

**CHALLENGES AND OPPORTUNITIES OF USING
SOMALI LANGUAGE AS MEDIUM OF INSTRUCTION
IN PRIMARY SCHOOLS OF JIGJIGA CITY ADMINISTRATION**

M.A. THESIS

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**Challenges and Opportunities in Using Somali Language as Medium of
Instruction in Primary Schools of Jigjiga City Administration**

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DEDICATION

I dedicate the entire thesis to my Father, Abdi Abdilahi who devoted all his energies to encourage me and my mother, brothers and sisters the love of learning and constantly reminded me to strive and achieve the highest academic success.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis entitles; Challenges and Opportunities of Using Somali Language as Medium of Instruction in Primary Schools of Jigjiga City Administration is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
EGRA:	Early Grade Assessment
MoE:	Ministry of Education
MTI:	Mother Tongue Instruction
PTAs:	PTA, Students and Teacher Association
SEAMEO:	Southeast Asian Ministers of Education Organisation
SNNP:	South Nations, Nationalities and Peoples
TGE:	Transitional Government of Ethiopia
UK:	United Kingdom
UNESCO:	United Nations, Educational, Scientific and Cultural Organization
WOGAGODA:	Wolayta, Gamo, Gofa and Dawro

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Challenges and Opportunities in Using Somali Language as Medium of Instruction in Primary Schools of Jigjiga City Administration

Hussein Abdi

ABSTRACT

The study was aimed at investigating challenges and opportunities of using Somali language as medium of instruction in selected public primary schools of Jigjiga City Administration. The method employed in the study was a descriptive survey. Questionnaires, interview guides and document analysis were used as data gathering instruments. The subjects of the study included 65 teachers, 114 students, 8 principals and vice principals, 8 PTA members, 7 education leaders. Thus, the total sample size was 202, selected by using stratified, available, purposive and systematic random sampling technique. The data were analyzed using descriptive and inferential statistics such as percentage, frequency, mean standard deviation, chi-square and Anova by using SPSS V.16.0. The data gathered through interview, open ended questionnaire and document analysis were analyzed through thematization and conceptualization along with data from questionnaire. The findings of the study showed that using Somali medium of instruction caused more challenges in the primary schools. According the perception of the students when their grade level increases their perception shifts and they prefer other than Somali languages. Somali language Primary schools lack enough competitive teachers. Moreover, there was shortage of supplementary materials. The findings indicated the average class size of the schools was overcrowded and unorganized. The findings revealed Teachers who were teaching with Somali medium were not proficient in the Somali language. Finally it was recommended that Education leaders have to prepare strategies to satisfy the different stakeholders' perception and remedial remove negative perception. The government must develop Somali medium of instruction. Regional education bureau should prepare educational supplementary materials in mother tongue. Regional education bureau have to build more schools in overcrowded areas. The government should give capacity building and trainings to the mother-tongue teachers.

I. INTRODUCTION

This section discusses the introductory part of the thesis. It is concerned with the background, statement of the problem, objectives of the study, research questions, and delimitation of the study, significance of the study and operational definition of terms.

1.1. Background of the Study

There are good reasons to place literacy at the core of education. Good basic education gives pupils literacy skills for life and further learning; literate parents are more likely to send their children to school; literate people are better able to access continuing educational opportunities; and literate societies are better geared to meet pressing development challenges (Unesco, 2005).

Children become successful in their academic achievement since they have strong foundations in their first language. Using mother tongue as a medium of instruction in elementary grades is advantageous as it underlines the importance of the community's cultural heritage and seeks to instill pride in the local language. Besides cognitively it is the most suitable medium to start learning new concepts already learned and stored in the mother tongue (Emutasa, 2006).

Further more, the mother tongue has more advantages including pedagogical, psychological satisfaction and helps develop positive self-esteem. Effective communication leads to more successful learning opportunities in classrooms where languages familiar to both children and teachers are used as language of instruction at least in the first three years. Moreover, when teachers teach effectively reading, writing and literacy in the mother tongues, students can develop adequate literacy skills that they can use in learning the official languages (Alidou and Brock-Utne, 2006).

Although there are more than 20 States with more than one official language (India alone, for example, has 19 official languages while South Africa has 11), the majority of countries in the world are monolingual nation states in the sense of recognizing, de jure or de facto, only one

official language for government and legal purposes. That is not to say that they are not bilingual or multilingual societies, but rather that while there may be many languages widely used in a country these do not necessarily have the legal authority of an official language. In many countries that were previously under colonial regimes, the official language tends to be the language of the former colonizers. In addition to official languages, several countries recognize national languages, which may be compulsory in education. The choice of language in the educational system confers a power and prestige through its use in formal instruction (UNESCO, 2003).

Moreover, the choice of the language or indeed the languages of instruction is a recurrent challenge in the development of quality education, the lack of scripts for the languages; the languages' inadequacy to describe modern science and technology, the economic problems to teach through a lot of indigenous languages; fear of national threats and unity of using so many language for education, the poor value given towards native languages (Alem, 2006).

In response to these challenges, various interventions have been undertaken. Prominent policies have been designed both at national and international levels. International agencies have for a number of years, recognized the close link between language and culture identity. Articles 14 and 17 of the UN draft declaration on the rights of indigenous peoples and in 1996 UNESCO Barcelona Universal Declaration on Linguistic Rights promote both linguistic and cultural self-expression of ethno linguistic communities and the need to provide educational structures that will help, maintain and develop the languages spoken by various linguistic communities. These declarations affirm that education should be at the service of linguistic and cultural diversity (SEAMEO, 2009).

In general, there is a possibility for the society to appreciate and use the language it chooses for any purpose. Despite the achievements in the implementation of the multilingual language policy, the current practice is not totally righteous. Patterns of acceptance and recognition of the language policy has been evidenced in many parts of the country. In very pluralist societies like the SNNPR, there is a need to follow a conscious language planning practice if the policy is to succeed and produce the desirable results. So far it seems that political

decision took over the conscious planning and consultation with professionals. The implementation of a multilingual language policy without careful planning would result in a disaster as seen in the case of the introduction of the Wogagoda (Derib and Getachew, 2006).

Moreover, Ethiopian different regimes give the priority to the multilingual policy to meet the demands of learning, In 1994 the Federal Government of Ethiopia responded reality through the formulation of language use policy and strongly encourages that people should learn in their own mother tongue because language is the basis for identity. It is clear that government has showed a significant change in terms of language policy and available in more than 20 languages. Books, newspapers and radio broadcasts are available in a lot of languages as well (Ibid).

Following this decree, Somali Region adopted Somali language as a medium of instruction in primary schools to use Latin alphabet which was adopted 1972 GC in Somalia that has 21 consonants and 5 vowels. As the use of mother tongue as medium of instruction during one's early years of schooling, results in improved acquisition of knowledge by pupils (Benson, et al, 2010), there are different myths concerning the costs and benefits of alternative approaches directed at the individual, family, community, school, region, and nation? Whether mother tongue instruction is challenge or opportunity. This research was conducted to examine and address the Challenges and Opportunities of using Somali language as a medium of instruction in Primary Schools at Jigjiga City Administration, which is the capital city of the Ethio-Somali Regional State.

1.2. Statement of the Problem

A child's first comprehension of the world around him, the learning of concepts and skills, and his perception of existence, starts with the language that is first taught to him, his mother tongue. Our first language, the beautiful sounds of which one hears and gets familiar with before being born while in the womb, has such an important role in shaping our thoughts and emotions. A child's psychological and personality development will depend upon what has been conveyed through the mother tongue. With this in mind, as psychologists say, it matters tremendously that language expressions and vocabulary are chosen with care when we talk to

children. Mother language has such an important role in framing our thinking, emotions and spiritual world, because the most important stage of our life, childhood, is spent in its imprints (Hurisa, 2010).

Besides, although mother tongue education is important, it is estimated that 221 million primary-aged children from minority language and ethnic communities do not have access to education in a language they know (Dutcher, 2004). The unsurprising result is that literacy rates among ethnic and linguistic minorities are particularly low (Pinnock, 2009). Where instruction, curriculum and materials are not in the mother tongue and do not take account of the child's known world, the result is widespread non-attendance, increased repetition and low achievement levels. In a study of data from 160 language groups in 22 developing countries it was found that not using mother-tongue languages was a major cause of non-enrolment and dropout. Those with access to instruction in their mother-tongue were significantly more likely to be enrolled and attending school.

The United Nations Universal Declaration on Human Rights 1948 affirms the right to education without discrimination. Article 2 of this fundamental document establishes the basic principle against discrimination on the grounds of language. The World Declaration on Education for All (1990) and the Dakar Framework for Action (2000) the two most recent United Nations conference declarations focusing on education – recognize quality as a prime condition for achieving 'Education for All' UNESCO and other international agencies concerned with early education, children's rights, and linguistic diversity argue strongly for the pedagogical imperative of using a child's own language as the medium of instruction, at least in the early years of formal schooling (UNESCO, 2003). That is why the major part of the social, personal and cultural identity of the child is mother tongue.

As stated by Cohen (2006), when languages are raised from mere vernacular to a medium of instruction, a number of problems affecting the implementation occur. The educational language policy is one of the crucial factors of ensuring quality education. Thus instructional language should be selected with the main considerations of its pedagogical merits. Based on the constitution, the Education and Training policy of Ethiopia (TGE 1994), gave the chance to nations and nationalities to use their languages as media of instruction in primary schools,

after doing the necessary preparations. Although Ethiopia has historical background of multilingual nations and nationalities need to use their own language in the education there is problems related with medium of instruction many years in and still exist which needs solutions.

Ethiopia's 1994 Education and Training Policy states that 'primary education be given in nationality languages. Somali region is one of the regions adopted Somali language in education, administration, justice and media. Somali language is also given as a medium of instruction in primary schools and as a subject in secondary education levels. Colleges of primary school teachers' education also provide their education with the Somali language as a medium of instruction but Somali medium of instruction consideration appears no research has been conducted on what has been going on its implementation process.

Furthermore, Somali language the specific area of this study, don't has a rich written literature before it was launched to serve as a medium of instruction. This fact by it self could challenge the practical teaching learning process. The problem which has been observed in using mother tongue education resulted from the existing diversity and resources limitation, which is reflected on teachers training and material production and distributions.

So far, in Somali Regional State there were no studies on Challenges and Opportunities of using Somali language as medium of instruction in primary schools but other regions were done researches about languages. For instance, Abawa, 2002, in a factors that affect the implementation of using Awgni, Mulatu, 2012, challenges in use of mother tongue based education as medium of instruction in primary school for quality enhancement Wolaita and Aman, 2013, Challenges Of Mother-Tongue Education In Primary Schools in Afan Oromo.

To fill that gap, the researcher aimed to conduct research in Jigjiga City Administration by combining the two factors of challenges and opportunities of using Somali language as medium of instruction in second cycle primary schools.

1.3. Research Questions

1. How do the Teachers, PTAs and Students perceive the use of Somali language as a medium of instruction in Primary Schools?

2. What Challenges are there in effectively using Somali language as a Medium of Instruction in Primary Schools of Jigjiga City Administration?
3. How can be improved the use of Somali language as Medium of Instruction?
4. What are the Opportunities of using Somali language as a Medium of Instruction in Primary Schools of Jigjiga City Administration?

1.4. Objectives of the Study

The aim of this study is to investigate the following objectives.

1.4.1. General objective

The general objective of the study is to investigate Challenges and Opportunities of using Somali language as a medium of Instruction in Primary Schools at Jigjiga City Administration.

1.4.2. Specific objectives

1. To assess the perception of the stakeholders towards Somali language as medium of instruction.
2. To determine Challenges and opportunities of using Somali language as a medium of Instruction in Primary Schools of Jigjiga City Administration.
3. To identify the ways to overcome the challenges of Somali Medium Instruction in Primary Schools of Jigjiga City Administration
4. To examine prospective and improvements of using Somali language as a medium of Instruction in Primary Schools of Jigjiga City Administration.

