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Abstract- The main purpose of the study was to explore challenges that affect primary school learners' perception towards Mother tongue (Wolaita language) instruction in two selected lower primary schools of Wolaita Zone. The participants of the study were purposely selected sixteen students from grades three and four. Moreover, eight teachers from both schools and three city administration education experts were involved in the study. Two instruments were used to collect the data: a Likert scale questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to gain the results. The major challenges that affected students' attitude towards mother tongue instruction were poor classroom management, lack of proper motivation, poor teaching method, an appropriate classroom situation, lack of sufficient teaching materials, lack of understanding language equality and because of all these students have an inconsistent attitude towards their mother tongue instruction. The study also indicated that teachers' role was not regular and it was fluctuating. In some activities teachers properly played their own role and in many activities, they did not do so. Hence, many teachers were good model for students and very happy to teach Wolaita language instruction.

Keywords: *attitude, challenge, mother tongue, wolaita language.*

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Challenges that Affect Learners' Attitude towards Mother Tongue Instruction in two Selected Lower Primary Schools of Wolaita Zone in SNNPR, Ethiopia

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Keywords: *attitude, challenge, mother tongue, wolaita language.*

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I. INTRODUCTION

As it was clearly stated in title above the emphasize of the study was to explore challenges that affect students' perception regarding mother tongue instruction in lower primary schools. The main reason for conducting this research was the researcher's experience based observation of the learners' attitude towards mother tongue instruction. UNESCO assures that mother tongue medium of instruction is the best learning of the primary school children. The debate on the use of local languages as media of instruction in education had been viewed as a positive move as far back as the 1950s when UNESCO (1953: 11) declared that "the best medium for teaching a child is his mother tongue." This coupled with a number of successful experiments on the use of indigenous languages as medium of instruction in various countries like Seychelles, Tanzania, Ethiopia (Mcnab, 1989 Roy-Campbell, 1997, Brock-Utne, 2005) has tended to spur advocacy for the use of indigenous languages in schools.

At present, Mother tongue instruction is well recognized internationally and nationally due to its impact on learners' academic performance and even in their second language learning. When students learn in their home language, they will not face the challenge of learning medium; rather it shortens their pace of comprehending the content of the subject and reinforces their creativity. As Ouane (2003:81) argues, when children use their MT, it 'enables efforts to be chiefly devoted to the learning of content while using a foreign language causes the effort to be expended first on learning the medium of instruction and only then on learning the content which takes much more time and energy. Thus, even to be successful in second language learning, students' should behave well towards their language (their indigenous language) and their culture. As Adamu (2002) cited in CSDE (1991) those individuals who accept their language and culture do well in second language learning than those who have an unfavorable attitude towards their group. Therefore, when using mother tongue as a medium of instruction, we should regulate learners' attitude towards mother tongue

instruction side by side and similarly we should encourage helpful attitude of them because as mother tongue instruction is a new phenomenon to many countries including Ethiopia, learners and many individuals might forward a lot of ideas which deject mother tongue instruction. More probably it is possible to amend by optimizing the attitude of learners regarding mother tongue instruction and by identifying challenges that affect students' attitude regarding Mother tongue instruction. Thus, for the effective implementation of mother tongue instruction in lower primary schools, all concerned bodies particularly teachers should do a lot of efforts to improve learners' attitude towards mother tongue instruction by tackling challenges that affect their perception.

Hence it attempts to answer the following research questions.

1. What are the challenges that affect students' attitude towards mother tongue (Wolaita language) instruction in Lower Primary schools?
2. What roles do teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools?

a) Objectives of the study

To generalize the attitude of all students who learn the different indigenous language in different areas, the study focused on Wolaita language. Hence, the objective of the study was to explore challenges that affect primary school learners' attitude towards mother tongue (Wolaita language) instruction in two selected lower primary schools. Very specifically the research attempts

1. To explore challenges that affect students attitude towards mother tongue instruction in lower primary schools.
2. To identify roles teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools.

