

Mother Tongue Usage and Classroom Instruction. Does Influence of Teachers Attitude Matter? Evidence from Kenya.

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Abstract

Mother tongue/first language-based education system with adequate teachers and learning resource materials. The policy of language in Kenya emphasizes on the importance of first language; teachers overlook everyday reality of its usage, and tend to be irrelevant to their needs. The purpose of this study was to establish the influence of teacher's attitude on classrooms instruction. A descriptive survey research design was used. Target population was 4 Quality Assurance and Standards Officer (QASO), 200 head teachers and 400 teachers from 200 ECDE centres in the county. The sample size was 241 respondents, these were; 4 QASOs, 79 head teachers and 158 pre-school teachers. The study used purposive sampling technique to select seventy nine head teachers and four Sub County QASOs. The study used simple random sampling technique to select 158 teachers from the sampled schools. The instruments for data collection were interviews and questionnaires. Questionnaires were administered to the pre-school teachers, while Sub County Quality assurance officers and head teachers were interviewed. The instruments were piloted in Kericho County that had similar characteristics as the study area. The reliability of research instrument was tested using Cronbach's Alpha coefficient. Data was analyzed using Statistical Package for Social Sciences (SPSS). The findings indicated that teacher attitude was a positive influence on mother tongue/first language usage in classroom instruction. The study recommended that the government should support in-service training for pre-school teachers on the use of mother tongue/first language as a language of instruction; provide funds for the development and acquisition of L1 resources for teaching that ensures schools comply with the language policy.

Keywords: Mother Tongue, Classroom instruction, Teachers attitude, Nandi County Kenya

Full text:

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