1.5. Significance of the Study

The findings of this study was expected to have significances including to come up with an up-to-date picture of challenges and opportunities of Somali language as medium of instruction for which recommendations would be forwarded to the Educational officials who have the mandate of amendment and modifications of the education system. Also these recommendations would have proper contributions towards the language policy Related to

education and practitioners. In addition, it might provide information to the Regional Education Bureau and other stakeholders to improve education language. Furthermore; the study might help teachers and school leaders to be conscious of the problems and prospects of using Somali as a medium of instruction and might motivate them to alleviate the problems. Finally, the study may encourage other researchers to carry out further studies who are interested to conduct study on this area.

1.6. Delimitation of the Study

The study was conducted in jigjiga city administration of Somali regional state on the Challenges and Opportunities of using Somali language as a medium of instruction in primary schools. The scope of study was delimited to second cycle primary schools jigjiga city administration. It would be more essential if the study was conducted in all primary schools of jigjiga city administration; however, such a study requires many resources in terms of time, human power and finance. The study was also delimited to components of the Challenges and Opportunities of using Somali language as a medium of instruction in primary schools like Language preference, challenges of Somali medium of instruction, improvements of Somali medium of instruction and opportunities could be found in Somali medium.

The sampling techniques were delimited to probability: Stratified random sampling for teachers, Availability for principals and vice principals, Purposive for students, PTA and education leaders. Questionnaires, interview guides and document analysis were used as data gathering instruments. The collected data were analyzed using frequency, percentage, mean, Average mean, standard deviation, chi-square and Anova by using SPSS V.16.0.

1.7. Operational Definition of Key Terms

Challenges: with in this context, challenges are the factors that constrain using mother tongue and other languages as a medium of instruction.

Medium of Instruction: Medium of instruction is the language which is used for teaching learning purpose. It is a very important means of conveying and communicating the lesson. It is an instructional tool where by teachers transfer their lesson and students

understand it. It is one of the determinant factor of both students and teachers success in their respective roles.

Mother tongue: Mother tongue is the language first experienced by a child. It is the first language that anyone starts speaking and communicating with. According to UNESCO (1953) mother tongue is the language which a person acquires in early years and which normally becomes his natural instrument of thought and communication.

Multilingual Education: it refers to the use of many languages in education in multilingual societies. In such types of multilingual society, the society/ a person can be competent in three or more languages.

Opportunities: the positive feedback after implementation of the mother tongue as a medium of instruction to accommodate more students to school.

Somali language: is one of the language spoken by the Somali People whereas their Language is Af-Soomaali and belongs to the Cushitic branch of the Afro-Asiatic language family

2. REVIEW OF RELATED LITERATURE

This chapter focused on the review of related literature on the different topics that deal with the research title. Some of them are language and language policy in education in different periods, the concept of mother tongue in education, mother tongue instruction, importance of mother tongue instruction, perceptions of mother tongue instruction, challenges of using mother tongue in education, experiences of countries use mother tongue education, and standards.

2.1. Language and Education

According Hotgraves (2008) Language represents the medium through which we encounter reality. It also represents to a uniquely human ability, an ability that reflects the essence of what it means to be human. It is a system allows people to communicate or transfer proposition among them. It is hardly possible to think of education without a language. Language is used to keep and transfer knowledge. Students gather knowledge through discussion, reading, writing, and listening. Teachers in their part provide their knowledge with the use of the most important language skills. The language of instruction used by education centers has a very crucial role in terms of providing quality education and succeeding in producing well equipped students both academically and psychologically.

The medium of instruction in school dictates to a large extent to attainment of knowledge and skills at all levels of education system. It can promote, stagnate or even stifle the acquisition of knowledge and skill that are pertinent to development. According to Mathias (2012) Learning in school depends on interaction of the pupil with their teachers, with their book, with their peers and all these interactions are mediated by language, most of their learning depends on the pupils' ability to understand what the teacher says and the learners to understand the teaching learning process and to explain themselves in the language that is used for learning. Therefore, students who lack sufficient language skills of the instructional language not only fail to express ideas in the language but also face difficulties to clearly understand the subject matter (Altaye, 2001).

2.2. Experience from the Countries use Mother Tongue Instruction

Papua New Guinea is the most linguistically diverse country in the world, with 820 living languages spoken by 5.4 million people. About 85 per cent of the population lives in rural areas on subsistence farming, hunting and gathering. Before the mid-twentieth century, nearly all schools in Papua New Guinea were church-run and used the local languages extensively. However, with the establishment of a national education system, the government decreed that English should be the exclusive language of instruction in that system. When the country became independent in 1975, the government continued to support an English-only education policy in the formal education system but now Papua New Guinea the communities themselves decide which languages will be used in their schools (Kosonen, 2004).

Dissatisfaction with the relevance and evident lack of effectiveness of this system began to grow. A community-based non-formal pre-school education movement called the Tok Ples Pri Skul began in the late 1970s, teaching literacy and numeracy in the local languages. In the 1980s, it began to appear that the formal education system was contributing to the alienation of the nation's youth. Along with government responses to this problem, communities were encouraged to establish more non-formal preschool programmes. By 1994, more than 2,300 such programmes existed in over 200 languages with nearly 80,000 students (Easton, 2007).

In Uganda the National Language Policy provides for a fair share for use of local languages and English as media of instruction in the Primary School Level, it does not provide the same opportunity for learners in secondary schools and tertiary institutions (Government of Uganda, 1992). Beyond Primary Education, English takes over as a medium of instruction. The first domain emphasizes the role of language as a determinant of identity and the intellectual and cognitive development of individuals; as a mode of transfer of knowledge and for interaction between teacher and students; and language as object of knowledge and critical reflection in both first language and second language education.

Uganda and other Africans have been disadvantaged whereby the language of instruction is largely foreign to students. Research findings on use of mother tongue as a means of instruction in the lower primary indicate that there is a relative level of adherence to the

language policy in the first three years of primary school (Piper, 2010). On the contrary, mother tongue as a medium of instruction is quite disregarded in primary schools in both rural and urban areas, and English is still employed as a medium of instruction due to the prestige attached it.

Similarly, **Ethiopia** has a long history of education that has two important phases. First phase was traditional education period, 4th C-1908 that the church education and Quranic School were the training source and their medium of education was Geez and Arabic. Mostly they were producing General Administrators, Judges, Governors and Treasurers. Second phase was 1908 and post, which is called Modern education period, the beginning of modern secular education of Ethiopia. Emperor Menelik II opened first modern school in 1908 for the public focusing at the medium of instruction of French, Italian, English, Arabic, Geez and Amharic because Between 1908 and 1935, the aim of education was to master different languages. In 1974 when the Derg took the power pronounced that there came the time for all nations, nationalities and ethnicities to enjoy the freedom of maintaining, using and developing their language (Bahiru, 1991).

In 1994, the TGE issued the Ethiopian education and training policy (ETP). This policy was based on the principle that all nations and nationalities have the right to be educated in their own language and to preserve their culture. The ETP again confirmed that several languages with the largest numbers of speakers would be used directly as media of instruction in primary education whilst minority languages would be gradually introduced into the school system. Until such a stage is reached, minority groups are the language of their choice from among those selected on the basis of national and countryside distribution. According to this policy, Amharic was to be taught as the language of countrywide communication while English was designated as the medium of instruction for secondary and higher education. Students are expected to choose and learn at least one 'nationality' language and one foreign language for culture and international relations (Heugh et al, 2006)

2.3. Language Policy in Education

A country clearly needs to select a limited number of languages as first language. Language policy in education, particularly, refers to carrying out language policy decisions in the specific contexts of schools, colleges, and universities in relation to mother tongues and to foreign and second languages. These decisions often include several issues such as: Which language(s) to teach and learn in schools? When (at what class level) to begin teaching these languages? For how many years and hours should they be taught? It is considered a form of imposition and manipulation of language policy as it is used by those in authority to turn ideology into practice through formal education. Language policy in education is also used as a bottom-up, grassroots mechanism to demand, negotiate, and introduce alternative language policies (Shohamy, 2006).

The language of instruction used by education centers has a very crucial role in terms of providing quality education and succeeding in producing well equipped students both academically and psychologically. It is hardly possible to think of education without a language. Language is used to keep and transfer knowledge. Students gather knowledge through discussion, reading, writing, and listening. Teachers in their part provide their knowledge with the use of the most important language skills. Language represents the medium through which we encounter reality. It also represents to a uniquely human ability, an ability that reflects the essence of what it means to be human. It is a system allows people to communicate or transfer proposition among themselves (Hotgraves, 2008).

2.4. Standards of language policy in education

As standards of mother tongue instruction to be fair and democratic it requires all the people, advantaged and disadvantaged enjoy the full benefits of education with emphasis of motivation to enroll levels of education. The United Nations Universal Declaration on Human Rights 1948 affirms the right to education without discrimination. Article 2 of this fundamental document establishes the basic principle against discrimination on the grounds of language. Article 5 of the 1960 Convention and Recommendation against Discrimination in Education specifically recognizes the right of the members of national minorities to carry on

their own educational activities, including the use or teach of their own language. Numerous other United Nations declarations and conventions affirm the rights of minorities, including Indigenous peoples, to learn and/or have instruction in mother tongue or their heritage language.

Key documents include: the 1989 Convention on the Rights of the Child; the United Nations Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992, Article 4); the ILO Convention 169 concerning Indigenous and Tribal Peoples in Independent Countries (1989, Article 28); the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (Article 45); and the 2007 United Nations Declaration on the Rights of Indigenous Peoples.

UNESCO declarations and conventions the first Article of the UNESCO Constitution sets forth the fundamental principle that language should not induce any kind of discrimination the human rights and fundamental freedoms are affirmed for the peoples of the world, without distinction of race, sex, language or religion. The 1960 Convention against Discrimination in Education lays down the educational rights of minorities particular relevance to language, Article 5 holds that the members of national minorities have the right to carry on their own educational activities, including the use or the teaching of their own language, provided that this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities.

These statements are echoed in a host of more recent UNESCO declarations and conventions, including: the 1976 Recommendation on the Development of Adult Education (Article 22); the 1978 Declaration on Race and Racial Prejudice (Article 9); the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Article 29); and the Action Plan for implementing the Universal Declaration on Cultural Diversity (2001, Article 6). Since 1953 UNESCO declaration and a numerous scholars suggested “The use of vernacular in education”, brought the education principle that the “best” language of instruction is the mother tongue of the learner and several attempts have

been made to implement various language policies in multilingual countries that showed cognitive development is achieved faster by using the mother tongue as language of instruction in primary education (Kethelen et al, 2006).

2.5. Education Language Policy in Ethiopia

Education language policy in Ethiopia dominated of European languages such as French, English and the local official language, Amharic. Many attempts were made during some periods to let some other local languages into the education system and became successful 1991. This education language policy intentionally giving recognition to the multitude of Ethiopian languages to serve as medium of instruction which many Ethiopian students gained a chance of learning with their mother tongue.

2.5.1. From Minilik Reign until Italian occupation

The first public primary school (Ecole Imperale Minilik) was opened in 1908 in Addis Ababa with the intention of producing Ethiopians who can communicate well in European languages. The opening of this school was one of the significant steps in the history of modern education in Ethiopia. The teachers of the school were imported from abroad and European languages particularly French was used as a medium of instruction. This was believed to be contributing to the safe guard of the country. The first primary school of Minilik was limited to teaching European languages such as French, English and Italian aiming that the teaching of these languages would be important to keep the country's autonomous by providing it with elites who could negotiate the interests of monarch through the so called international tongues (Heugh etal, 2007)

2.5.2. During Italian Occupation

Italy's educational policy changed the previous education language policy during their five years stay in Ethiopia to introduce some local languages as a medium of instruction. The Italians decided in 1936 teaching should be in the main languages of the six administrative units of East African Empire: thus local languages such as Tigrigna, Amharic, Amharic and Oromigna, Harari and Oromigna, Oromigna and Kafficho, Sidama and Somali are used for instructional purpose in the Administrative units, Eritrea, Amhara, Addiss Ababa, Harar,

Oromia and Somalia respectively. Trying to use some of the local language for educational purpose was a good start for Ethiopian education but some scholars indicated that it was not purely for pedagogical purpose rather it was to corrupt the country's national unity. The language policy that Italy introduced was part of their divide and rule policy (Derib and Getachew, 2006).

