

TEACHERS' TRAINING ON USE OF MOTHER TONGUE IN TEACHING MATHEMATICS IN LOWER PRIMARY SCHOOLS IN YOLA SOUTH LGA

Fatima Abdulwahab Umar

*Department of Early Childhood Care and Education
Federal College of Education, Yola, Adamawa State
Email:Fatimaumarabdulwahab@gmail.com*

ABSTRACT

Use of mother tongue (MT) as a medium of instruction is globally recommended for pupils in lower primary schools. The child MT should be the medium of instruction in learning in grades 1-3, because the fundamentals of mathematics concepts are introduced at this level. The purpose of the study was to investigate the extent to which teachers training on the of use mother tongue in teaching mathematics in lower primary schools in Yola South L.G.A Metropolis. In this study, it was assumed that some teachers are trained on the use of mother tongue to improve the conceptualization of mathematics knowledge by pupils especially at the lower level of education. Descriptive survey research design was used to guide the study. The target population was teachers in lower primary schools in yola Metropolis. The study employed random sampling techniques to select the sample for the study. Data was collected using questionnaire for teachers. A pilot study was carried out in two primary schools. Content validity was used to test the validity of the instruments. The reliability of the instruments were determined using test re-test method at a correlation coefficient (r) of 0.75. Quantitative methods was used in analyzing data using the Statistical Package for Social Sciences (SPSS) to generate frequencies and means. Results were presented using tables, figures, and text. Result of level of training of the respondents

shows that up to 74% had NCE as their level of training with 56% had only between 1-5 years teaching experience and 71.43% revealed that they love to use mother tongue to teach mathematics. The correlation result showed that the variable, level of education had positive correlation with r-value of 0.600, and statistically significant at 1%. It was recommended that Teachers training programmed in collaboration with other relevant stakeholders and Government agencies should be organized on an annual basis. Teachers' evaluation on the use of mother tongue should be conducted either by Government, school administration or private partners to assess the teachers' ability and strengthen further their use of mother tongue.

INTRODUCTION

Teacher training refers to professional preparation of teachers usually through formal course work and practicing teaching. According to Dennis and Susan Malone (2011) teachers education institution in many countries, often operate in difficult circumstances. The study further revealed an admirable job of training pre-service teachers to provide instruction for learners in the formal educational system. However in a study by Durosaro (2006) prescribe that teachers level and types of training teachers in pre-primary education should be Grade 11 teachers while NCE holders should serve as a head teachers and also NCE teachers should teach in primary schools.

Research by Kinyua (1994) found that teachers make an innovation to fail, if they do not have necessary knowledge skills and attitudes to carry out their roles. Also if they do not have the required equipment and materials which mean that no matter how significant an innovation may be, its success is greatly affected by the quality of teachers. Effective preparation enables teachers to effectively implement the language policy in schools. According to Mohammed Meerah et al (2010) to ensure the

effective use of mother tongue implementation, teachers must be motivated, dedicated and professionally trained in the use of mother tongue for them to succeed in teaching of mathematics.

Thailand Government trained new teacher and assistants and mentored them by teachers who have an experience in multilingual education (UNESCO, 2012). According to Mohammed Meerah et al. (2010), in order to ensure effective implementation of the policy teachers, need to be well trained and highly motivated, dedicated and professionally competent in teaching.

A study carried out by Dennis and Molane (2011) found that when teachers were trained on the use of mother tongue they will be familiar with the process in which pupils will acquire the skill knowledge of the mother tongue. Teacher will learn the importance of providing pupils with many opportunities in using the home language and experiment in different ways to express their thought and ideas. He added that, teachers will be able to use these skills and knowledge to interact with pupils in the classroom.

METHODOLOGY

Research Design

The researcher used descriptive research design to gather information from selected respondents because it is concerned with gathering facts, opinion and obtaining pertinent information about current status of phenomenon and to draw conclusions from facts discovered. Descriptive survey helped the researcher to describe the variables found in a given situation. The design was considered suitable for this study because the researcher was to find out how teacher training influenced use of mother tongue in teaching mathematics in lower primary schools in Yola Metropolis.

Location of the study

The study was conducted in Yola metropolis of Adamawa State. The name Yola was derived from Fulfulde word "Yolde" meaning a knoll, which means settlement on a highland. Yola is located between latitude 9⁰ to 12⁰ N and longitude 11⁰ to 12⁰ E. It also occupies a land area of about 8,068 square kilometers and has an altitude of about 185.9m above sea level (Adebayo and Tukur, 1999).

The study area has two distinct seasons, rainy and dry season with an annual average rainfall of 759mm with mean annual temperature of 34.6⁰c; the coldest and driest months are December and January with an average temperature of about 11.11⁰c and relative humidity drops to 13% during these periods. The hottest months are March and April, which have average temperature of about 42.8⁰c (Adebayo and Tukur, 1999). The study area has a population of 402,854 inhabitants (NPC, 2006). The major ethnic groups in the area are Fulani, Verre, Bata, Higgi, Hausa and Margi among others (Adebayo and Tukur, 1999). This location was chosen because it represents the majority of the entire population of the study, and the researcher had no evidence of similar empirical study had been conducted in similar area. Another reason for selecting Yola metropolis was because it has rural setting where mother tongue is supported to be the medium of instruction. Singleton (1993) opines that the ideal setting for any study is one that is directly related to the researcher's own interests.

Sampling Techniques

Sampling technique or procedure is the process of selecting individual for study from the entire population (Orodho, 2009). Stratified random sampling was used to select the sample. The purposive sampling was used to select units that are represented in the population (Orodho, 2009).

