreed, 20.8% were not sure, 18% strongly disagreed, 12.5% agreed while 11.2% strongly agreed. This clearly indicated that teachers had a negative attitude towards mother tongue helping accomplish teaching task.

The findings were supported by one of the head teacher who said that using mother tongue leads to a better educational outcome.

> *"Leads to a better educational outcome.(HT5)*

The results in Table 4.6 indicated that 58.3% agreed mother tongue increases the potential to understand language materials, 26.4% strongly agreed that mother tongue increases the potential to understand language materials while 15.3% were not sure. The

results clearly demonstrate that teachers like using mother tongue as the language of instruction in teaching.

The findings were supported by one of the head teacher who said that using learners home language is more likely to get the support of the general community in teaching/learning process and creates an emotional stability which translates to cognitive stability.

> *"Using learner's home language is more likely to get the support of the general community in teaching/learning process and creates an emotional stability which translates to cognitive stability". (HT6)*

Further results on whether mother tongue making it easy to understand technical information, 56.9% strongly agreed that mother tongue makes it easy to understand technical information, 30.6% strongly agreed, 11.1% were not sure while 1.4% disagreed. The findings demonstrated that most teachers perceive mother tongue as a language of instruction makes it easier to understand technical information. This demonstrated that teachers attitude toward utilization of mother tongue contribute to effective learning.

Findings are supported by the head teacher's views that teacher's perception on utilization of mother tongue is attributed to various benefits of teaching pupils in lower primary and preschool using the mother tongue.

The findings were supported by head teacher who said that use of mother tongue in learning process speeds up the development of basic literacy skills.

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

This demonstrated that the use of mother tongue as a language of instruction led to better performance , enhance creativity and promote innovativeness in teachers preparation to teaching and learning in classes. Findings are 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 had pupils having difficult to use mother tongue. From the findings, head teachers unanimously indicated that teachers in their schools had difficulties using mother tongue;

The findings were supported by a head teacher who said that using mother tongue had some difficulties because of having leaners from various ethnic gathering talking various dialects.

"Having understudies from various ethnic gatherings talking various dialects" (HT2)

"Trouble to make an interpretation of certain ideas into mother tongue makes understudies to have hard to utilize primary language" (HT8)

The results demonstrated that teachers were facing difficulties in teachings using mother tongue. This was due to existence of multiethnic pupils, inadequate support from the parent and unable to translate vocabularies making utilization of mother in teaching difficulty in Mumbuni Zone. The findings are 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.

The language that pupil seem to understand best when teachers are teaching

Head teachers were requested to indicate whether pupils seem to understand better when teachers are teaching using the mother tongue than they would if teachers were to use English**.** From the findings, interviewees stated that pupils seem to understand better when teachers are teaching using the mother tongue than they would if teachers were to use English.

The findings were supported by a head teacher who said that pupils taught in mother tongue performed better in understanding, reading, listening and speaking compared to pupils taught in second language.

"P*upils 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)*" (HT10).

This demonstrated that mother tongue played a great role during teaching.

The medium of instruction that teachers use in teaching and learning

Head teachers were requested to indicate whether teachers mind whether they teach the children in English, Kiswahili, or in the mother tongue. From the findings, interviewees stated that teachers mind whether they teach the children in English, Kiswahili, or in the mother tongue.

The findings were supported by a head teacher who said that use of mother tongue in early years leads to a better understanding of the curriculum content and creates positive attitude towards school.

"*Using the mother tongue in early education leads to a better understanding of the curriculum content and to a more positive attitude towards school*" (HT3)

The findings were supported by a head teacher who said that teachers who had been in service for many years had more advantages of teaching in either English, Kiswahili or in the mother tongue due to the experience they had in teaching.

"*Teachers that had been in service for many years have more advantages of teaching in either English, Kiswahili, or in the mother tongue due to the experience they have in teaching*" (HT7)

This demonstrated that experienced teachers had more advantages of teaching.

The language you recommend for use in pre schools

Head teachers were requested to indicate whether they would recommend that teaching in the pre-school be done in the mother tongue. From the findings, interviewees stated that they would recommend that teaching in the pre-school be done in the mother tongue.