2.5.3. Emperor's Period (1941-1974)

Emperor Haile Selassie opened a new school in his name and empowered the different land lords to do the same in various provinces of the country. Consequently, the aristocracy expanded modern schools in different parts of the country. The schools were typically named after those who established them to show their political influences. Teferi Mekonen School focused on the teaching of religion, mathematics, law and calligraphy as a continuation of Menelik II School. It was also during this period that the first school for girls was established by Empress Menen in 1931. This seems to be the first attempt to practice gender equity in education by giving the girls an equal educational opportunity. The education system from its inception until the occupation by Italian Fascists (1935) was criticized for being "too European" and unable to respond to the actual needs of Ethiopian society. Plagued by a dearth of materials, alien curriculum and educational content, and untrained and inefficient teachers, the educational system was not expected to succeed (Yigzaw, 2005).

2.5.4. During the Derg Regime (1974/75-1991)

As a result of the revolutionary movement in 1974 the socialist regime the Derg took power from the imperial Hailesilassie regime. As the Derg was trying to implement the socialist ideology of respecting nationalities' right, the new language policy thus adopted in 1976 with the intention of giving full right for the nationalities to use their language. After the declaration of this new policy fifteen Ethiopian local languages including Amharic were introduced in the national literacy campaign. The languages which were selected for the literacy campaign purpose were Amharic, Afan Oromo, Wolaita, Somali, Hadiya, Kambata, Tigrigna, Sidama, Gedeo, Afar, Kafa, Mochigna, Saho, Kunama and Silti (Derib and Getachew , 2006).

Though the above nationality languages used for literacy campaign which was informal education system, there was almost no attempt to put them through the formal education system. As a result Amharic continued to be used as a medium of instruction for primary education (grade 1-6) and also to be the sole Ethiopian language to be taught as a subject. In junior secondary schools (grade 7- 12) and higher education English was the medium of all subjects (Tekeste, 1990). The literacy nationality campaign in which fifteen local languages were serving as a medium of instruction was criticized for its shortcoming.

Although a mass literacy program was pursued in the spirit of mass mobilization, for which purpose indigenous languages were used, the script was Amharic and all formal education continued to be delivered in Amharic. As all local languages were made to be transcribed in the Ethiopic (Geez) script and were made to use the ‘ Fidel’ which was proved to be inadequate , not only for the Cushitic and others but also for the Semitic languages themselves. In addition, the teachers were almost all Amharic speakers, who didn’t speak local languages spoken in the area they went to teach. Further concludes that the Derg’s language policy critically seems the continuation of the previous language policy in a slightly different forms. As it was stated so far, Amharic remained the main language that was used in the formal education (Derib and Getachew, 2006).

2.5.5. Post 1991

The TGE (Transitional Government of Ethiopia) took power From the Derg in May 1991. Transitional Government of Ethiopia took an initiation to include the nationality languages in the formal education system. New measures of primary education in Ethno- national languages were introduced as opposed to the policy of the ancient regime in 1992. In 1994 the new Education language policy declared and became officially effective. The policy advocates the use of different ethnic local languages in the primary education system. It states that nations and nationalities can either learn in their own languages or can choose from among those selected on the basis of the national and country wide distribution (ETP, 1994).

Following the adoption of the new policy, more than 20 nationality languages are currently serving as a medium of instruction in the primary education all over Ethiopia. The reason why TGE decided students to learn in their own mother tongue was based on the pedagogical,

cultural and psychological assumptions: The new education policy also declared English to be the medium for Secondary and higher education levels and Amharic to be taught as a language for the purpose of country wide communications (Kenenisa ,2006).

The TGE (Transitional Government of Ethiopia) has paved a new and much better way in the history of Ethiopian education by bringing the use of some national languages in to the education system. This was appreciated by so many scholars even though it was underlined there is still a lot to do in order to facilitate its proper implementation and its success. (Daniel and Ababayehu ,2006).

2.5.6. Education language Policy in the Somali regional state

Ethiopia's 1994 Education and Training Policy states that 'primary education be given in nationality languages'. The underlying assumption of the policy (as stated in the policy document) is that the nationality language is the 'mother tongue' of all children that live in the area where the specific nationality language is spoken. It accords high practical status to the mother tongue as medium of instruction, particularly at the primary level. Somali region is one of the Ethiopian regions benefited from the new Ethiopian language policy and adopted Somali language as a medium of instruction in primary schools. Furthermore, Somali language is serving as an official language in the region and it is also used in education, administration, justice and media. Somali language is also given as a subject in both primary and secondary education levels. Colleges of primary school teachers' education also provide their education with the media of Somali language. There are first Degree programs in Somali language at Jigjiga and Diredawa universities.

2.6. The Concept of Mother Tongue in Education

Wolfgang and Ven (2007) have pointed out that the concept of mother tongue education is an essentially contested concept. There are different Interpretations of Mother Tongue and there are different perspectives on education. This causes many conceptual problems, both on a national as well as on an international level. First interpretation of mother tongue is the language of primary socialization, the language developed by a child from early childhood. A second interpretation of mother tongue is a cultural political one. This is closely related to the

formation of regional or national identity and the formation of national states; the mother tongue is the language of the fatherland. Thus, mother tongue can refer to the first language of a child but also the language of the fatherland and some times these two languages are the same ones, sometimes they are different extremely.

A third interpretation is an educational concept: the accent is mainly on the intertwining of knowledge of the real world (in terms of social construction) and language and language use: language is the symbolic representation of that knowledge. Each of these three interpretations is a problematic one. Mother tongue as the language of primary socialization neglects the possibilities of bi or multilingual language acquisition. The language of mother tongue is not necessarily the language of the father or the direct environment too. In some countries in Europe ,e.g. in Poland, one does not talk about ‘mother tongue’, but about father tongue, a concept with much of the same variation in its meaning (but not necessarily in its association). Moreover, both concepts are challenged for their gender bound labeling. Thus, home language is one of the proposed alternatives (Wolfgang et al, 2007).

Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When PTAs and other caregivers (e.g. grandPTAs) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally. If the children’s language is not respected, it can have disastrous consequences for children and their families that violate children’s right to an appropriate education and undermine communication between children and their PTAs. Whether we do it intentionally or inadvertently, when we destroy children’s language and rupture their relationship with PTAs and grandPTAs, we are contradicting the very essence of education (Cummins, 2000).

According to Oderinde (2007), any education system relies on a network of interactions between and among PTAs, teachers, students and community members. These interactions are influenced by many factors amongst which is the socio, and cultural drivers like the language values and culture of the people. In the post-colonization of African and Asian nations, the use of colonial policy was adopted again in African education policy. It also created negative

attitudes towards education through mother tongues. The negative attitudes towards education through African languages perpetuated the problems in Africa (Mooko, et al, 2009).

2.7. Mother Tongue Instruction

Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to first language as a subject of instruction. It is considered to be an important component of quality education, particularly in the early years. The expert view is that mother tongue instruction should cover both the teaching of and the teaching through this language. The term mother tongue is that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most. The term mother tongue's commonly used in policy statements and in the general discourse on educational issues. A child's earliest first-hand experiences in native speech do not necessarily correspond to the formal school version of the so-called mother tongue (UNESCO, 2011).

Explaining the process of learning the Mother Tongue effectively in the early stage of schooling, the process of learning the Mother Tongue is such that the child's build up sounds of words in sub-conscious cumulatively until such a time that the speech organs are ready to utilize these internalized sounds. The rules governing language at this stage is that language are acquired without any careful study but by imitating words and expressions as they are used in the child's immediate environment by the father, mother, brother, sister and nannies who are the first people the child made contact with. There is also evidence that imitation alone cannot explain how children become talkers Nwakwe (2006)

The medium of instruction in school dictates to a large extent to attainment of knowledge and skills at all levels of education system. It can promote, stagnate or even stifle the acquisition of knowledge and skill that are pertinent to development Learning in school depends on interaction of the pupil with their teachers, with their book, with their peers and all these interactions are mediated by language, most of their learning depends on the pupils' ability to understand what the teacher says and the learners to understand the teaching learning process and to explain themselves in the language that is used for learning (Mathias, 2012)

2.8. Linguistic Attitude and Perception

Madadzhe and Sepota in Mutasa (2006) reckon that negative attitudes towards African languages play a major role in their unpopularity. Alenezi (2010) contends that although language educational policies are often imposed by governing bodies such as ministry, it is the teachers and learners who are affected by the language selection. Because the people on the educational ground are excluded in language planning, wrong attitudes and perception towards African languages are bound to develop. Derhemi (2002) maintains that linguistic attitudes are historical and cultural constructions and relate directly to the prestige of a language.

Skutnabb-Kangas (2000) accuses politicians and some researchers who argue against maintenance of endangered languages saying that the move to do so is a “primordial dream, creating employment for the world’s linguist”. Such people argue that including African languages in the curriculum is very costly. This study argues that there is no educational programme that does not gobble up money. Therefore, governments should not treat African language education as an unmanageable activity. Pandharipande (2002) indicates that factors contributing towards reducing the functional loads of languages in the public domain are: Language policies, Modernization, Speakers’ attitudes towards their languages.

Again, attitudes appear showing that there is a close relationship between attitudes and/or perceptions and the educational curriculum. Romaine (2002) recommends that attitudes of speakers towards their languages must be studied and considered in the design and implementation of any policy. This study takes the position that curriculum should change to accommodate the interests and need of studying African languages for the work environment.

2.9. Opportunities of Using Mother Tongue Instruction

Using mother as a medium of instruction has different opportunities including Pedagogical advantage, Sociological advantage, Psychological advantage and enhances quality education. Since Therefore, since mother-tongue use in education is useful from the perspectives of culture, identity, power, economy, psychology and pedagogy, educating children through their

home language plays a great role until they are able to develop sufficient literacy skills in the language. From the views of linguistic human right, education through children's mother tongue plays profoundly significant roles to rejuvenate their language, to preserve their cultural heritages and to participate in the sharing of power and resources of their country (Perera, 2001).

The Ethiopian Ministry of Education (MOE) in collaboration with the National Examination Agency (NEA) conducted the studies focusing on national learning assessments of grade four and eight students at national level in the years 2000, 2004 and 2008. The studies revealed that those students whose medium of instruction is their mother tongue for eight years had shown better achievements (Ethiopian Third National Learning Assessment (ETNLA, 2008)

Table 1: Opportunities of using mother tongue instruction

Education to the Child From the educational point of view	Use of the mother tongue guarantees a child's emotional and psychomotor development. It alone sets free a child's expressive potential. It offers the child the opportunity to verbalize all his experience.
From the teaching point of view	Use of a mother tongue already spoken by the child enables efforts to be chiefly concentrated on the learning of content. Use of a foreign [or a second] language causes effort to be expended first of all on learning the medium of instruction and only then on learning the content. Much more time and energy is required.
From the psychological point of view	The things first learned through the medium of the mother tongue must be followed up in the same language in order to avoid the phenomena of interference and confusion due to too sudden a break between two different forms of expression.
From the social and family point of view	Use of mother tongues at school makes it possible for the family and the community to: Continue the educational effort already undertaken in the family setting; and play a part in the child's education by seeing to it that traditional values are taken into account at school.
From the cultural point of view	Mother tongues are the first foundation of the personality of an individual and of the nation. Denying mother tongues is to deny oneself.
From the economic point of view	Mother tongues bring education within the reach of a larger number of children by reducing the number of those who have to repeat classes, which are expensive, and by reducing failure at school resulting from having to learn a non-mother tongue with difficulty at an early age.

Source: Poth (1988, in Ouane, 2003)

2.9.1. Mother tongue enhances quality education

Mother tongue based education has become an important concept in the field of primary education in many parts of the world. Various literatures indicate that Mother Language is very important tool for communication. Teaching and learning can only take place when the right and appropriate language is selected and used as the medium of instruction in schools. Hence, if a familiar language is used as a medium of instruction in schools it enhances effective teaching and learning, while if a non familiar language is used as a medium of instruction it becomes a barrier to teaching and learning. If teachers and learners get confused with the medium of instruction, the teaching and learning process cannot be effective (Malekela, 2004).