II. RESEARCH METHOD

a) Research Design

This research investigated challenges that affect learners' perception regarding mother tongue instruction. Thus, to get relevant information, a mixed approach i.e. both qualitative and quantitative research design was employed to carry out this study. The reason for selecting them was that both were quite convenient to assess the attitude of learners towards mother tongue instruction in lower primary schools and the nature of the research by itself also allowed using these approaches.

b) Research setting

The researcher conducted the study in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has twelve weredas and three administrative cities. Among these, the researcher purposively selected

one City administration. This was because of the researchers' belief to obtain ample information from the areas as he had experience in this city.

c) Research Population

The investigator conducted the study in areas where mother tongue/Wolaita language/ is a medium of instruction. The research was proposed to carry out in Wolaita Zone SNNPR. The populations for this study were two lower primary schools i.e. Ligaba primary school and Abiyot Chora primary school from Sodo city administration. From the two schools 16 students, eight teachers, and three city administration education experts were selected by using purposive sampling technique for study as sample size and these were the research population.

d) Sample size and Sampling Technique

The sample of the study was decided based on the study. The total population size of the study was 27. To get this population size, the researcher used purposive sampling technique. The reason for using purposive sampling technique was that as the researcher conducted the study at lower primary schools/1-4/ in which students were too young, it was important to select relatively mature students i.e. grades 3 and 4 for relevant information. Among selected two schools, the researcher purposively selected only grades three and four students by excluding grades 1 and 2; because grades one and two students might not be mature enough to provide relevant data. Thus, in each grade (grades 3and4) only one section was selected for the questionnaire. From each section, only four students were selected by using purposive sampling technique to participate mature students. Thus, from two schools, (8x2=16) students were selected for questionnaires. All student population was involved in questionnaires. From each school, four teachers were selected using purposive sampling technique to get pertinent data. Hence, the teacher population was (4x2) = 8). From Sodo city administration education office, three experts were selected purposively to obtain rich data. Therefore, the total population of the study was 27(16+8+3).

e) Tools for Data Collection

The researcher used two instruments to collect data for this study. These were an interview and a Likert scale questionnaire.

i. Questionnaire

The researcher used a Likert scale questionnaire which is commonly involved in research. A Likert scale is a 5-point attitude scale rating of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," were used to test students' attitude towards mother tongue/ Wolaita language/ as a medium of instruction. The investigator adapted this scale from Taylor's Language Attitude Scale, Gardner Attitude

Scale and other scales. The scale consisted of 36 items. The reason for selecting a Likert scale questionnaire was that it was more appropriate to investigate students' language attitude. The researcher addressed questionnaire for all 16 students.

ii. *Interview*

The researcher used semi- structure interview for this study. This was because it allowed the researcher to encourage the interviewees to probe more ideas. An interview question was prepared and conducted by eight teachers and three Sodo city administration education experts. The reason for participating the teachers and experts in the interview was that this question needs more clarification than that of Likert scale questionnaire which requires only one answer and so that it was relevant to participate teachers and experts whose number was less than that of the total students.

f) *Data Analysis*

In this study both qualitative and quantitative data analysis methods were employed. This was

because the data were gathered by using both approaches. Thus, the researcher qualitatively analyzed the interview data and analyzed a Likert scale questionnaire quantitatively. During analysis the investigator gave priority for a quantitative data, i.e. questionnaire. He first analyzed the data of a 5- Likert scale questionnaire quantitatively and then he analyzed the interview data qualitatively and then the data were triangulated. The researcher analyzed quantitative data in tables which were categorized under various titles in their relationship. He analyzed the qualitative data through discussion in the form of a text.

III. RESULTS AND DISCUSSION

In this chapter, the data gathered by using the two tools were presented, discussed and analyzed in the form of a text. In general, it included discussion of the results obtained from the research subjects through interview and information found from a Likert scale questionnaire.

Table 1: Challenges affecting students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
1.1	Poor classroom management	6 37.5	4 25	2 12.5	4 25	-
1.2.	Lack of proper motivation in classroom	8 50	6 37.5	-	-	2 12.5
1.3	Poor teaching method	9 56.25	3 18.75	1 6.25	2 12.5	1 6.25
1.4	Inappropriate classroom situations	8 50	3 18.75	1 6.25	2 12.5	2 12.5
1.5	Lack of self -confidence	6 37.5	2 12.5	4 25	3 18.75	1 6.25
1.6	Shortage of relevant instructional materials/aids	6 37.5	3 18.75	3 18.75	3 18.75	1 6.25
1.7.	Lack of proper training	6 37.5	5 31.25	2 12.5	1 6.25	2 12.5
1.8	Lack of understanding in language equality	7 43.75	5 31.25	1 6.25	1 6.25	2 12.5

f=frequency % =percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In above table-1, item 1.1, the majority of the respondents about 37.5% replied that poor classroom management is a challenge that affects students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. On the other hand, some respondents, i.e. 25% replied as they simply agreed that poor classroom management as a challenge which affected students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Moreover, very few respondents about

12.5% did not decide anything regarding challenges affecting students' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Besides to this, some students, i.e. 25 % replied that they disagreed on above issues.

