
ANALYSIS OF THE INFLUENCE OF MOTHER TONGUE ON STUDENTS' PERFORMANCE IN
ENGLISH. A CASE STUDY OF KAMUGANGUZI SUB COUNTY

KABALE DISTRICT

1 Tayebwa Rachel, 2 Sekiswa Peter

1, 2 Metropolitan International University

ABSTRACT

This study ought to find out the influence of use of mother tongue on students' performance in English in kamuganguzi sub county, Ndurwa West constituency kabale district. Literature from across the globe, regionally was reviewed to provide various perspectives regarding the use of mother tongue in school and its influence on performance in English. The literature reviewed highlights how first language affects second language. It discusses both content in favor of use of mother tongue and content against the use of mother tongue among other issues. In this study, the target populations were students and English teachers from Kamuganguzi sub county secondary schools in Kabale. Two Schools were sampled using simple random sampling while 108 students were sampled using stratified sampling and systematic random sampling respectively. Four Teachers were sampled using purposive sampling technique. Questionnaires were used to collect data from students and teachers, while an interview guide was used to collect data from the teachers. The study found out that use of mother tongue had a negative influence in performance of English in secondary schools of kamuganguzi sub county. It emerged from the study that use of mother tongue influences the way students write and pronounce in English, hence negatively influencing the performance of English. Among other recommendations, the study recommended that teachers should come up with teaching methods that are interactive in the English curriculum so as to ensure that students are given an opportunity to interact with each other in English. Finally, the study suggests that this research should be replicated in other districts where students do not perform well in English to corroborate findings on how mother tongue influences performance of English.

Key words: **mother tongue, students, performance and english**

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

Corresponding: Author: research.miu.ac.ug/publications

Background to the study

Uganda is a linguistically heterogeneous and diverse USA with many indigenous (mother tongues) and exogenous languages. essentially, Uganda has at around forty indigenous languages. English and Kiswahili are one of the exogenous languages (Isaiah & Alex, 2023). Use of English has a protracted history in Uganda. when Uganda attained self-rule in 1960, English changed into declared the official language in the Republic of Uganda in the early19th century by the British colonial management. Despite the reality that English is a foreign language in Uganda, it changed into to be used in all crucial government sectors which includes training (Anthony, Kazaara, & Kazaara, 2023). This coverage re-emphasized what changed into already in location because of colonial language policy. At this unique point in time, the Ministry of education took steps in keeping with language coverage. at some point of this period, mother tongue turned into desired for verbal conversation in particular in rural areas, whilst English and Kiswahili had been preferred for training from lower primary to the college (Anthony, Kazaara, Kazaara, et al., 2023). Kiswahili turned into especially favored in training for functions of country wide and nearby harmony. however, unlike English, mother tongue languages were now not anchored into the faculty curriculum (Kanyerere & Muhammed, 2023).

Given the significance of English language as a subject, it's miles significant consequently for learners to illustrate their capacity in the manner they respond to questions at all ranges. The records of the effects from the Uganda national exam board (UNEB) (Suzan & Kazaara, 2023). however, 12 months after 12 months famous that most effective 10% of the candidates who wrote English language bypass with both a difference or a credit score. but however much many pupils have not grown to become up with correct grades in English, the curriculum of Uganda nevertheless insists on using English as a method of preparation and therefore boosts pupil's motivation to have a look at and enhance on their grades although the results have not been improving yr. after yr. (Damasus et al., 2023). The government of Uganda has sought through a series of policies to promote neighborhood languages in training. Article 6 of Uganda's charter (2005) for instance says that any language can be used as a medium of preparation in schools or another academic institution (Brian & Jacob, 2023). The authority's white paper on schooling for national integration and improvement (1992) states that nearby languages need to be used as medium of instruction in all schooling applications up to grade four of number one school (Suzan & Kazaara, 2023). However insufficient assets and useless implementation strategies have hampered efforts to put these techniques into practice. In 2006/2007 room became again made for using MTs for a wider communication for the primary three years of training in rural number one colleges. (Kateeba 2009, minister of education and sports MOES 2004,2008, NCDC 2006a,2006b,2011) from the fourth year the Transition to English takes area (Anthony, Kazaara, Kazaara, et al., 2023).