The teaching and learning processes should be conducted in the appropriate, right, clear and familiar language to achieve desirable results. UNESCO has long recognized that the language of instruction as well as knowledge of languages play key roles in learning. To promote quality in children's opportunities to learn, in 2008 UNESCO's Global Monitoring Report underscores recognizing the importance of mother tongue instruction in early childhood and the first years of primary school. UNESCO advocates that the goal of protecting children's first languages and preserving the world's linguistic diversity also requires intensive efforts to ensure that children have the right to learn in their mother tongue. Contemporary issues in language maintenance and the goal of Education for All call for immediate practical solutions to increase the availability of quality mother tongue in education for young children (Mulatu, 2013).

2.9.2. Pedagogical advantage

Pedagogy may be defined as curriculum, instructional strategies used to deliver contents of a training program. Teaching methods and strategies include books, articles, websites, video footages, debates, case studies, reflective journals and community action plan (Capper et al, 2006). It also includes the social and cultural aspects of what is learned and why it is learned (MacNeil et al 2003). The success of mother tongue programs depends in part on the types of pedagogy used. Evidence were presented in favour of explicit teaching of reading and writing

skills in first language, followed by explicit teaching of reading and writing skills in second language. They argue that this approach provides students with the necessary scaffolding to develop strong reading and writing in first language and second language (Heugh et al, 2007).

For some young children, second language instruction in an early childhood program may be limited to playful activities involving a few words, songs, or games in second language as a small part of the program, while for others, second language may be the medium through which the program is delivered. In either case, several studies have shown that young children's second language acquisition is better acquired in informal program settings and in daily routines than in formal instructional settings. Young children under about the age of 8 years do not learn a second language in the same way that older children and adults learn a second language. Also, their second language learning will vary depending on how much they have developed literacy in their first language (Nicholas and Lightbown, 2008).

Nevertheless, young children who have learned a first language come into programs where they are exposed to a second or additional languages with insights (although implicit) about the nature of language and the relationships between language and social context. Early childhood educators need to recognize the implicit understandings and skills that young children already have about language in order to build upon these strengths and maximize their potential for learning second or additional languages. Reviews of age-related differences in second language learning and using language that is clearly contextualized and involves simple cognitive operations or action sequences are important (Munoz, 2007).

2.9.3. Psychological advantage

A child's psychological and personality development will depend upon what has been conveyed through the mother tongue. With this in mind, as psychologists say, it matters tremendously that language expressions and vocabulary are chosen with care when we talk to children. A child's first comprehension of the world around him, the learning of concepts and skills, and his perception of existence, starts with the language that is first taught to him, his mother tongue. Proverbio attributed the differences to the fact the brain absorbs the mother tongue at a time when it is also storing early visual, acoustic, emotional and other

nonlinguistic knowledge. This means that the native language triggers a series of associations within the brain that show up as increased electrical activity. Our mother tongue is the language we use to think, dream and feel emotion (Proverbio, 2008).

In the same manner, a child expresses his first feelings, his happiness, fears, and his first words through his mother tongue. Mother language has such an important role in framing our thinking, emotions and spiritual world, because the most important stage of our life, childhood, is spent in its imprints. A strong bond between a child and his PTAs (especially mother) is established by virtue of love, compassion, body language, and through the most important one, which is the verbal language. Our personality, character, modesty, shyness, defects, our skills, and all other hidden characteristics become truly revealed through the mother tongue because the sound of the mother tongue in the ear and its meaning in the heart give us trust and confidence. “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart” says Nelson Mandela (Hurisa, 2010).

2.9.4. Sociological advantage

The UNESCO report on 1953 clearly mentions that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that works automatically for expression and understanding; sociologically, it is a means of identification among the members of community to which he belongs; and educationally he learns more quickly through it than through an unfamiliar linguistic medium. Language and culture which closely related are the properties of the nation that can be preserved through mother tongue education also there are scientific, psychological and social reasons behind the preservation of those languages. It is said that children who begin their education in their mother tongue make a better start, demonstrate increased self-confidence and continue to perform better than those who start school in a new language (Phyak, 2011).

Students are quicker to learn to read and acquire other academic skills when first taught in their mother tongues. They also learn a second language more quickly than those initially taught in an unfamiliar language do. However, the educational, psychological/cognitive,

sociological, ethnic and political benefits of mother tongue education far outweigh the challenges. In my opinion, to implement mother tongue education effectively, it is necessary to first craft a clear language policy, and then proceed to remove fallacies on mother tongue education. This includes developing positive attitudes among teachers, students and guardians; developing writing system; preparing authentic materials such as textbooks, grammar and dictionaries; developing trained and competent mother tongue teachers; and conducting regular training to such teachers (Dewan, 2014).

2.9.5. Advantage of cultural identity

According to Hurisa (2010) a child connects to his PTAs, family, relatives, culture, history, identity and religion through his mother tongue. Native language links the child with the culture of the society the child comes from and shapes his identity. A lot of children from immigrant families, who don't know their native language well, are at a crossroads of identity crisis. When a child doesn't know his language well we cannot say that he will be nurtured with his culture properly for the fact that the relationship between language and culture is deeply rooted. Mother tongue is one of the most powerful tools used to preserve and convey culture and cultural ties.

Children who are unaware of their culture, their language, and their history will lose confidence in themselves, the family, society and the nation to which they belong and will have no other option then seeking an alternate identity. A child will identify himself with the language and culture he knows best. For this reason, the attitudes and beliefs of immigrant PTAs are so important in this aspect. If they want to prevent this from happening they should find ways to help their children maintain and improve their mother language without neglecting to give affirmative messages and keeping positive attitudes about other cultures. We must not also forget that we live in a multicultural society and we should teach our children to learn about other cultures and respect them as well. (Cummins, Jim. 2000).

2.10. Challenges of Using Mother Tongue in Education

The challenges of the mother tongue using as a medium of instruction is developing appropriate materials, adequate teacher training in a programme and negative perception towards mother tongue instruction.

2.10.1. Material resource problem

The problem of scarcity of reading resource in mother tongue became a point of objection of vernacular education specially since the day of UNESCO's recommendation of Mother tongue of instruction the objection is based on lack of books and other teaching materials, lack of general reading materials, shortages of trained teachers and inadequacies of vocabulary As UNESCO recommendation, the scarcity teaching material is not as attractive for poor countries as its recommendations for use of mother tongue in primary instruction. Although its experts believed that there exists difficulty in training of competent authors and translators to obtain supplementary materials, solutions to these problems were not sufficiently recommended. Their recommendations place responsibilities on governments to remedy the scarcity by printing of books, magazines, news paper's and officials notes in bilingual versions (Tadesse Akalu, 2011).

2.10.2. Human resource problem

Mother-tongue education requires teachers who share the language and culture of the children. It also requires that teachers are trained in the same language they are to teach in. Some teachers may not be truly proficient in the language of instruction, and may struggle with teaching in a 'dominant' language they are not fluent in themselves. Sometimes a lack of understanding can cascade down the generations where a teacher, who never fully understood their own teacher, is attempting to teach a child who barely understands the language. Teacher training needs to acknowledge the importance of linguistic diversity and should support teachers to implement methodologies that use the languages of the learner. This kind of approach will be a challenge to the centralised approaches to teacher development and deployment (Priscilla, 2011).

These demanding professional attributes cannot be met by an inadequately trained teacher, not to mention an untrained one, recruited for the sole intention of filling an existing gap for lack of a ‘better one’. Developing a community of learners needs a cultural shift of the school from its traditional learning culture to an environment that hosts a learning community of admirable professional quality (DuFour et al., 2005), and whose infrastructure fosters “objective discourse focused on student learning and practice” (Brendefur et al., 2014).

A recultured school ambience will then play the role of providing “a collaborative improvement” (Brendefur et al, Ibid) by equipping the teacher to utilize a multifocal lens in tackling his/her duties towards improving the learning condition of not only the slow and average learner but equally the achievement of the above-average learner. Without providing the teachers with sufficient training, they will not be able to deal with the bridging necessitated by the “gaps left by teaching materials,” nor will they be helpful in developing “alternative ideas and supplemental materials” (Brendefur et al.Ibid) to fill any gaps identified during the teaching learning sessions taking place in the classroom environment.

What makes Education central to any discussion of sustainable development is that Education deals with the awakening and nurturing of human potentials.” Therefore, for humans to realize sustainable development, ‘nurturing of human potential’ has to start with the professionals whose career would put them in constant communication with the human brains to be molded and sharpened for participation in the huge ‘development’ task ahead (Obanya,etal ,2014).

2.10.3. Communities and school involvement

As the PTAs are the instructors of children to their mother tongue, they believe that learning will not take place when mother tongue is the medium of instruction or may lead to poor academic achievement. Focusing on PTAs as community members, Shatkin and Gershberg (2007) propose a conceptual framework which describes the potential impacts of PTA participation in three areas: curriculum and pedagogy that better meets the needs and capacities of communities; collaborative decision making which can enhance school-community relations. PTA or community member visit the school when there is a problem with their children’s behavior and in Ethiopia, as in a great many developed and developing

nations, members of the public lay people are discouraged from involvement with the schools, which are in any event under tight controls from central government.

USAID-funded projects PTAs learned to exercise control over the use of assets and to play a bona fide advisory role to school administrators and teachers. Consequently, PTAs and other community stakeholders concert to improve the quality of their schools' physical and socio-cultural environment, to provide oversight to the school, and to mobilize the community in support of various school-based initiatives' USAID (2010). Improved educational performance and community involvement around issues outside schools including physical redevelopment and service provision. community organising from other forms of action is that participants 'come to the table as members of an external institution rooted in the community and specifically designed to give them power' (Schutz, 2006).

2.10.4. Competing Societal Attitude

There is a misconception that introducing mother tongue in schools disintegrates society. People from dominant linguistic community assume that it is not reasonable to teach children in their mother tongues on the ground of nationalism. They perceive that introduction of minority languages in schools creates a chaotic atmosphere eventually inviting conflicts among different linguistic communities. This assumption develops on the ground of defining nationalism in terms of only one language. Experiences from many countries like the UK the Welsh language movement and Sri Lanka Tamil movement show that ignoring identity of local languages invites social conflict and agitation against the State. On the contrary, to this, introduction of mother tongues in schools fosters social cohesion and development by addressing indigenous culture and identity along with enhancement of children's learning (Phyak, 2011).

In 2009, Save the Children conducted analysis, which identified countries at greatest risk of negative consequences if they did not take more action to make it possible for children to learn in languages, which they use and understand. These were countries with substantial populations of children who did not use the language of school at home, and where there were significant divisions between linguistic and ethnic groups that were likely to contribute to

fragility and delayed growth, unless opportunities could be offered more equitably. Countries that scored highly were judged likely to face major delays to education and stable growth if they did not shift towards teaching in languages which more children understand (Phyak, *ibid*).

3. RESEARCH DESIGN AND METHODOLOGY

This part of study focuses on research design and methodology that employed during the course of study. It includes description of the study area, source of data, population, sample size and sampling technique, data collection instruments, data collection procedures, data analysis and interpretation, and ethical consideration.

3.1. Description of the Study Area

The Somali regional state is the eastern and southern part of the country. It is one of the nine Ethiopian regions with a total area of 32 million hectares/320000km. The region borders with Oromia in the west with Afar in the north, with Djibouti in the north east, with Kenya in south and Somalia with east and south. The Somali region is mostly desert with high temperatures and low precipitation. The population is estimated at 4.2 million. Among the total population 15% live in urban areas while the remaining 85% live in rural areas that are mainly pastoralists and move from place to place to get their animals grazing. The region is divided into 11 Zones and 93 Woredas. Somali language is the official language spoken and medium of instruction for primary education as well the regions bureaucratic language.

Jigjiga City Administration where the research was conducted is the capital city of Somali Regional State. It Locates 9°02' North latitude and 42°00' East longitude with an elevation of 1609 above sea level. Approximately 100 km from Harar and 70 km west of the border with Somali land. Road distance from Addis Ababa is 630km. It is a town in Eastern Ethiopia. Based on figure from Central Statistical Agency in (2005) Jigjiga has estimated total population of 98, 076 whom 50, 355 were males and 47,721, were females.

3.2. Research Design.

The purpose of this research was to study challenges and opportunities in using Somali language as medium of instruction in primary schools of jigjiga city administration. Descriptive survey design was engaged challenges and opportunities in using Somali language as medium of instruction in primary schools of Jigjiga city Administration. This is because it

is preferred over other methods as it enables to make investigation with prediction, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. In addition, a mixed approach of the research included the combined deployment of quantitative and qualitative approach. This combination allowed the triangulation of the qualitative and quantitative data in order to reach the result. As Tashakkori and Teddlie, (2003) stated that Mixed methods research can answer research questions that the other methodologies cannot.