The findings were supported by head teacher (HT2) who said that all the essential materials need to be given to prepare teachers on the utilization of mother tongue.

"Educators ought to be propelled so as to urge them to instruct viably in the homeroom" (HT3)

"All the essential materials ought to be given, educators ought to be prepared on utilization of first language" (HT2)

"Present government and managers should foster the utilization of mother tongue and supply the gear to the educators to make showing important" (HT9).

This demonstrated that head teachers recommended that teaching be done in mother tongue.

The findings were also supported by head teacher (HT9) who said that the present government and managers should foster the utilization of mother tongue and supply the gear to the educators to make it important.

4.6 Teacher's Perceptions on the language policy implementation in regard of mother tongue instruction

The study sought on the teachers' perceptions on the language policy implementation in regard of mother tongue instruction in Mumbuni Zone from teachers' point of view. Table 4.10 shows the results.

4.6 Teacher's Perceptions on the Language Policy Implementation in Regard of Mother Tongue Instruction

The study sought on the teachers' perceptions on the language policy implementation in regard of mother tongue instruction in Mumbuni Zone from teachers' point of view. Table 4.10 shows the results.

Table 4. 2: Perceptions on the Language policy Implementation in Regard of Mother Tongue as a Language of Instruction

Statement	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Inadequate awareness of the policy hinders utilization of mother tongues in teaching	0	0	4.7%	50.2%	45.1%
2. Development of teacher training programmes in colleges	0	-	3.0%	67.8%	29.2%
3. The language policy is inadequate on how to effectively use mother tongue in bilingual on multilingual cases	-	-	-	70.8%	29.2%
4. It lacks parent support affect use of mother tongue	0	0	5.3%	63.3%	31.4%
5. It lacks public support	0	0	2.5%	61.9%	34.6%
6. Fails to identify materials to support learning using mother tongue	0	0	2.7%	12.5%	84.8%

The study sought on the teachers' perceptions on the language policy implementation in regard of mother tongue instruction in Mumbuni Zone from teachers' point of view.

The results indicated that most respondents 50.2% agreed that inadequate awareness of the policy hinders utilization of mother tongues in teaching, 45.1% strongly agreed while 4.7% were not sure. This implied that limited awareness on language policy impact negative attitude toward utilization of mother tongue as a medium of instruction. This results concurred with Plonski.s (2013) who revealed pro English vies in some sectors of society Tanzania show that there exists a pervasive lack of awareness or even deep-seated misunderstanding of the cognitive benefits in first language literacy resulting into an information gap in Tanzania schools that advocate for English as medium of instruction.

Result on the extent of the respondent's agreement that development of teacher training programmes in colleges influence teacher perception on utilization of mother tongue. Most 67.8% of the respondents agreed that development of teacher training programmes in colleges influence teacher perception on utilization of mother tongue as language of instruction, 29.2% strongly agreed, while 4.7% were not sure. The results were supported by Kanga (2000) that language policy that is unclear offer no hopes as to what language of instruction offer or deliver for learners socio-economically being fulfilled making it difficult in implementing the language policy.

Also, results in Table indicate 70.8% respondents agreed that the language policy is inadequate on how to effectively use mother tongue in bilingual on multilingual cases while 29.2% strongly agreed that the language policy is inadequate on how to effectively

use mother tongue in bilingual on multilingual cases. The results were supported by Ojo et al (2012), reported in their findings that most of the primary teachers claimed that they were not well prepared to teach major subjects in their classrooms as teachers' programme did not equip them with the knowledge of phonics, vocabulary and mother tongue teaching skills and resources.

The results on lacks of parent support affect use of mother tongue as a language of instruction, 63.3% agreed, 31.4% strongly agreed while 5.3% were not sure. This demonstrated that failure by parent to support use of mother tongue hinder success of language policy. The finding were supported by Sampa (2003) that parent failure to support use of mother tongue as a language of instruction as they link learner education aptitude to their academic achievement and parent view mother tongue as inferior occupation contrasted with instructing in worldwide unknown dialect.