Received: 11.09.2023**Accepted: 17.09.2023****Published on: 30.09.2023**

Corresponding: Author: research.miu.ac.ug/publications

In step with countrywide coverage on schooling published in 1977 revised in 1981, section 2(u) which started out that “government will ensure that the medium of preparation may be principally the MT or the language of instantaneous community “additionally in segment 3 of the same coverage on training said that “government will see to it that the media of commands in the primary faculty is to start with in the MT of the instant community and at later degree English (Joventia et al., 2023).

Problem Statement

The examine become designed to have a look at the effect of MT on college students’ academic performance in English language in secondary schools of kamuganguzi sub county kabale district (Zulaikah & Rebecca, 2023). Kamugangazi sub county being located along katuna Rwanda boarder and in general all the school in sub county are located in the villages wherein the MT is their approach of communications this is Rukiga and Runyarwanda, many college students discover it tough to use English on account that all their mother and father and other enterprise people round use their MT language (Micheal et al., 2023). therefore, the examine has sought to find out how using mother Tongue has influenced their student’s lecturer’s overall performance in English both positively and negatively.

Specific objectives

- To find out the challenges Mother Tongue brings to students in the process of learning English
- To examine the measures taken to curb the influence of mother tongue on the students’ academic performance.
- To discuss the strategies that should be used to improve the performance of English in secondary schools.

Research Questions

- What is the perception of teachers and students on the influence of mother tongue on performance of English?
- What are the measures taken to curb the use of mother tongue in schools?
- What challenges does mother tongue bring about to students in the process of learning
- What strategies should be used to improve the performance of English?

Methodology

Research Design

The researcher used largely quantitative research approach as well as qualitative research approach. A survey of selected secondary schools in kamuganguzi sub county were used to study how and the extent to which the use of mother tongue influences performance in English (Victoria et al., 2023). Besides, interviews were used. Interviewing is a qualitative research technique that involves conducting individual interviews with a small number

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

of respondents to explore their perspectives on a particular idea, program, or situation (Mertens, 1998). Precisely, the researcher used a cross sectional survey design.

Target Population

The target populations were students and English teachers in secondary schools in kamuganguzi sub county. There are 7 secondary schools, of the 7 schools 6 are mixed schools; and 1 is a girl's school. The study was confined to two secondary schools since these are the schools that showed dismal performance in English

Sample and Sampling Procedures

The participants for this study were students and teachers of English in secondary schools in kamuganguzi sub county. Precisely, the study employed simple random sampling, systematic random sampling, stratified sampling and purposive sampling as discussed in the sections that follow.

Sampling of Students

Students from Form 3 and Form 4 were considered in this study. Gay, Mills and Airasian (2009) observe that in sampling, 20% of the target population is adequate for a population size of between 501-1000. Therefore, with a target population of 504, the researcher picked 108 students which were 20% of the sample population with a sample of 108 students from the 5 schools, 54 students were selected from each class. Effort was made to ensure that equal number of girls and boys were sampled

Sampling of Teachers

Teachers were selected from the sampled schools using purposive sampling. Subjective judgment of This means the researcher selects the subject based on his/her views that such person has the relevant information which is important to the study. All English teachers were selected from the schools that were selected to make a total of 4 English teachers (Christopher et al., 2022).

Table 1: Summary of Sampling Matrix

Target Procedure	Sample	Sample	Sampling (%)	Number	Percentage Group	Population
Schools	9	2	Simple random sampling	2	25%	
Teachers	14	4	Purposive sampling	4	100%	
Students	2504	504	Stratified, systematic sampling	108	20%	

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

Table 1 above presents a summary of the target group, target population, sample population, sampling procedures, sample number and the sample percentage.