3.3. Source of Data

In this research both primary and secondary source of data was used.

3.3.1. Primary data

The primary sources of data were the different groups of respondents that consist of Jigjiga city administration education office head, supervisors, school principals, vice- principals, teachers, students and PTA members through questionnaire and interview.

3.3.2. Secondary data

The secondary sources of data were collected from second cycle primary school leaders' official reports and education council official documents.

3.4. Population, Sample Size and Sampling Technique

This study was conducted in Jigjiga City Administration by taking the population from second cycle primary schools. In this city there are 10 second cycle primary schools. Among these schools the researcher has selected four of them using simple random sampling method to generalize all second cycle primary schools in Jigjiga city administration. The selected Schools were Ahmedguray Primary school, Husseingire Primary school, Wilwal Primary school and Wanaw Primary school. After identification of the sample schools, students in the second cycle primary schools were divided into four clusters. In cluster 1 there were all grade five students and 22 students were selected purposively. In cluster 2 there were all grade six students and 22 students were selected purposively. In cluster 3 there were all grade7 students

and 35 students were selected purposively. In cluster 4 there were all grade eight students and 35 students were selected purposively. From the sample schools there were a total of 114 students who had better performance than the other. Students were chosen using with purposive sampling technique by consulting teachers and school directors.

Regarding Teachers of the sample schools were 214. That teachers 65(30%) of them were selected with simple random sampling. Other respondents were 4 principals, 4 vice-principals, as well as each school 2 PTA members that equal 8 and 7 Education officers. The parameters for the selection of the respondents based on the demographics, which based on sex and qualification. The total numbers of respondents are shown in the following table

Table 2: Population, Sample Size and Sampling Techniques

S/N	Types of respondents	population	Sample		Sampling technique	
			No	%		
1	Teachers	214	65	30	stratified sampling	random
2	Students	114	114	100	Purposive	
3	Principals and Vice principals	8	8	100	Availability	
4	PTA	8	8	100	Purposive	
5	Education leaders	7	7	100	Purposive	

NB! *Education leaders: supervisor, experts, and Somali language case worker and education council head*

3.5. Data Collection Instruments

To conduct this study, the researcher used multiple approaches, which combined both qualitative and quantitative methods. The intended data for the study was acquired through questionnaires, interviews and document analysis. The use of multi-methods was employed in the study to secure an in-depth understanding of the phenomenon in question.

3.5.1. Questionnaire

Questionnaire was the main instrument to collect information from selected sample school teachers, students and principals. The questionnaire was structured with Open and closed ended items. The questionnaire had three parts. The first part is demographic information that

sought respondent's age, sex, educational qualification, and experience. Similarly, the second part included open-ended items in order to give opportunity to express their feelings, perceptions, problems and intensions related to challenges and opportunities of using Somali language as a medium of instruction. The last part consisted of items which were developed using a five-point Likert scale. These are strongly disagree (1), disagree (2), indifferent (3), agree (4), and strongly agree (5). These scales help the respondents to choose one option from the given scales that best aligns with their views. The questions in questionnaires were same to support each other.

Before the actual data collection, pilot test was employed in order to ensure the validity and reliability of the questionnaire 0.865. Thus, according to George and mallery (cited in Joseph and Rosemary, 2003) provide the following rules: " ≥ 0.9 =excellent, " ≥ 0.8 =Good, " ≥ 0.7 =Acceptable, " ≥ 0.6 =Questionable, " ≥ 0.5 =poor, and < 0.5 = unacceptable. According the reliability test reveal that questionnaires which were tried out by pilot test have good reliability. The researcher sorted the feedback, which were gotten from the small scale of respondents from selected schools and bodies that was out of the sample study, to get necessary feedback. That helped the researcher to make improvement, corrective changes and adjustment. The questionnaire have a number of questions from literatures, guidelines, challenges and opportunities of medium of instructions, respondents experiences, improving and implementing medium of instructions and some modifications was made and used to collect the necessary data for the study.

3.5.2. Interview

The second type of instrument was interview. Semi-structured interview was employed for 8 PTA and 7 education officers. The procedure of the interview was Semi-structured interviews because it has some pre-set questions, but allows more scope for open-ended answers and has more freedom and flexibility for additional important information. The collected data was categorized based on similarities of responses. That helped the researcher to get relevant and more reliable information.

3.5.3. Document

The secondary sources of data obtained from schools, council education bureau documents. Also educational guidelines, national and regional policies have also been used as inputs in this study.

3.6. Data Collection Procedure

In this study, the descriptive survey method was employed to collect data to analyze challenges and opportunities of using Somali language as medium of instruction in primary schools of Jigjiga city administration. A total of 187 copies of questionnaires were prepared and distributed to 8 principals, 114 students and 65 school teachers'. The questionnaires and interview were administered to research subjects, to those who were not involved in the pilot test. For the purpose of creating ease on the part of the student respondents, the data collection instruments were prepared first in English, and translated into Somali language and distributed.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis were used in order to answer the research questions. The data were coded and organized to facilitate the analysis these include sex (female coded as =1, male coded as =2) and likert scale strongly agree =5, agree=4, indifferent=3, disagree =2, strongly disagree=1) and The analysis was made by employing the descriptive statistics through percentage technique, frequency counts and inferential techniques. In addition inferential statistics through Chi-square test was employed to assess the variables explicated in all questions in accounting for the relationship between teacher, students and school leaders' perceptions toward challenges and opportunities of using Somali language as a medium of instruction to determine the significance level of responses from the respondents at significance level of α =analysis and also ANOVA was applied to test whether there is any significant difference happens in the response of students and teachers' Challenging in Somali language as a medium. In all above cases, the obtained difference was tested by using statistical significance at 0.05 levels by using SPSS V 16 software. The data

that was collected through open-ended questionnaire, interview and document analysis was analyzed qualitatively by using thematization and conceptualization.

3.8. Ethical Considerations

Participants of this research were fully informed regarding the objectives of the study and answers would be treated as confidential and use only for academic purposes and only for the purpose of this research subject. In contrast, the researcher tried to create and maintain a climate of comfort. Teachers were also given consent forms and student assent to share with their parents. All of them complied willingly the signatures.

4. RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Through these tools, both quantitative and qualitative data were gathered. The quantitative parts were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews by selecting words of expressions to triangulate the questionnaire which was made based on the research questions.

The data were collected from a total of 202 respondents. Among those respondents 65 questionnaires that were distributed to teacher respondents, 60(92.31%) questionnaires were filled in and collected. The remaining 5 (7.69%) questionnaires were not returned. Among the 114 questionnaires that were distributed to students 114 (100%) were filled in and collected. All the 8 questionnaires that were distributed to principals and vice-principals were returned and analysed. 8 PTA and 7 education leaders were interviewed.

4.1. Characteristics of the Respondents

Four relevant demographic variables of the respondents were gathered as background information. These are sex, age, qualification and years of experience. These characteristics of the respondents are summarized below.

Table 3: Characteristics of the respondents

s/n	Items		Respondents									
			Teachers		Principals &Principals		Students		Leaders		PTAs	
			f	%	f	%	f	%	f	%	f	%
1	Sex	male	40	67	8	100	70	61.4	7	100	6	75
		female	20	33.3			44	39			2	25
2	Age in years	13-24					114	100				
		25-36	37	61.6			-	-			-	-
		37-48	18	30	8	100	-	-	7	100	5	62.5
		>=49	5	8.3			-	-			3	37.5
3	Qualifi cation	Grade 5-8					114	100			8	100
		TTI	7	11.7			-	-			-	-
		Diploma	45	75			-	-			-	-
		Degree	8	13.3	8	100	-	-	7	100	-	-
4	Experie nce	1-5yrs	37	62	3	37.5	-	-	2	28.6	-	-
		6-10 yrs	18	30			-	-			-	-
		Above 10	5	8.3	5	62.5	-	-	5	71.4	-	-
		Total	60	100	8	100	114	100	7	100	8	100

Regarding sex of respondents as shown in the table 3 above, item 1, states the respondents category based by sex, 40(67%) of teacher respondents were males, 70(61.4%) student respondents were also males. Moreover, 8(100%) of principals and vice-principals, 6(75%) of PTA, 4(100%) of education experts, 1(100%) Somali language case worker, 1(100%) supervisor and 1(100%) of Zonal education head were males. It also shows that 20(33.3%) of teachers, 44(39%) of students, and 2(25%) of PTA were female respondents. Therefore, the data indicates that out of 197 of respondents only 72 (36.54%) were females and 125 (63.45%) .

Likewise, under item 2 of the same table, age is the other characteristics of respondents under consideration which shows the age interval of the respondents. Majority of the students age range between 13-24 years old which is 114 (57.87%) of the total sampled students. regarding the ages of the respondents under item 2 of table3, the age range of the teachers, principals, leaders and PTAs are 37(18.8%) fall within the category of 25-36 years while 38(19.29%) of them between 37-48 years and the rest 8(4.06%) within >=49 years old. This shows that all

respondents were mature enough to give confidential information enriched by their valuable experiences about challenges and opportunities of Somali language to be a medium of instruction at primary schools. According to item 3 from the above table the educational level of the respondents of teachers were 7(11.7%) TTI certificate, 45(75%) diploma holders 8(13.3%) are degree holders and also 8(100%) of principals and 7(100%) of leaders are degree holders. When it comes to the work experience 37(62%) of teachers worked 1-5 years, 18 (30%) teachers worked 6-10 years, again 5 (8.3%) teachers had worked more than 10 years. As to leaders, 2(28.6%) worked 1-5 years 5 (71.4) worked above 10 years. The principals and vice principals 3 (37.5%) worked 1-5 years, 5(62.5) had more than 10 years experience. Hopefully this could be reflected in their knowledge to the medium of instruction problems and bring success solution to their work.

4.2. Language preference to Medium of Instruction by Primary Schools

Table 4: Teachers and principals Language preference as medium of instruction

N	Items	Respon dents	Likert scale					N	Mea n	Std. Devia tion	chi- square	P- value	
			5	4	3	2	1						
1	When the mother tongue is medium of instruction	teachers	f	18	19	3	10	10	60	3.42	1.488	13.618	0.009
			%	30	32	5	17	17					
	Students feel nationalism	principal s	f	3	1	2	0	2	8	3.38	1.302		
			%	38	12.5	25		25					
2	Students feel satisfaction when they learn their own language in the school	teachers	f	7	29	2	17	5	60	3.27	1.233	33.324	0.00
			%	12	48.3	3.3	28.3	8.3					
	Do students prefer Somali medium of instruction to learn in school?	principal s	f	5	1	1	0	1	8	4.12	1.458		
			%	62.5	12.5	12.5		12.5					
3	Do students prefer Somali medium of instruction to learn in school?	teachers	f	20	18	4	14	4	60	3.6	1.343	15.088	0.005
			%	33.3	30	6.7	23.3	6.7					
	Can Somali medium instruction help and support Parents to identify the problems of their children?	principal s	f	1	1	2	2	2	8	2.62	1.408		
			%	12.5	12.5	25	25	25					
4	Can Somali medium instruction help and support Parents to identify the problems of their children?	teachers	f	19	13	5	12	11	60	3.28	1.541	8.912	0.063
			%	31.7	21.7	8.3	20	18.3					
	Does Somali medium encourage Parents to visit the schools regularly for ensuring teaching learning process?	principal s	f	0	6	1	0	1	8	3.50	1.069		
			%		75	12.5		12.5					
5	Does Somali medium encourage Parents to visit the schools regularly for ensuring teaching learning process?	teachers	f	19	19	9	11	2	8	3.7	1.197	17.147	0.002
			%	31.7	31.7	15	18.3	3.3					
		principal s	f	1	2	4	1	0	8	3.38	0.916		
			%	12.5	25	50	12.5						

Key:F=frequency,%=percent,M=mean,SD=standard deviation,degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and principals were asked to rate when the mother tongue is medium of instruction students feel nationalism. Accordingly, same responses were indicated. For this, majority of the teachers 37(62%) responded agree and 4(50%) of principals agree. From this same responses, one can conclude that since the objective is about When the mother tongue is medium of instruction students feel nationalism and respondents supported the idea.