The interview data also indicated that irrelevant classroom management and other related challenges affected learners' attitude towards mother tongue instruction in lower primary schools. Some of them replied the following: *lack of managing classroom*

effectively affects learners' attitude towards mother tongue instruction in lower primary schools. Teachers carelessness in classroom management by itself affects learners' attitude in mother tongue instruction. Teachers are not managing the classroom affectively (P1, P2, P3, & P6).

From the above interview data we can see two key points: firstly, lack of proper classroom management affected learners' attitude towards mother tongue instruction. Secondly, teachers are careless to manage the classroom effectively challenges learners' attitude. Therefore, based on the above interview data and questionnaires, we can assume that poor classroom management challenged learners' attitude towards mother tongue instruction in lower primary schools.

From the above table in item 1.2, it is possible to see that a lot of students, i.e., about 50% responded that lack of proper motivation in classroom challenged learners' attitude towards mother tongue instruction in lower primary schools. Besides, 37.5% of the research subjects replied that they simply agreed that lack of proper motivation in the classroom is a challenge that affected learners' attitude towards mother tongue instruction in lower primary schools. On the other hand, few students about 12.5% replied that they strongly disagreed on the idea that lack of proper motivation was a challenge that affected learners' attitude regarding mother tongue instruction in lower primary school. The interview data also showed that learners' attitude was affected by some challenges. They replied the following: *students' lack of proper motivation was some of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Sometimes Students' are not properly motivated in our school and this was a challenge that affected learners' attitude (P7, P8, P9 & P10).*

From this, we can understand that lack of proper motivation challenges learners' attitude towards mother tongue instruction in lower primary schools. Nunan and Lambert (1996) also agreed with the point of view of Gardner and Lambert in that attitude is strongly linked with motivation. Actually, it also could be claimed that students' motivation will be mostly determined by their attitude toward the culture of an interest group, language, and learning surroundings.

Thus, based on data obtained from the interview and questionnaire it is possible to conclude that lack of proper motivation was one of challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

In table 1, item 1.3, the majority of the respondents about 56.25% replied that poor teaching method challenged learners' attitude towards mother tongue instruction in lower primary schools. Some of the respondents about 18.75% of the participants merely agreed that poor teaching method challenged learners

attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Among the respondents, 6.25% did not decide their response and about 12.5% replied that they disagreed on that issue and about 6.25% also strongly disagreed that poor teaching method challenged learners' attitude towards mother tongue instruction.

The interview data also indicated that poor teaching method is one of the challenges that affected learners' attitude towards mother tongue instruction. For example, some of the respondents said the following: *lack of using effective and contemporary teaching method challenges learners' attitude towards mother tongue instruction. Lack of interest on students during learning Wolaita language in the classroom is also a challenge that affects learners' attitude towards mother tongue instruction in lower primary schools (P1, P2, P3 & P5).*

From the above interview, we can see two key points: first, lack of valuable and contemporary teaching method affects learners' attitude towards MT (Wolaita language) instruction. Second, lack of interest on students also a challenge that affects learners attitude towards MT instruction.

Therefore, based on the above interview and questionnaire one can conclude that poor teaching method is one of the challenges that affected learners' attitude towards MT (Wolaita language) instruction in lower primary schools of Wolaita zone.

In table 1, item 1.4, the majority of the respondents about 50% answered that inappropriate classroom situations are challenges that affect learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone, Ethiopia. Some of the students about 18.75% also simply agreed on this idea. Very few numbers about 6.25% decided nothing regarding inappropriate classroom situation as a challenge that affect learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. On the other hand, few numbers of the respondents i.e., about 12.5% said that they strongly disagreed regarding the influence of inappropriate classroom situations as a challenge affecting learners' attitude towards mother tongue instruction in lower primary schools. Many interview respondents replied that in appropriate classroom situations challenged learners' attitude. Let us see the following response: *Actually, it is possible to say several things regarding these issues. But, if the learning environment is not suitable for the learners, it challenges learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Hence, to mitigate this challenge learners should have an conducive environment that can fascinate them towards mother tongue (Wolaita language) instruction (P4, P6, P14 & P16).*

According to the above interview, one can grasp three points. First, providing many responses is

possible for challenges that affects learners' attitude towards MT (Wolaita language) instruction in lower primary school. Second, bad classroom atmosphere is a challenge that affect learners' attitude towards mother tongue (Wolaita language) instruction in lower primary schools. Third, having an appropriate environment is essential to overcome challenges that affect learners' attitude towards mother tongue instruction in lower primary schools.