The findings on whether lack of support from the public influence teacher perception on utilization of mother tongue as a language of instruction, 61.9% of the respondent agreed, 34.6% strongly agreed, while 2.5% were not sure. The result demonstrated that failure to support use of mother tongues in teacher from the public affect teacher's perception on utilization of mother tongue as a language of instruction in preschool in Mumbuni Zone, Machakos County. The results were concurred with Kavwaya (2009) that language policy implementation that lack public support as it does not own it partly due to poor communication strategies by the Ministry of Education, Science and Technology of Zambia

Further results indicated that majority 84.8% of the respondents strongly agreed that failure to identify materials to support learning using mother tongue influence teacher's perception on utilization of mother tongue in teaching, 12.5% agreed while 2.7% were not sure.

Head teacher interviewees were requested to indicate whether teachers were trained on how to teach the mother tongue at Teacher Training programme. From the findings, interviewees unanimously indicated that teachers were not trained on how to teach the mother tongue at Teacher Training programme.The findings were supported by a head teacher who said that teachers were not trained on teacher training programme so how to use mother tongue in teaching.

"*Teachers were not trained at Teacher Training programme on how to use mother tongue in teaching*" (HT1)

4.8 Summary

This chapter presented results of the study. Collected data analysis was done using descriptive techniques and correlation analysis. Results indicated that 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. Finding indicate that there existed a strong positive correlation between perceptions of teachers and use of mother tongue as a medium of instruction in early childhood in Mumbuni Zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the final phase of the research work and it consists of the summary of findings, conclusion and recommendations for key stakeholders.

5.2 Summary of findings

The study revealed that school management offers socially significance materials to advance the utilization of first language in instruction as utilization of primary language makes it simple to pass aptitudes to students. School board urges educators to utilize first language, instructors love utilizing primary language in instructing and that they know the hugeness of utilizing mother tongue in instructing. The examination uncovered that head instructors have their educators encouraging students in every to subjects utilize the first language. Students in preschools appreciate every one of the subjects better when they are instructed in a language known by them. Utilizing mother tongue to the preschools understudies' would assist them with developing subjects like science vocabularies that could cause them to recall what they have realized.

Teachers in their schools have difficulties in the utilization of mother tongue in light of having understudies from various ethnic gatherings talking various dialects, deficient parental help, and trouble to make an interpretation of certain ideas into mother tongue makes students to have difficulties to utilize primary language and poor comprehension

of mother tongue by students. The examination was set up to show that students appear to see better when educators are instructing using the mother tongue than they would if instructors utilize English. The head said that understudies instructed in primary language performed better in getting, perusing, tuning in and talking while at the same time utilizing home language when contrasted and the students who were educated in second language English.

The study established that most teachers use mother tongue as a medium of instruction in early training as this prompts a superior comprehension of the educational modules content and to a progressively inspirational demeanor towards school. Teachers with incredible experience through numerous years in administration do their instructing either in English, Kiswahili or in the native language. The investigation uncovered that there are advantages of instructing understudies in lower essential and preschool in the primary language which incorporate students getting progressively associated with the learning procedure and accelerating the improvement of fundamental proficiency abilities prompting a superior instructive result. Utilizing students' home language is additionally bound to get the help of the general network in the educating/learning process and makes an enthusiastic steadiness which means psychological strength as it empowers greater adaptability, advancement and innovativeness in instructor readiness.

5.3 Conclusion

The study was to study the perception of teachers on the use of mother tongue as a medium of instruction in pre-schools to ensure the implementation of the language policy. The study concluded that most teachers understand the benefit of mother tongue and rarely use it as a medium of instruction to implement the language policy. To reverse the attitude of teachers and learners towards mother tongue, the school administration should sensitize the teachers on the importance of mother tongue and its role in the curriculum.

The study concluded that utilization of mother tongue as a language of instruction contributes 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. The study concluded that teachers' perceived the language policy implementation in regard of mother tongue instruction in Mumbuni Zone from teachers' as ineffective as language policy fails to identify materials to support learning using mother tongue and hence inadequate awareness of the policy hinders utilization of mother tongues in teaching.