Data analysis

Data was collected and analyzed inform of tables percentages and frequencies using SPSS (Nelson et al., 2022)

RESULTS

Perception of Students and teachers on the Influence of Mother Tongue on Performance of English

The study sought to find out from students and teachers their perception on whether the language used by teachers to converse influences their performance in English

. Table 2 summarizes the findings.

Table 2: Students' Responses on Influence of Mother Tongue on Performance

Responses	Yes		No		
	(f)	(%)	(f)	(%)	
• Language used by teachers in influence performance of English.	78	72.2%	30	27.8%	conversations
• Use of mother tongue influences performance in English.	85	78.7%	23	21.3%	performance in

Table 2 shows that 78 (72.2%) respondents indicated that the language their teachers used influenced their performance of English while 30 (27.8%) respondents indicated that the language their teachers used did not influence their performance in English. These findings show that language used by teachers influenced students' performance in English. A majority of students, (85) 78.7% of students agreed that use of mother tongue influences performance of English while (23) 21.3% disagreed. Therefore, majority of students perceive that use of mother tongue has an influence in performance of English

Perception of Teachers on the influence of Mother Tongue on Performance in English

When teachers were asked their perception on whether use of mother tongue influences the performance of English, 100% indicated 'yes' to denote that indeed use of mother tongue influences the performance of English. The teachers interviewed gave various reasons as how mother tongue influences the performance of English. They

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

identified that students were often unable to express themselves efficiently and thus made many grammatical mistakes. Teachers also highlighted during the interview that students were affected with the problem of direct translation and had limited vocabularies thus this limited their ability to communicate effectively.

Table 3: Teachers' Responses on Perception of the Influence of Mother Tongue on Performance of English

Responses	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
• Students who use mother tongue perform poorly in English.	3	1	-	-	-
• Students who use English perform better in English.	(4) 100%		-	-	-
• Use of mother tongue influences performance of English.	(2) 50.0%	(2) 50.0%	-	-	-

Table 3 shows that (3) 75.0% of the teachers strongly agree that students who use mother tongue perform poorly in English whereas (1) 25.0% agree. None of the teachers either strongly disagreed or was undecided. Therefore, a total of 87.5% of the teachers agreed and strongly agreed that students who use mother tongue in school perform poorly in English. These findings imply that use of mother tongue has a negative influence on performance of English.

Furthermore, a majority of teachers, (4) 100% agreed that students who use English in conversation perform better in English. This shows that a total of 100% of teachers strongly agreed and agreed that students who converse in English perform better in English. These findings confirm that use of English in conversations enhance performance of English while use of mother tongue in conversations negatively influences performance of English in secondary schools of kamuganguzi.

Table 4: Students' Responses on Measures Taken to Curb Use of Mother Tongue

Responses	Yes		No			
	(f)	(%)	(f)	(%)		
• Your school has a language	80	74.1	28	25.9	4.2	policy.

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

•	You are punished for speaking	176	92.2	15	mother tongue.
•	Students who speak in English	22	11.5	169	88.5 are rewarded in some form.

Table 4 shows that (80) 74.1% of students responded that their schools had a language policy while (28) 25.9% indicated that their school did not have a language policy. Teachers indicated during the interviews that their schools use language policy as a document to help them curb use of mother tongue. Students are punished and rarely rewarded for using mother tongue language at school.

Moreover, teachers answered to questions that required them to respond to that questions that required them to answer measures that are taken to curb the use of mother tongue

Table 5: Responses of Students on Strategies to Improve Performance in English

Responses	Yes		No		
	(f)	(%)	(f)	(%)	
• Encouraging students to read story books	100	92.6	8	7.4	h them improve performance in English.
• Learning resources for English available	94	87.0	14	13.0	in school influence performance in English.