As far as the calculated mean score of teachers were equal to 3.42 with 1.488 standard deviations. Similarly principals mean score were equal to 3.62 with 1.302 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 13.618 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.009 less than α 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

The interview with the education leaders also revealed, the community acceptance of all the aims of the program, contents, and activities motivate them to feel ownership and provide the necessary support for program implementation. Always, educational programs need utilization of community resources. Otherwise, lack of mutual understanding may cause failure of objectives.

On the above table, item 2, teachers and principals were asked to rate students feel satisfaction when they learn their own language in the school. Accordingly, moderate responses were indicated. For this, majority of the teachers 36 (60 %) responded agree and 6(75%) of principals responded as agree. From these responses, one can conclude that since the objective is about students feel satisfaction when they learn their own language in the school the responses indicated both group supported the idea.

As far as the calculated mean score of teachers were equal to 3.27 with 1.233 standard deviations. Similarly principals mean score were equal to 4.12 with 1.458 standard deviation.. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 33.324 is below the critical table

value at 4 degree of freedom with its corresponding p-value of .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

The PTA was asked whether or not they are interested with Somali as a medium of instruction, the respondents have shown their interest on Somali medium. This is because; they have got the chance to help their children but Some PTAs who contrary that idea raised strong argument against using Somali language as medium of instruction including lack of job opportunity in the future.

On the above table, item 3, teachers and principals where asked to rate whether students prefer Somali medium of instruction to learn .Accordingly, different responses were indicated. For this, majority of the teachers 38 (63.3%) responded agree while 4(25%) of principals responded as strongly disagree. From these different responses, one can conclude that since the objective is about students prefer Somali medium of instruction to learn

As far as the calculated mean score of teachers were equal to 3.60 with 1.343 standard deviations. Similarly principals mean score were equal to 2.62 with 1.408 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 15.088 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.005 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

In the interview PTAs highlighted that they were proud their children master their mother tongue instead to start a second language before because children have nothing to lose and much to gain by learning a mother language. Inline with this, after taking into considerations the psychological, pedagogical and sociological merits of mother tongue instruction to learners the UNESCO experts recommended that every effort should be made to provide early childhood education in the mother tongue and it should be extended as late a stage as possible (UNESCO, 1953).

On the above table, item 4, teachers and principals were asked to rate how the Somali medium instruction help and support PTAs to identify the problems of their children. Accordingly, different responses were indicated. For this, majority of the teachers 32 (53.3%) responded agree while 6(75%) of principals responded as agree. From these same responses, one can conclude that since the objective is about how Somali medium instruction help and support PTAs to identify the problems of their children they responded moderately.

As far as the calculated mean score of teachers were equal to 3.28 with 1.541 standard deviations. Similarly principals mean score were equal to 3.50 with 1.069 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 8.912 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.063 greater than α 0.05. This implies that there is no significance difference between the respondents of the groups. From this, it is possible to conclude that there is no statistically difference between the responses of the respondents.

In the interview with the education leaders revealed that as the parents not read and write the other language, they can identify the problems of their children and support them because they understand the importance of mother tongue and its effects on children's performance. It is the role of parents to preserve culture by ensuring that their children use the language because when mother tongue is used, it is preserved.

On the above table, item 5, teachers and principals were asked to rate Somali medium encourage parents to visit the schools regularly for ensuring teaching learning process. Accordingly, different responses were indicated. For this, majority of the teachers 38 (63.3%) responded agree while 4(50%) of principals responded as indifferent. From this different responses, one can conclude that since the objective is about Somali medium encourage parents to visit the schools regularly for ensuring teaching learning process.

As far as the calculated mean score of teachers were equal to 3.70 with 1.197 standard deviations. Similarly principals mean score were equal to 3.38 with 0.916 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 17.147 is below the critical table

value at 4 degree of freedom with its corresponding p-value of .002 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

In general, Somali medium instruction gives access the parents to support and follow up their children both school and at home. The students recognize in this way because of the students discussion with their parents at home on their schooling that may give opportunity for parents involvement. But, this may not be equally practiced in all parents.

Table 5: Responses on teachers' language preference

Type	Somali Language(46)		Other languages(14)		Total(60)	Chi-square	alpha
	N	%	N	%			
Native teachers	40	67	7	12		19.267	.000
Nonnative teachers	6	10	7	12			

The value of the tabulated chi-square (X^2) = 3.84, degree of freedom (DF) = 1, P-value = 0.05,

The above Table shows that Somali native teachers preferred Somali medium of instruction while non Somali native teachers preferred other languages. Among Somali native teachers, 40(67%) of them preferred Somali as a language of learning and teaching in primary schools, while 7(12%) of them chosen the other languages. Within the Non Somali native teachers 6(10%) of them preferred Somali as a language of teaching and learning in primary schools, whereas 7(12%) of them preferred other languages. This implies that teachers' language preferences as a medium of instruction depended on their ethnicity.

In line with teachers' language preferences and their ethnic backgrounds which is growing in statistical significance as the importance of in learning with Somali medium. For example, the value of the tabulated chi-square [χ^2 (1, 0.05)] is 3.84, whereas the value of the calculated chi-square (χ^2) is 19.267. This would suggest that there was a significant difference between

teachers' ethnic backgrounds and their language preferences. This means that teachers' language preferences were dependent on the perceptions influence of a particular language.

In responses to the open-ended question about the language they prefer to be a medium of instruction for all subjects in primary schools. The majority of the teachers preferred Somali as a medium of instruction. they emphasized their argument pointing out several reasons why they preferred the use of Somali as a medium of instruction as follows: using Somali as a language of literature, education, research, science and technology develops the language and has importance of Psychological, cognitive and pedagogical reasons and also helps learners to understand and conceptualize their learning activities.

Also the interview of The Education leaders claim that schools are being communicated to facilitate tutorial classes for improving students' Somali proficiency and reduce the number of failures. This has also been confirmed by Education leaders when they were asked about their preferred language of instruction at Grade 5-8 classes. Opinions ranged from strongly in favors of national and international languages – because Somali limited to region is more convenient to teach non-language subjects than Somali. They also reason out that the benefit of those languages to the students in the subsequent grade levels is medium of instruction in secondary and tertiary education systems.

Table 6: Responses on students' language preference

Type	Somali language(63)		Other languages(51)		Total(114)	Chi-square	alpha
	No	%	No	%			
Grade 5-6 students	34	30	10	9		5.930	0.015
Grade 7-8 students	29	25	41	36			

The value of the tabulated chi-square (X^2) = 3.84, degree of freedom (DF) = 1, P-value = 0.05,

The above table indicated that students' language preferences as a medium of instruction for primary education were decided by their grade level because lower level students preferred Somali medium of instruction while higher level preferred other languages. For example, 34(30%) of grade 5 and 6 students showed that they like Somali as a language of learning and

teaching in primary schools, where as 10(9%) of them chose other languages. Among Grade 7 and 8, 29 (25%) of the students preferred Somali as a language of teaching and learning in primary schools, where as 41(36%) of them preferred other languages which indicates majority of higher grades supported other languages. This would imply that students' language preferences as a medium of instruction depended on their grade level of their learning.

The association of students' language preferences and their grade levels could also be found statistically significant. For example, the value of the tabulated chi-square [χ^2 (1, 0.05)] is 3.84, whereas the value of the calculated chi-square (χ^2) is 5.930. This would suggest that there is a significant difference between students' grade level and their language preferences. This implies that students' language preferences were dependent on the perceptions they hold towards a particular language.

In the interview the education leaders highlighted perception of the students could also be shaped by the status of the language the experiences they got from their elders and friends who met challenges the medium of instruction in secondary schools which completely different from the primary school which causes dropout of students. In other words, some PTAs believe their mother tongue does not guarantee people a job opportunity in the markets, they may not want the use their own language in education.

The interview of the education leaders indicated Mother Language has a very powerful impact in the formation of the individual. A child's psychological and personality development will depend upon what has been conveyed through the mother tongue. child's first comprehension of the world around him, the learning of concepts and skills, and his perception of existence, starts with the language that is first taught to him, his mother tongue. In the same manner, a child expresses his first feelings, his happiness, fears, and his first words through his mother tongue. Mother language has such an important role in framing our thinking, emotions and spiritual world, because the most important stage of our life, childhood, is spent in its imprints (Hurisa, 2010).

Generally, majority of the grade 7 and grade 8 students preferred English as a medium of instruction. For this they pointed out their reasons why they preferred the use of English as a medium of instruction they reasoned out that English is the medium of instruction of higher education and also is the education, research, science and technology. They insisted value in their personal lives, future education, and work opportunities depends on English language which mother tongue does not guarantee people a job opportunity in the markets. Preference to use mother tongue or English depends on the higher education medium of instruction which is English as a medium of instruction and students face very challenging so it is important to prepare transitional pathway facilitate the students how to cope up with that challenges.

4.3. Improvement of Somali Medium of Instruction Effectiveness

Table 7: Somali medium of instruction enhances teaching learning

Sn	Item	Respondents		Likert scale					N	M	SD	X ²	P-value
				5	4	3	2	1					
1	Students understand Easily Somali medium classes	Teachers	F	4	24	20	12	0	60	3.33	.877	37.782	.000
			%	6.7	40	33.3	20	0	100				
		students	F	40	23	34	10	7	114	3.69	1.213		
			%	35.1	20.2	29.8	8.8	6.1	100				
2	When the medium of instruction is Somali classroom instruction takes Short time	Teachers	F	0	4	33	19	4	60	2.62	.715	23.471	.000
			%	0	6.7	55	31.7	6.7	100				
		students	F	19	31	16	30	18	114	3.03	1.360		
		%	16.7	27.2	14	26.3	15.8	100					
3	Teachers make good presentation in Somali language	Teachers	F	13	21	12	7	7	60	3.43	1.280	31.460	.000
			%	21.7	35	20	11.7	11.7	100				
		students	F	20	35	25	9	28	114	3.06	1.435		
			%	17.5	30.7	21.9	7.9	24.6	100				
4	Students can learn Somali language as a song	Teachers	F	13	13	14	9	11	60	3.13	1.408	42.149	.000
			%	21.7	21.7	23.3	15	18.3	100				
		students	F	38	46	14	7	9	114	3.85	1.184		
			%	33.3	40	12.3	6.1	7.9	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate Students understand easily Somali medium classes. Accordingly, same responses were indicated. For this, majority of the teachers 28(47%) and 63(55.2%) of students responded agree. From these responses, one can conclude that since the objective is about Students understand easily Somali medium class respondents supported the idea.

As far as the calculated mean score of teachers were equal to 3.33 with .877 standard deviations. Similarly students mean score were equal to 3.69 with 1.213 standard deviation.. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 37.782 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with PTA stated that the teachers use simple Somali phrases and sentences frequently during the lesson interpretation which helps the level of understanding. Furthermore, they explained the students satisfy to learn in their mother tongue but the problem is the future opportunities.

On the above table, item 2 teachers and students were asked to rate when the medium of instruction is Somali classroom instruction takes short time. Accordingly, different responses were indicated. For this, majority of the teachers 33(55%) responded indifferent while 48(42.1%) of students responded as disagree. From these different responses, one can conclude that since the objective is about when the medium of instruction is Somali classroom instruction takes Short time, the idea was not supported.

As far as the calculated mean score of teachers were equal to 2.62 with .715 standard deviations. Similarly students mean score were equal to 3.03 with 1.360 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 23.471 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.00 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this,

it is possible to conclude that there is statistically significant difference between the responses of the respondents.

The data obtained from the interview of education leaders when the medium of instruction is Somali classroom instruction takes short time they revealed that the advantages related with Somali language including students to learn better with it and this could contribute a lot to its effectiveness as a medium of instruction and reduces the dropout of the students.

On the above table, item 3, teachers and students where asked to rate Teachers make good presentation in Somali language. Accordingly, same responses were indicated. For this, majority of the teachers and students 34(57%) and 55(48.2%) responded as agree respectively. From these same responses, one can conclude that since the objective is about Teachers make good presentation in Somali language, respondents supported the idea.