This study used Stratified random sampling technique which involves a process of stratification of segregation of the population in standardized group i.e. groups with the same characteristics (Mbwesa, 2006).

Data Collection Techniques

After getting the necessary authorization, the researcher contacted the primary school teachers and distributed the questionnaires to them which included, cover letter stating the purpose of the study and the background information and a copy of the questionnaire; the participants were requested to return the questionnaire within seven days. After seven days the researcher visited the schools and collected the questionnaires. The entire data collection process took about six weeks.

Data Analysis

Data were analyzed using Quantitative method using the statistical package for social sciences (SPSS) version. Descriptive statistics (frequencies, percentages), was computed. It was through this that the data was outlined and summarized.

Result

Teachers' Age.

Teachers were requested to indicate their age according to specified age brackets. The frequencies in each age bracket were as presented in Table 1.0

Table 1.0 Age of teachers in the schools

Teachers' Age	Frequency	(%)
21-30	47	37.0
31-40	73	58.0
41-50	4	3.0
51 and above	2	2.0
Total	126	100

Table 1.0 summarizes the age bracket of the respondents. The highest proportion of the teachers fell in the category of 31-40 years (59%). This implies that the teachers were of fruitful age, matured and had experience.

Academic qualifications of teachers in the schools

Academic qualification was a factor that was considered while seeking data on what could be influencing the teaching-learning process. The responses are shown in Table 2.

Table 2. Teachers' academic qualification

Academic Qualification	Frequency	(%)
B. Ed	17	13.0
Diploma	16	13.0
NCE	93	74.0
Total	126	100.00

Table 2 illustrates that a great number of teachers (74%) as well as (26%) of the teachers have the basic requirement of a professional certificate in education. SACMEQ (2000) revealed

that the quality of teaching largely depends on teachers' academic qualification among other variables.

Table 3: Teachers Level of Training

Academic Qualification	Frequency	(%)	mean
B. Ed	17	13.0	2.43
Diploma	16	13.0	2.46
NCE	93	74.0	2.33
Total	126	100.00	2.41

The table above shows that little above one-tenth of teachers had Diploma, about three-quarter of the respondents had NCE, and scores after one-tenth of the respondents had Degree. This indicated that majority of the respondents had NCE which is the minimum requirement for teaching in the country.

The result shows that majority of the respondents were qualified to teach the pupils. The findings were well above the report of Durosaro (2006) who proposed that teachers' level and types of training in pre-primary education should be Grade 11 teachers while NCE holders should be primary teachers.

Table 4: Result of Correlation Analysis between Training and Use of Mother Tongue in Teaching Mathematics

Variable	r-value	p-value
Training	0.600	0.000

Source: Computed from Field survey, 2016.

There is also positive and significant relationship between training and use of mother tongue in teaching mathematics ($r = 0.600$, $p < 0.00$). This implies that there is high relationship between the

training received by the respondents and use of mother tongue in teaching mathematics.

Table 5 below present on teachers' use of mother tongue by level of training.

Table 5: Teachers' training and use of mother tongue in teaching mathematics

Training	Freq.	%	Mean
Diploma	14	15.08	2.43
Degree	19	11.11	2.46
NCE	93	73.80	2.33
Overall mean			2.41

As show in the table 4 there is medial extend in the use of mother tongue. Degree teachers make us of mother tongue more often than teachers with other educational qualifications. The reason for that can be attributed to the fact that teachers with degree qualification have a lot of language training than NCE and Diploma holders.

DISCUSSION OF FINDINGS

This shows that the majority of respondent are NCE holder while two third are Degree holders and the last of the list are Diploma holders. The result contradict the findings of Durosaro (2006) prescribe that teachers level and types of training teachers in pre-primary education should be Grade 11 teachers while NCE holders should serve as a head teachers and also NCE teachers should teach in primary schools.

CONCLUSION

The study showed the relation and the influence of teachers' training on the use of mother tongue, where by almost all

teachers had been certified with four-fifth of them having fundamental training in teaching. Thus teachers training can be deduced as an important factor in the use of mother tongue.

REFERENCES

- Adebayo, A.A. and Tukur, A.L. (1999). *Adamawa State in Maps*, Paraclete Publishers, Yola. P3.
- Dennis and Susan Malone(2011), "*Teacher education for mother tongue Based education programs*".
- D. O. Durosaro (2006), "*Teacher Education in Nigeria: Past, Present and Future Challenges*", *Journal of the Oyo State College of Education, Oyo*, 13(1), 43-53
- Kinyua, J.I. (1994). *The Implicit of Innovation Instruction Practices in Teachers Education on Equipment And Teaching Materials in Report of Third Teacher Education*. Nairobi: Government Printer.
- Mbwesa, K. J (2006) *Introduction to management research, a student handbook*. Jommo Kenyatta Foundation, Nairobi, Kenya.
- Muhammed, et.al. (2010) profit kecerdasanEmosi Guru pelatinmengikutTahunpengaijianGEMA online journal of language studies, 10 (10)
- Orodho, J. A. (2009). *Elements of Education and social sciences Research methods* (2nd Ed).Maseno: Kenezja publishers.
- SACMEQ, I. (2000). Harare: SACMEQ.
- Singleton, P.A. (1993). *Approaches of social research*. London, UK: Oxford University.

UNESCO, 2012 PATANI Malay-Thai *bilingual/multilingual education*
<http://www.unesco.org/uii.litbase?Meme=88prommes=147>

Reference to this paper should be made as follows: Fatima Abdulwahab Umar (2018) Teachers' Training on Use of Mother Tongue in Teaching Mathematics in Lower Primary Schools in Yola South LGA. *J. of Education and Leadership Development Vol. 10, No. 4, Pp. 50-59*