Therefore, based on the information found from the questionnaire and the interview one can estimate that in appropriate classroom situation was a challenge that affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone.

In table 1 item 1.5, the majority of the respondents about 37.5% answered that lack of self confidence is one of the challenges that affect mother tongue instruction in lower primary schools of Wolaita zone. Few number about 12.5% of the participants responded that they agreed on the raised factor. About 25% of the respondents did not determine their answer. On the other hand, some number of students about 18.75 % replied as they disagree concern lack of self - confidence as a challenge that affects learners' attitude towards MT (Wolaita language instruction) in lower primary schools. Very few number i.e., about 6.25% of the respondents also replied that they strongly disagree on above issue.

Almost all teacher participants in their interview approved that lack of self- confidence and related issues are challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Let us see some of the answers below:

Some students are getting afraid to participate in classroom activities. They are not confident enough to share their ideas in the classroom. Students are not bold enough to participate in classroom activities. Many of them are afraid to involve in different activities. Lack of sufficient motivation by the teachers also another challenge that affected learners' attitude towards mother tongue instruction in lower primary schools (P5, P7, P8, P9 & P10). From this interview information, we can see that students are not confidently involving in classroom activities. Many of them get afraid to share ideas with one another. And, so that they have lack of self - confidence in sharing ideas.

Therefore, based on the data provided on the above interview and a 5- Likert scale questionnaire, it is possible to conclude that lack of self confidence is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone.

From the above table 1, item 1.6, we can see that several students i.e., 37.5% replied that shortage of adequate instructional materials or aids is a challenge

that affects learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Some students about 18.75 % replied as they agreed on this item. However, some students about 18.75% did not determine their answer regarding this issue. Among the respondents about 18.75% also disagreed on issue that shortage of relevant instructional material challenged learners' attitude towards mother tongue instruction in lower primary schools. Besides, 6.25% replied as they strongly disagreed on this issue. Many of the respondents in interview data also assured that shortage of relevant instructional materials affected learners' attitude towards mother tongue instruction in lower primary school. For example, they answered the following: *in our schools there is shortage of teaching materials. And, because of this students are not quite attracted to mother tongue instruction. In our school, there are almost no teaching materials except chalk, duster, textbook and teacher guide and students are simply learning on.* This interview data tells us that there is shortage of teaching materials.

According to the data, analyzed by using interview and questionnaires, we can generalize that lack of sufficient teaching materials affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

The data provided in table 1 item 1.7, majority of the respondents about 37.5% replied that lack of providing proper training for the students on mother tongue instruction is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Besides, some students about 31.25% replied that they quite agreed as lack of providing training for the students is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. About 12.5% of the respondents decided nothing regarding lack of proper training as a challenge to affect learners' attitude towards mother tongue (Wolaita language) instruction. On the other hand, few students i.e., about 12.5% strongly disagreed on this item.

The interview data also disclosed that training is not given to students to improve their attitude and this by itself challenged learners' attitude towards mother tongue instruction in lower primary schools. For instance, they said as follows: *training was provided for few teachers, but no training was provided to students regarding mother tongue instruction and attitude in lower primary schools of Wolaita zone (P5, P7, P9 & P10).* This also indicated that lack of relevant training is one of challenges that affected learners' attitude towards mother tongue instruction in lower primary schools. Thus, based on the data collected and analyzed by using interview and questionnaires, one can assume that lack of providing proper training to improve learners' attitude towards mother tongue instruction is one of challenges that affect learners' attitude wards mother

tongue instruction in lower primary schools of Wolaita zone.