As far as the calculated mean score of teachers were equal to 3.43 with 1.280 standard deviations. Similarly students mean score were equal to 3.06 with 1.435 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 31.460 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 4, teachers and students where asked to rate Students learn Somali language as a song. Accordingly, same responses were indicated. For this, majority of the teachers 26(43.3%) responded agree and 84(74%) of students responded as agree. From these same responses, one can conclude that since the objective is about Students learn Somali language as a song, the majority of the respondents supported the idea.

As far as the calculated mean score of teachers were equal to 3.13 with 1.408 standard deviations. Similarly students mean score were equal to 3.85 with 1.184 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the

responses of the respondents. The computed chi-square value 42.149 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents. In line with that Nicholas and Lightbown (2008) suggest the use of games such as tongue twisters to explore pronunciation, and poetry or song to rehearse grammatical information.

4.4. Opportunities of Somali Medium Instruction

Teaching is the interaction of the teacher with a group or individual students using different methods of teaching appropriate to the content to be delivered which has a positive implication for quality of student learning. It is a process by which both teachers and students establish a shared environment of values, beliefs, knowledge and appreciation that have impact on their perception of what is real (MoE, 2012).

According to Konsonen (2005) who recommended When young children are offered opportunities to learn in their mother tongue, they are more likely to enroll and succeed in school and their parents are more likely to communicate with teachers and participate in their children's learning (Benson, 2002).

Further more, According to De Houwer's (1999) stated that conceptualization of 'impact belief' is helpful. 'Impact belief' refers to the extent to which parents believe they have direct control over their children's language use. Parents with strong impact beliefs make active efforts to provide particular language experiences and environments for their children, and to reward particular language behaviors. Parents with weak impact beliefs take a passive approach to their children's early language experiences, seeing the wider environment as determining whether children acquire one or another language. This implies that there is no significance difference between the respondents of the two groups. From this, it is possible to conclude that there is statistically no difference between the responses of the respondents because the idea of one group supports the idea of the others.

Table 8: Somali medium Opportunities regarding teaching learning process

Sn	Item	Respondents	Likert scale	N	M	SD	X ²	P-value					
									5	4	3	2	1
1	Somali medium increased number of teachers	Teachers	F	22	3	17	3	15	60	2.28	1.059	46.057	0.00
			%	37	5	28.3	5	25	100				
		students	F	32	33	38	11	0	114	3.75	.974		
			%	28.07	29	33.3	10	100					
2	Students can easily understand most concepts in Somali textbooks	Teachers	F	20	30		4	6	60	2.37	0.758	12.609	.013
			%	33.3	50		7	10	100				
		students	F	10	22	24	31	27	114	2.62	1.279		
			%	9	19.2	21.05	27.2	24	100				
3	Somali medium increased reading and writing of students	Teachers	F	27	0	21	5	7	60	2.33	1.361	30.598	.000
			%	45		35	8.3	12	100				
		students	F	20	39	25	2	28	114	3.18	1.424		
			%	18	34.2	22	2	25	100				
4	Somali language teachers use different levels of skills	Teachers	F	22	3	0	16	19	60	2.95	1.34	37.149	.000
			%	37	5	0	27	32	100				
		students	f	34	48	17	15	0	114	3.89	.984		
			%	30	33.33	15	13.15	0	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate Somali medium increased number of teachers. Accordingly same responses were indicated. For this, majority of the teachers and students, 25(42%) and 65(57%) responded agree respectively. From these same responses, one can conclude that since the objective is about Somali medium increased number of teachers the respondents supported the idea.

As far as the calculated mean score of teachers was equal to 2.28 with 1.059 standard deviations. Similarly students mean score were equal to 3.75 with 0.974 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 46.057 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 2, teachers and students were asked to rate Students can easily understand most concepts in Somali textbooks. Accordingly different responses were indicated. For this, majority of the teachers 50(83.3%) responded as agree but majority of the students 51(58%) responded as disagree. From these different responses, one can conclude that since the objective is about Students can easily understand most concepts in Somali textbooks, this shows the respondents disputed the idea.

As far as the calculated mean score of teachers were equal to 2.37 with 0.758 standard deviations. Similarly students mean score were equal to 2.62 with 1.279 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 12.609 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.013 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 3, teachers and students were asked to rate Somali medium increased reading and writing of students. Accordingly, same responses were indicated. For

this, teachers of 27(45%) responded as agree and majority of the students 59(52%) responded as agree. From these same responses, one can conclude that since the objective is about Somali medium increased reading and writing of students, the respondents supported the idea.

As far as the calculated mean score of teachers were equal to 2.33 with 1.361 standard deviations. Similarly students mean score were equal to 3.18 with 1.424 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 30.598 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 4, teachers and students were asked to rate Somali language teachers use different levels of skills. Accordingly same responses were indicated. For this, majority of the teachers 35(58.3%) responded as disagree in contrary to that majority of the students 82(72%) responded as agree. From these different responses, one can conclude that since the objective is about Somali language teachers use different levels of skills the idea was disputed.

As far as the calculated mean score of teachers were equal to 2.95 with 1.34 standard deviations. Similarly students mean score were equal to 3.89 with 0.984 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 37.149 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

In supporting this, Learning in school depends on interaction of the pupil with their teachers, with their book, with their peers and all these interactions are mediated by

language, most of their learning depends on the pupils' ability to understand what the teacher says and the learners to understand the teaching learning process and to explain themselves in the language that is used for learning (Mathias, 2012). (Spolsky, 1972; Thomas, 1990) quoted in Altaye (2001) Therefore according to Spolsky and Thomas students who lack sufficient language skills of the instructional language not only fail to express ideas in the language but also face difficulties to clearly understand the subject matter. Moreover, when teachers teach effectively reading, writing and literacy in the mother tongues, students can develop adequate literacy skills that they can use in learning the official languages. Alidou and Brock-Utne (2006).

4.5. Challenges of Mother Tongue-Based Education

Language problem affects the quality of teaching and learning process. In this regard, Leu (2005) summarized a list of generally held perspectives; good teachers/instructors need to have certain generally agreed upon qualities, among which knowledge of the language of instruction was found.

Although many benefits outlined for mother tongue based education, it also presents some drawbacks (S. Malone & Paraide, 2011; Oyzon & Fullmer, 2014; Wa-Mbaleka, 2014) that can not be ignored in the discussion. First, instructional materials are not readily available in the majority of local languages. Second, teachers are not trained in the local languages used for instruction where they teach. Third, primary school teachers may not have solid training on L1 or L2 learning research and theories. Fourth, some local languages may not be perceived as important for formal education. Last, parents may see MTBE as a disadvantage for future employability where English is highly valued. All these are major issues that any government promoting an MTBE policy must take into consideration. Ignoring any of them can certainly lead to certain failure.

Table 9: Challenges of Mother Tongue-Based Education

No.	Items	School Principals		Teachers		Students		AM	F-value	One way Anova Sig.
		N-8		N-60		N-114				
		M	SD	M	SD	M	SD			
1	Negative perception of students through their own language in primary education	3.25	1.165	2.68	1.228	2.79	1.448	2.91	.876	0.00
2	Poor Educational achievements of using MTI	3.25	1.165	2.38	1.106	1.65	0.479	2.43	15.739	0.00
3	Lack of supportive materials about MTI	3	1.195	2.1	0.817	1.82	0.732	2.14	6.223	0.00
4	Less Classroom participation in MTI	3.12	1.553	2.5	1.228	1.32	0.54	2.31	13.291	0.00
5	Lack of teachers' competence in MTI	3	1.512	2.73	1.364	1.12	0.402	3.5	23.117	0.00
7	Lack of students' satisfaction in MTI	3	1.309	3.35	1.191	4.15	0.98	3.5	5.397	0
8	Shortage of MTI supplementary resources	2.88	1.356	3.28	1.25	3.57	1.113	3.24	1.999	.049
9	Inappropriate teaching methodology	2.75	1.165	3.37	1.301	3.51	1.05	3.21	2.421	.021
10	Lack of orientation in MTI	3.14	2.77	2.17	2.65	2.405	1.264	2.89	.853	0.323

N=197, significant alpha level 0.05, Df between 2 and 195 for principals, teachers and students. Table value on the df (2, 195, 2.996 at 0.05 and 4.605 at 0.01 M=, mean, AM=average mean and N=number

Item 1 on table 8, principals, teachers and students were asked to give their level of agreement regarding Negative perception of students through their own language in primary education. The mean score and standard deviation of principals was 3.25 and 1.165, teachers were 2.68 and 1.228 and the students was 2.79 and 1.448 respectively with average mean of school principals, teachers and students of Negative perception of students through their own language in primary education, are 2.91 and ANOVA results (0.00) which less than P-value (0.05) there is significance difference. Similarly, the F- value (0.876) which is less than the t-critical (2.996) proves that the three groups of respondents no significantly different in their agreement on the item. Such that, Negative perception of students through their own language in primary education.

Scholars support mother tongue stated that Students are quicker to learn to read and acquire other academic skills when first taught in their mother tongues. They also learn a second language more quickly than those initially taught in an unfamiliar language do. However, the educational, psychological/cognitive, sociological, ethnic and political benefits of mother tongue education far outweigh the challenges. In my opinion, to implement mother tongue education effectively, it is necessary to first craft a clear language policy, and then proceed to remove fallacies on mother tongue education. This includes developing positive attitudes among teachers, students and guardians; developing writing system; preparing authentic materials such as textbooks, grammar and dictionaries; developing trained and competent mother tongue teachers; and conducting regular training to such teachers (Dewan, 2014).

Item 2 on table 8, principals, teachers and students were asked to give their level of agreement regarding Poor Educational achievements of using Somali as medium of instruction. The mean score and standard deviation of principals was 3.25 and 1.165, teachers were 2.38 and 1.106 and the students was 1.65 and 0.479 respectively with The average mean of school principals, Poor Educational achievements of using Somali as medium of instruction is 2.43 and ANOVA result (0.00) less than p-value(0.05) there is significance difference. Similarly, the F-value (15.74) which is greater the t-critical value (2.996) proves that the three groups of respondents are significantly differs in their agreement on the item of Poor Educational achievements of using MTI.

In contrary to that Mothibeli (2005) stated that Children who have the opportunity to receive their formal education in L1 for at least six years have higher levels of achievement than those who must transition too soon to education in a medium they lack the metacognitive skills to understand and use effectively in academic work.

Item 3 on table 8, principals, teachers and students were asked to give their level of agreement regarding Lack of supportive materials about MTI. The mean score and standard deviation of principals was 3 and 1.195, teachers were 2.1 and 0.817 and the students was 1.82 and 0.732 respectively with The average mean of school principals, teachers and students on Lack of supportive materials about MTI is 2.14 and ANOVA result(0.00) less than p-value(0.05) there is significance difference. Similarly, the F-value (6.223) which is greater than the t-critical value (2.996) proves that the three groups of respondents is significantly differ in their agreement on this item Lack of supportive materials about MTI.

According to Alexander and Simmons (1975) described that text book availability is an important indicator for performance of a learner.

Item 4 on table 8, principals, teachers and students were asked to give their level of agreement regarding Less Classroom participation in MTI. The mean score and standard deviation of principals was 3.12 and 1.553, teachers were 2.5 and 1.228 and the students was 1.32 and 0.54 respectively with The average mean of school principals, teachers and students Less Classroom participation in MTI with The average mean of school principals, teachers and students on Less Classroom participation in MTI is 2.31 and ANOVA result (0.00) less than p-value (0.05) there is significance difference. Similarly, the F-value (13.291) which is greater the t-critical value (2.996) proves that the three groups of respondents is significantly differ in their agreement on this item Less Classroom participation in MTI.

Item 5 on table 8, principals, teachers and students were asked to give their level of agreement regarding Lack of teachers' competence in MTI. The mean score and standard deviation of principals was 3 and 1.512, teachers were 2.73 and 1.364 and the students was 1.12 and 0.402 respectively with The average mean of school principals, teachers and students

Lack of teachers' competence in MTI with the average mean of school principals, teachers and students on Lack of teachers' competence in MTI is 3.5 and ANOVA result (0.00) less than p-value (0.05) there is significance difference. Similarly, the F-value (23.117) which is greater the t-critical value (2.996) proves that the three groups of respondents is significantly differ in their agreement on this item Lack of teachers' competence in MTI.