5.4 Recommendation

The study recommends that the Ministry of education, professional should address the challenges of implementing the mother tongue as a medium of instruction in schools should be addressed by providing the required resources, for instance, the production of relevant curriculum, instructional materials and trained teachers. The study recommends 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 is familiar to the preschool learners.

The study recommends that the government through the Ministry of Education science and Technology Kenya (MOEST) should ensure that there is appropriate monitoring in pre-schools on the implementation of the language policy for education in Kenya. This should be done through creation of awareness to other educational stakeholders such as parent on educational language policy in Kenya. This would reduce the negative perception of use of mother tongue and foster support for the utilization of the mother tongue as a language of instruction in learning process, ensure mother tongue to be taught as a subject in the in preschool and in basic education level that at primary level, sensitize head teachers, teachers and other educational stakeholders on the significant of mother tongue as a language of instructions in pre-schools.

5.5 Recommendation for Further Study

The study recommends a further study to be carried out on the relationship between performance of learners and the use of mother tongue. Further study to be carried out in the level of utilization of mother tongue as a medium of instruction. Further studies using more nationally representative samples are needed to address the perceptions and attitudes of mother tongue usage to inform on the way forward. This would provide a broad and clear understanding on how to make the language policy more effective to achieve it intended purpose of foster learning and enhance cognitive development in learning process and influence significant learning outcomes in the future.

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APPENDICES

APPENDIX I: Introduction Letter

Dear Respondent,

RE: Support on Data Collection

I am a MECS student at ST Paul University. As part of the requirement for graduation, I am undertaking a research to establish **THE PERCEPTIONS OF TEACHERS ON THE USE OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN EARLY CHILDHOOD EDUCATION MUMBUNI ZONE, MACHAKOS COUNTY KENYA**

In this regard, I am kindly requesting for your support in terms of time, and by responding to the attached questionnaire. Your accuracy and response will be critical in ensuring objective research.

It will not be necessary to write your name on this questionnaire and for your comfort, all information received will be treated in strict confidence. In addition, the findings of the study will exclusively be used for academic research purposes and to enhance knowledge and contribute to existing theories. If need be the research report may be presented to your institution for information and record.

Thank you for your valuable time on this.

Yours faithfully,

BETTY M. MUTUKU

APPENDIX II: Questionnaire for Teachers

Kindly tick or fill in the spaces provided as appropriate.

This research paper is meant for academic purpose. Kindly you are requested to give responses to these questions as honestly and precise as possible. Response to these questions will be treated with high confidentiality. Please tick (√) where appropriate or fill in the required information on the provided spaces.

SECTION A: Background Information

1. Indicate your gender? Male ( ) Female ( ).

2. Indicate your level of education? Master's degree ( ) Bachelors ( )

Diploma ( ) Certificate ( ).

3. Kindly indicate your teaching experience in years?

Above 5 years ( ) 2-5 years ( ) below 1 year ( ).

SECTION B:

Below are questions on teachers' perception on significance of use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone? Provide your opinion based on the numerical scales given from 5 to 1 which their meanings are above each set of questions.

6. Teachers' perception on significance of use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone from teachers' point of view.

5) .Strongly agree 4) Agree 3). Not Sure 2). Disagree 1).Strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
Does mother tongue enhance skill acquisition					
Does mother tongue Promote teachers – pupil interactions					
Do teachers find difficulties using mother tongue with the correct vocabulary when teaching in the medium of mother tongue					
Does mother tongues facilitates better understanding of the subjects being taught					
Does mother tongue Contribute to better understanding of concepts being taught					
Does mother tongue contribute to cultural identify					
Does mother tongue influence effective communication both at home and school					
Does mother tongue Promote learning					

6. Teachers' attitude on use of mother tongue as a language of instruction in early childhood learning in Mumbuni Zone from teachers' point of view.