According to the data on item 1.8, a lot of students (43.75%) replied that lack of understanding on language equality was one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Besides, 31.25% of the respondents merely agreed on above issues. On the other hand, few respondents strongly disagreed that lack of understanding of language equality affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. The interview data also proved that lack of understanding language equality affected learners' attitude towards mother tongue instruction in lower

primary schools. They said the following: *Many students did not understand that Wolaita language is equal with other languages like Amharic (AP)*. From this interview data, we can see that students' lack of understanding in language equality was a challenge that affected learners' attitude towards mother tongue instruction. Criticisms and challenges against mother tongue education usually relate to people's attitudes and perception about linguistic inequality Alemayehu (2012).

Therefore, based on the data gathered and analyzed, it is possible to guess that lack of understanding language equality is one of the challenges that affect learners' attitude towards mother tongue instruction in lower primary schools.

Table 2: Roles teachers play to improve learners' attitude towards mother tongue instruction in lower primary schools

Sn	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
2.1	Teachers frequently advise students to give due attention to mother tongue instruction	2 12.5	5 31.25	1 6.25	7 43.75	1 6.25
2.2	Teachers identify students' difficulty and help them in their Wolaita language lesson	6 37.5	8 50	-	2 12.5	-
2.3	Teachers effectively administer students in MT classroom to follow the lesson effectively.	5 31.25	6 37.5	2 12.5	2 12.5	1 6.25
2.4	Teachers are a good model for students & very happy to teach Wolaita language instruction	8 50	4 25	3 18.75	1 6.25	-
2.5	Teachers identify misbehaved students concern MT instruction and give them special support	3 18.75	5 31.25	1 6.25	6 37.5	1 6.25
2.6	Teachers' teaching method attracts students to Wolaita language instruction.	4 25	5 31.25	2 12.5	1 6.25	1 6.25
2.7	Teachers evaluate the attitude of learners in line with mother tongue instruction and search ways to improve it.	4 18.75	5 31.25	-	7 43.75	-

f=frequency % =percentage SA: Strongly Agree =5 A: Agree =4 UD: Undecided=3

DS: Disagree=2 SD: Strongly Disagree=1

As can be seen from table-2, item 2.1, majority of the respondents about 43.75% disagreed with statement that teachers frequently advise students to give due attention for mother tongue instruction. 31.25% of the respondents also replied that they simply agree for the above statement. Furthermore, 12.5% of the participants strongly agreed that teachers frequently advise students to give due attention for mother tongue instruction. On the other hand, 6.25% did not decide anything regarding the given statement and 6.25% strongly disagreed that teachers frequently advise students to give due attention for mother tongue instruction. Teachers' interview data slightly different from the data collected by questionnaires. For example,

they responded as follows: *I sometimes advise students so as to improve their attitude towards mother tongue instruction. If students are not manageable in my advice I told them to bring their parents and advise learners with them. Yes, I adjust times and advise them twice a week so as to improve their attitude (P2, P3, P5 & P6). The time is not enough to advise the students because time is not allocated from school for advising purpose. We have only 40minutes to teach and then next teachers comes (P9, P11, P13 & P17)*. From these data, we can understand two key points: first teachers sometimes advise students, but not frequently. Second, some teachers totally does not advise students so as to attract them towards mother tongue instruction and they simply

justify unnecessary reasons rather than finding solutions to the issues.

Therefore, based on the above interview data and questionnaires one can guess that teachers did not advise students frequently to attract them towards mother tongue instruction.

As it is shown in item 2.2 above, majority of the students about 50% quite agreed that teachers identify students' difficulty and help them in their MT (Wolaita language) lesson. Next to this, about 37.5% of the participants strongly agreed as teachers identify students' difficulty and help them in their Wolaita language lesson and few respondents about 12.5% neither agreed nor disagreed on this statement. The information found from the interview data almost confirmed this. Many of the respondents said the in this way: *we actually identify some students with certain difficulties and help them in their Wolaita language instruction. For example, we follow up when they are learning and identify the problems and then intervene it to facilitate their learning (P13, P14, P15 & P16)*. This data also tells us that teachers strive to assist learners' in their MT (Wolaita language) learning difficulties. Hence, according to the data found from the interview and questionnaires, we can assume that teachers identify students' difficulty and help them in their MT (Wolaita language) instruction.