Table 5 shows that (100) 92.6% of students indicated that encouraging students to read story books helped them improve in performance of English while (8) 7.4% were of the contrary opinion. Moreover, (94) 89.0% of the students indicated that the availability of English learning resources influence performance in English, while (14) 13.0% were of the opinion that availability of learning resources does not influence performance in English. These findings show that encouraging students to read story books and availing learning resources to students helps them to improve their performance in English. These are strategies that can be used to improve the performance of English. Furthermore, teachers were asked questions regarding strategies to improve performance. Table 9 summarizes their finding.

Conclusions

Received: 11.09.2023

Accepted: 17.09.2023

Published on: 30.09.2023

The perception of teachers and students regarding influence of mother tongue on performance of English is equally important. Teachers and students hold the perception that use of mother tongue has a negative influence on performance of English. The perception that uses of mother tongue influence negatively performance of English was the general conclusion drawn from both the English teachers and students.

Challenges that are as a result of use of mother tongue are varied. Use of mother tongue brings about challenge in pronunciation and writing in English. Students also exhibit a challenge of lack of confidence and poor communication skills as a result of use of mother tongue. The challenges that can arise can be eliminated by provision of a conducive environment for learners to use English. Therefore, it was deduced that use of mother tongue influences writing and pronunciation of English words and thus performance of English.

Recommendations

Students of secondary schools should be discouraged from conversing in mother tongues. Moreover, stringent language policies that are feasible should be developed.

Teachers should cultivate a positive perception towards the use of English in school. They should be role models to the students and encourage them to converse in English.

Schools should come up with a reward-punishment system to encourage use of English and discourage use of mother tongue.

References

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers' Teaching Methods on Students' Performance in English Subject in Secondary Schools In Uganda, A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Brian, W., & Jacob, K. (2023). *Impact of Tax Education on The Public Sector - A Case Study of Lwakhakha Town Council, Namisindwa District Local Government*. 7(4), 176–184.
- Christopher, F., Moses, N., Muhindo, M. E., & Komunda, T. R. (2022). Employee Training and Organizational Performance: A Case Study of African College of Commerce and Technology in Kabale District, South Western Uganda. *International Journal of Academic Pedagogical Research*, 6(5), 1–7.
- Damasus, M., William, O. J., & Sarah, A. (2023). *IMPACT OF SOCIAL MEDIA MARKETING ON THE BUSINESS PERFORMANCE A CASE*. 2(4), 203–212.

-
- Isaiah, T., & Alex, O. (2023). *MOTHER TONGUE EFFECT TO THE TEACHING OUTCOMES IN ENGLISH*. 2(3), 1598–1612.
- Joventa, K., Kazaara, A. G., & Kazaara, A. I. (2023). *Assessing the Impact of Early Marriage on Girl Child Education in Uganda a Case Study of Nyankwanzi Sub-County, Kyejono District*. 7(3), 183–190.
- Kanyerere, O. E., & Muhammed, M. (2023). *The Factors Affecting Learners Attitude towards Offering Kiswahili Subject in Secondary Schools. A Case Study of Sironko Secondary School in Sironko District*. 7(3), 39–43.
- Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher's Motivation on Academic Performance of Students in Kileleshwa District a Case Study of Alito Sub-County*. 7(2), 64–72.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata*. 6(7), 84–122.
- Suzan, W., & Kazaara, A. G. (2023). *The Impact of Western Education on Social Economic Development of Communities in Uganda - A Case Study of Wakiso Town Council Wakiso District*. 7(4), 185–191.
- Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils' Academic Performance In Primary Schools In Kimaanya Sub-County, Masaka District A Case Study Of Kimaanya Sub-County, Masaka District*. 7(3), 179–186.
- Zulaikah, W., & Rebecca, N. (2023). *The Study on the Effect of Child Labour on the Learners Academic Performance in Secondary Schools. A Case Study of Nansana Municipality*. 7(3), 160–167.