5). strongly agree 4) Agree 3). Not Sure 2). Disagree 1).Strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
1. Do you know the significance of using mother tongue in teaching					
2.Does school management encourages you to use mother tongue					
3. Does school management offers importance materials to promote the use of mother tongue					
4.Do you like using mother tongue in teaching					
5.Does use of mother tongue make it easy to pass skills to learners					

7. Teachers' perceptions on the teacher training programme in regard of mother tongue instruction in Mumbuni Zone from teachers' point of view.

5) .Strongly agree 4) Agree 3). Not Sure 2). Disagree 1).Strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
1. Does teacher training programme help in teaching using mother tongue					
2. Does teachers experience in teaching enhances utilization of mother tongue in learning					
3. Does teacher attitude toward training programme fosters use of mother tongue in teaching					
4. Does teacher training programmes facilitate awareness on how to go about the teaching profession					
5. Does teacher training programme provide opportunities for teachers to equip themselves with in-depth subject knowledge in mother tongue					
6. Are teachers adequately trained to teach in mother tongue					

8. Teachers' perceptions on the language policy implementation in regard of mother tongue instruction in Mumbuni Zone from teachers' point of view.

5) .Strongly agree 4) Agree 3). Not Sure 2). Disagree 1).Strongly disagree

Statement	**5**	**4**	**3**	**2**	**1**
1. Inadequate awareness of the policy hinders utilization of mother tongues in teaching					
2.Development of teacher training programmes in colleges					
3. The language policy is inadequate on how to effectively use mother tongue in bilingual on multilingual cases					
4, It lacks parent support affecting its implementation hindering use of mother tongue					
5. It lacks public support					
Fails to identify materials to support learning using mother tongue					

Thank you for your cooperation.

APPENDIX III. Interview Schedule for Head teachers

1. What is your gender? Male ( ) Female ( ).
2. What is your age in years? Below 30 ( ) Between31-40 ( ) Between41-50 ( ) Above 50 ( ).
3. Do your teachers teach pupils all the subjects using the mother tongue?
4. Do teachers in your school find pupils having difficult to use mother tongue?
5. Were your teachers trained on how to teach the mother tongue at Teacher Training programme?
6. When your teachers are teaching using the mother tongue, do pupils seem to understand better than they would if you were to use English?
7. Do teachers mind whether they teach the children in English, Kiswahili, or in the mother tongue
8. What are the benefits of teaching pupils in lower primary and preschool in the mother tongue?
9. Would you recommend that teaching in the pre-school be done in the mother tongue?

Thank you for your cooperation

APPENDIX IV. St. Paul's Research authorization letter

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

National Commission for Science, Technology and Innovation
Off Waiyaki Way, Upper Kabete
P.O Box 30623, 00100
Nairobi, KENYA.

Dear Sir/Madam,

RE: BETTY MUMBUA MUTUKU- MECSMKS501017

This is to confirm that the above named is a final year student of St. Paul's University registered for Master of Education in Early Childhood Studies.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is:

The perception of teachers on the use of Mother-tongue as a medium of instruction in Mwambuni Zone, Machakos County

The research will take place in MACHAKOS County from March 2019 to May 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

DIRECTOR POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
TEL: 020-2020505/2020510
P.O PRIVATE BAG - 00217, LIMURU

APPENDIX V: NACOSTI Research Authorization letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/57405/29538**

Date: **23rd April, 2019**

Betty Mumbua Mutuku
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Perception of teachers on the use of mother tongue as a medium of instruction in Mumbuni Zone, Machakos County"*** I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **23rd April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

CHARITY MUSEMBI
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

APPENDIX VI: NACOSTI Research Permit

THIS IS TO CERTIFY THAT:
MS. BETTY MUMBUA MUTUKU
of ST. PAULS UNIVERSITY, 0-90100
Machakos,has been permitted to
conduct research in *Machakos County*

on the topic: *PERCEPTION OF TEACHERS ON THE USE OF MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN MUMBUNI ZONE, MACHAKOS COUNTY.*

for the period ending:
23rd April,2020

Permit No : NACOSTI/P/19/57405/29538
Date Of Issue : 23rd April,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
FOR: *Director General*
National Commission for Science, Technology & Innovation