The study findings in table 2, item 2.3, informed that the majority of the students about 37.5 % replied that they relatively agreed as teachers administer students in MT (Wolaita language) classroom to follow the lesson effectively. 31.25% also strongly agreed in this statement. For the same statement, less number of the students about 12.5% did not decide anything and 12.5% disagreed that teachers effectively administer students in MT (Wolaita language) classroom to help them follow the lesson. Similarly, 6.25% of the respondents strongly disagreed that teachers effectively administer students in MT (Wolaita language) classroom to follow the lesson effectively. The interview data also proved this. *For example, three teachers replied that teachers effectively administer students in MT (Wolaita language) classroom to help them follow the lesson (P2, P3 & P8)*. Therefore, based on the above interview and questionnaire, we can guess that teachers were successful in administering the students in Wolaita language classroom to help them follow the lesson.

As shown in item 2.4, a lot of participants i.e. about 50% strongly agreed that teachers are a good model for students and very happy to teach Wolaita language instruction. For the same idea, about 25% of the respondents relatively agreed that teachers are a good model for students and very happy to teach Wolaita language instruction. With regard to this item, 18.75% of the participants did not decide anything from the above given alternatives in table and about 6.25% disagreed with the idea that teachers are a good model

for students and very happy to teach Wolaita language instruction. The data found from the interview supported students' response in questionnaires. For example, teachers responded the following: *in every aspect including teaching my colleagues and me are a good model for the students. As much as I know several teachers including me are very happy teach Wolaita language instruction (P7, P8, P9 & P10). Some teachers are good model for the students and happy to teach Wolaita language instruction, But, for some teachers it is difficult to say so (P11, P13, P15 & P16)*. From this interview data it is possible to recognize two key points: first many teachers are a good model for the students and are happy to teach Wolaita language. Second, some teachers are not good model for the students and even are not happy to teach Wolaita language. Based on the above data it is possible to conclude that many teachers are a good model for students and very happy to teach Wolaita language instruction and at the same time some teachers are not doing so.

The findings in table 2, item 2.5, shows that a lot of students about 37.5% disagreed that teachers identify misbehaved students concern MT instruction and give them special support. For the same item, 31.25% of the participants responded that they relatively agreed in this statement and 18.75% also replied that they strongly agreed as teachers identify misbehaved students concern MT instruction and give them special support. Next to this, 6.25% did not decide anything regarding this issue and the same number about 6.25% strongly disagreed in this item.

Teachers also said the following in their interview: *we are volunteer to identify misbehaved students to give them special support, but the problem is that this requires extra time and energy as well as providing training for the students to improve their behavior (p1&p4)*. From this interview data we can understand that teachers are struggling to hide their mistakes. They did not make any effort regarding this idea and their response was not convincing. Hence, raising from the interview data and questionnaires we can generalize that teachers did not identify misbehaved students concern MT instruction and gave special support to them.

From the above table-2 item 2.6, a lot of students i.e, 31.25% replied that they quite agreed that teachers' teaching method attracts students to Wolaita language instruction. For the same item about 25% strongly agreed that teachers' teaching method attracts the students towards mother tongue instruction and 12.5% did not decide their response. For the same issue, very few number of research subjects (6.25%) disagreed in this statement and 6.25% replied as they strongly disagreed with regard to the attractiveness of teachers' teaching methods to mother tongue instruction. However, the result of the interview data was quite different from the data provided by

questionnaires. for example, they said the following: *as much as I know my teaching method is quite attracts students towards MT (Wolaita language instruction)(P6 &P10)*. From this data we can view that teachers said as their teaching method is attractive. However, based on the students' response it is possible to see that teachers' response is not well convincing.

Steeves (1964:3) commenting on the dimension of teaching methodologies observes that, 'Knowledge of the subject is an essential part of the equipment of all qualified teachers and proves that the teacher has been able to learn.' According to him the method of the teacher is what results when he organizes what he knows about all of these factors in some kind of coherent arrangement for teaching and learning through a systematic classroom process. Therefore according to the overall data, it is possible to summarize that teachers' teaching method did not quite attract the students towards mother tongue instruction in lower primary schools.

As can be seen from table-2 item 2.7, the majority of the students i.e., about 43.75% disagreed with regard to the statement that teachers evaluate the attitude of learners in line with mother tongue instruction. Regarding this item, 31.25 % of the participants replied as they quite agreed on this idea and 18.75 % of them answered that they strongly agreed that teachers evaluate the attitude of learners in line with mother tongue instruction and find ways to improve the behavior. The interview data also relatively confirmed this. let us look it: *to tell the truth no one evaluates the attitude of learners in relation to mother tongue instruction and actually nothing done to improve their behavior(AP)*. Based on these data collected by interview and questionnaires, we can conclude that teachers did not evaluate students' attitude in line with mother tongue instruction and provide nothing to improve their behavior.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion, and recommendations of the research results. The study was about exploring Challenges that Affect Learners' Attitude Towards Mother Tongue Instruction in two Selected Lower Primary Schools of Wolaita Zone in SNNPR, Ethiopia. Thus, to find out the overall purpose of the study, two types of instruments i.e., interview and a Likert scale questionnaires were used to collect the data. The data gathered through those tools were analyzed and discussed in chapter four. Hence, based on the analysis and discussion, the, conclusions and recommendations were made.

a) Conclusions

Based on the findings of the study, the following conclusions were made.

- ❖ The finding also indicated that poor classroom management and lack of proper motivation challenged learners' attitude towards mother tongue instruction in lower primary schools. Concerning the finding, poor teaching method was also a challenge that affected learners' attitude towards the progress of MT (Wolaita language) instruction in lower primary schools of Wolaita zone.
- ❖ The study indicated that in appropriate classroom situation was a challenge that affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone. Lack of self- confidence was one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita Zone. The study also concluded that lack of sufficient teaching materials affected learners' attitude towards the progress of mother tongue instruction in lower primary schools of Wolaita zone.
- ❖ The research finding approved that lack of understanding language equality is one of the challenges that affected learners' attitude towards mother tongue instruction in lower primary schools.
- ❖ The research finding indicated that teachers did not advise students frequently to attract them towards mother tongue instruction in lower primary schools. Similarly, teachers did not properly identify misbehaved students concern MT instruction and did not give special support to them so as to solve attitudinal problems related to mother tongue instruction.
- ❖ As shown in study, many teachers were a good model for students and very happy to teach Wolaita language instruction and at the same time some teachers were not doing so. As can be seen from the data it is possible to summarize that teachers' teaching method did not quite attract the students towards mother tongue instruction in lower primary schools and this by itself influenced learners' attitude and hence impede mother tongue instruction.
- ❖ The data revealed that teachers did not evaluate students' attitude in line with mother tongue instruction and provide nothing to improve their attitude. Hence, this was also a challenge that affected learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

b) Recommendations

Based on the conclusions, the following recommendations were made.

- More efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue (Wolaita language) instruction in lower primary schools., It is good that

many students have positive attitude towards mother tongue instruction in lower primary schools except some students. Thus, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.

- Teachers should be committed to change the attitude of students regarding mother tongue (Wolaita language) instruction in lower primary schools of Wolaita zone. Teachers can do this by advising students to seize a good attitude towards mother tongue instruction. Teachers should properly manage the classroom to make the students concentrate on particular instruction. The concerned bodies like Wolaita Zone education department, district education offices to gather with schools should provide training for lower primary students to optimize their attitude towards mother tongue instruction.
- The schools should establish mother tongue (Wolaita language) clubs and participate students in it in different ways like letting them play drama, reading poems, playing tales etc. A well qualified and experienced teacher i.e., is BA or diploma holders in mother tongue (Wolaita language) should be assigned to attract learners' attention towards mother tongue instruction.
- Teachers' should frequently counsel learners to draw them towards mother tongue instruction. Advising learners especially with regard to the importance of Wolaita language to advance the culture and identity of its people help to improve their attitude towards mother tongue instruction.
- Teachers should properly identify misbehaved students regarding mother tongue (Wolaita language) instruction and provide special support to them to improve their attitude towards mother tongue instruction.
- Teachers who were a good model for their students and were happy to teach Wolaita language should be more encouraged to do so consistently and some teachers that were not a good model for their students and were not pleased to teach Wolaita language should be advised by concerned body to optimize their attitude.
- Teachers should use effective teaching approach that attracts students towards mother tongue instruction and they should also evaluate students' attitude in line with mother tongue instruction and then take remedial action to improve their attitude.

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Abbreviations

P1-Participant	1
P2-Participant	2
P3-Participant	3
P4-Participant	4
P5-Participant	5
P6-Participant	6
P7-Participant	7
P8-Participant	8
P9-Participant	9
P10-Participant	10
P11-Participant	11
P12-Participant	12
P13-Participant	13
P14-Participant	14

P15-Participant 15
P16-Participant 16
UNESCO - United Nations Educational, Scientific, and
Cultural Organization
TGE - Transitional Government of Ethiopia
MTE - Mother Tongue Education
MT - Mother Tongue.