Item 6 on table 8, principals, teachers and students were asked to give their level of agreement regarding Lack of students' commitment in MTI. The mean score and standard deviation of principals was 2.75 and 1.389, teachers were 3.18 and 1.308 and the students was 4.4 and 1.195 respectively with the average mean of school principals, teachers and students of Lack of students' commitment in Somali medium 3.44 and ANOVA result (0.00) was less than P-value (0.05) there is significance difference. Similarly, the F-value (8.185) which is greater than the t-critical value (2.996) proves that the three groups of respondents is significantly differ in their agreement on the item of Lack of students' commitment in MTI.

Item 7 on table 8, principals, teachers and students were asked to give their level of agreement regarding Lack of students' satisfaction in MTI. The mean score and standard deviation of principals was 3 and 1.309, teachers were 3.35 and 1.191 and the students was 4.15 and 0.98 respectively with the average mean of school principals, teachers and students on Lack of students' satisfaction in MTI is 3.5 and ANOVA result (0.00) which less than P-value (0.05) there is significance difference. Similarly, the F-value (5.397) which is greater than the t-critical value (2.996) proves that the three groups of respondents is significantly differ in their agreement on the item Lack of students' satisfaction in MTI.

Item 8 on table 8, principals, teachers and students were asked to give their level of agreement regarding Shortage of MTI supplementary resources. The mean score and standard deviation of principals was 2.88 and 1.356, teachers were 3.28 and 1.25 and the students was 3.57 and 1.113 respectively with The average mean of school principals, teachers and students on Shortage of MTI supplementary resources is 3.24 and ANOVA result (.049) which less than

P-value (0.05) there is significance difference. Similarly, the F- value (1.999) which is less than the t-critical value (2.996) proves that the three groups of respondents no significantly differ in their agreement on this item Shortage of MTI supplementary resources.

Item 9 on table 8, principals, teachers and students were asked to give their level of agreement regarding inappropriate teaching methodology. The mean score and standard deviation of principals was 2.75 and 1.165, teachers were 3.37 and 1.301 and the students were 3.51 and 1.05 respectively with the average mean of school principals, teachers and students on inappropriate teaching methodology is 3.21 and ANOVA result (0.021) which is less than P-value (0.05) there is significance difference. Similarly, the F-value (2.241) which is less than the t-critical value (2.996) proves that the three groups of respondents is no significantly differ in their agreement on this item inappropriate teaching methodology.

Item 10 on table 8, principals, teachers and students were asked to give their level of agreement regarding Lack of orientation in MTI. The mean score and standard deviation of principals was 3.14 and 2.77, teachers were 2.17 and 2.65 and the students was 2.405 and 1.264 respectively with the average mean of school principals, teachers and students in Lack of orientation in MTI is 2.89 and ANOVA result (0.323) is greater than P-value (0.05) there is no significance difference. Similarly, the F- value (.853) which is less than the t-critical (2.996) value proves that the three groups of respondents not significantly differ in their agreement of this item Lack of orientation in MTI.

Table 10: The challenges of mother-tongue education

Sn	Item	Respondents		Likert scale					N	M	SD	X ²	P-value
				5	4	3	2	1					
1	Lack of trained teachers to Somali language	Teachers	F	11	4	20	25	0	60	3.02	1.112	9.494	0.23
			%	20.9	6.7	33.3	41.7	0	100				
		students	F	42	27	34	11	0	114	3.88	1.023		
			%	36.8	23.7	29.8	9.6	0	100				
2	Language difficulty in understanding the subject matter	Teachers	F	0	4	20	30	6	60	2.37	0.758	42.149	0.00
			%	0	6.7	33.3	50	10	100				
		students	F	10	22	24	31	27	114	2.62	1.279		
			%	8.8	19.3	21.1	27.2	23.7	100				
3	Lack of Somali language teaching aids	Teachers	F	20	21	5	7	7	60	3.67	1.361	29.161	0.00
			%	33.3	35	8.3	11.7	11.7	100				
		students	F	20	37	20	9	28	114	3.11	1.447		
			%	17.5	32.5	17.5	8	24.5	100				
4	Absence of Reference books written in Somali	Teachers	F	13	13	8	9	17	60	2.93	1.55	49.736	0.00
			%	21.7	21.7	13.3	15	28.3	100				
		students	F	44	45	14	11	0	114	4.07	0.947		
			%	38.6	39.47	12.3	9.65	0	100				
5	Somali medium schools are Overcrowded and unorganized	Teachers	F	19	3	16	0	22	60	2.95	1.682	33.126	0.00
			%	31.7	5	26.7	0	36.7	100				
		students	f	34	48	17	15	0	114	3.89	.984		
			%	30	42	15	13	0	100				

Key:F=frequency,% = percent,M=mean,SD=standard deviation,degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate Lack of trained teachers to Somali language. Accordingly, same responses were indicated. For this, the teachers of 25(41.7%) responded disagree while majority of the students 69 (61%) responded agree. From these different responses, one can conclude that since the objective is about Lack of trained teachers to Somali language, respondents disputed the idea.

As far as the calculated mean score of teachers were equal to 3.02 with 1.112 standard deviations. Similarly students mean score were equal to 3.88 with 1.023 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 9.494 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.23 which is greater than alpha 0.05. This implies that there is no significance difference between the respondents of the groups. From this, it is possible to conclude that there is no statistically difference between the responses of the respondents.

In addition to this, education leaders indicated in the interview that Somali language teachers should be re-trained and equipped with the right books and resources which will improve their methods of teaching and schools should be provided with libraries to increase speed reading and speed writing. Furthermore, this is in consistent with Howie in Blaine (2007), stated that reading skills are not well taught in schools because teachers are insufficiently trained.

In line with this Prior (2010) stated that students with lower achievement at grade 10 could go to a Teacher Training Institute (TTI) or a College of Teacher's Education (CTE) for a certificate or diploma. If students passed the EHEEE, education faculties took students with lower GPAs than other faculties. Teaching is hard work with high mean pupil/teacher ratios in primary schools and many operating a double shift. Many teachers lack motivation and 60% would move to another job if given the opportunity.

On the above table, item 2, teachers and students were asked to rate Language difficulty in understanding the subject matter. Accordingly, same responses were indicated. For this, both teachers and students 36(60%), 58(51%) responded disagree respectively. From these same

responses, one can conclude that since the objective is about Language difficulty in understanding the subject matter the respondents supported the idea.

As far as the calculated mean score of teachers were equal to 2.37 with 0.758 standard deviations. Similarly students mean score were equal to 2.62 with 1.279 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 42.149 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.00 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

In 2010, an Early Grade Reading Assessment (EGRA) for grades 2 to 3 in six mother tongues (Afan Oromo, Amharic, Harari, Sidama, Somali and Tigrigna) Found that only about 5% of children had a reading fluency above the benchmark of 60 words per minute. In a sub-test of reading comprehension, the percentage of grade 2 children scoring "0" ranged from 69.2% in Sidama to 10.1% in Addis Ababa. By grade 3, this percentage had dropped to 54% and 3.8% respectively. It was poor reading comprehension that accounted for poor results in other tests. Overall, boys scored higher than girls but this was due to girls' low scores in rural areas. Girls scored higher than boys in urban areas.

On the above table, item 3, teachers and students where asked to rate Lack of Somali language teaching aids. Accordingly, same responses were indicated. For this, majority of the teachers 41(68.3%) responded agree while 57(50%) of students responded agree. From these same responses, one can conclude that since the objective is about Lack of teachers support in Somali language teaching aids the respondents supported the idea.

As far as the calculated mean score of teachers were equal to 3.67 with 1.361 standard deviations. Similarly students mean score were equal to 3.11 with 1.447 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 29.161 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.00 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this,

it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 4, teachers and students where asked Absence of Reference books written in Somali. Accordingly, different responses were indicated. For this, the teachers split into two group 26(43.3%) agree the idea while 26 (43.3%) disagree the idea. The remaining teachers responded neutral while majority of the students89 (78.07%) responded as agree. From these different responses, one can conclude that since the objective is about Absence of Reference books written in Somali, majority of the respondents supported the idea.

As far as the calculated mean score of teachers were equal to 2.93 with 1.550 standard deviations. Similarly students mean score were equal to 4.07 with 0.947standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 49.736 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.00 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the above table, item 5, teachers and students where asked to rate Somali medium schools are Overcrowded and unorganized. Accordingly, different responses were indicated. For this, moderately the teachers 22(37.7%) responded disagree while 82(72%) of students responded as agree. From these different responses, one can conclude that since the objective is about Somali medium schools are Overcrowded and unorganized, the respondents disputed the idea.

As far as the calculated mean score of teachers were equal to 2.95 with 1.682 standard deviations. Similarly students mean score were equal to 3.89 with .984 standard deviation. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 33.126 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.00 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study is concerned to summarize the study, draw conclusions on the basis of the findings and suggest some possible working recommendations to figure out the challenges and opportunities of using Somali language as a medium of instruction in Primary Schools of Jigjiga City Administration. Therefore, to attain at the over all objectives of the research, data gathering instrument (questionnaire, interview and documents analyses) were employed. After the pilot study was conducted, the data which gathered through the above mentioned tools was tabulated, analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.1. Summary

This study was carried out with the aim of Challenges and Opportunities of Using Somali Language as Medium of Instruction in four selected Primary Schools of Jigjiga City Administration. In order to achieve this purpose, the research had the following questions. How do the Teachers, PTAs and Students perceive the use of Somali language as a medium of instruction in Primary Schools? How can be improved the use of Somali language as Medium of Instruction effectiveness? What Challenges are there in effectively Somali language is being used as a Medium of Instruction in Primary Schools of Jigjiga City Administration? What are the Opportunities of using Somali language as a Medium of Instruction in Primary Schools of Jigjiga City Administration? Were raised at the beginning of the study.

In order to answer these research questions, the study was carried out employing mixed approach research design. This enables the collected data to be analyzed and interpreted quantitatively and qualitatively. For this purpose both secondary and primary source of data were used for the more, both open-ended and close-ended questionnaire were used to collect the necessary data for the study. The questionnaire which were used teachers students and school leaders. Moreover, interview was conducted to gather in order to stabilize and enrich the questionnaire responses and to get the views of their Challenges and Opportunities of Using Somali Language as Medium of Instruction in second cycle Primary Schools of Jigjiga City Administration on School leaders, education leaders and PTA members. The study

included all available primary schools in the research area using Random sampling to select four primary schools from the Jigjiga Town Administration.

The method employed in the study was a descriptive survey. Questionnaire, interview and documents were used to collect data from 114 students, 65 teachers, 8 school leaders, 8 PTA members, 7 education leaders. The sampling technique employed were stratified random sampling technique, available sampling technique and purposive. The data were analyzed using descriptive and inferential statistics such as percentage, frequency, mean, standard deviation, chi-square and Anova.

The findings based on the response indicated by The teachers' language preference dependent their perceptions influence of particular language because Somali native teachers preferred Somali language to use as a medium of instruction while non Somali native teachers preferred non Somali language as a medium of instruction.

Also the students' language preference dependent their perception influence of school grade level because grade five and grad six students preferred Somali medium of instruction while grade seven and grade eight students preferred other language.

The findings indicated that less qualified Teachers use inappropriate teaching methodology in teaching Somali language that highly affecting the early school experience of the learners and there is lack of recruited well-trained teachers who has knowledge of teaching in students' mother tongue.

The findings based on the response indicated by lack of Somali language teaching Aids which teachers use when they teaching students. In addition to that there is absence of reference books written in Somali language including supplementary books and Somali to Somali dictionaries.

The finding indicated that the average class size of the schools were overcrowded and unorganized which causes to teachers difficult to manage the class during the teaching learning process.

The study revealed that there were not enough Somali language teachers in the schools. The findings of the study also revealed that the teachers of the schools were not well experienced. In relation with having experience, knowledge of language is also very important.

The study also revealed that, poor educational achievement in Somali medium of instruction impact on quality teaching learning process. In the same manner, teachers did not use different skills because the teachers' poor academic background is also one of the factor that affects quality and also The study revealed that the existence of language difficult understanding subject matter.

5.2. Conclusions

Based on the findings of the research the following conclusions were drawn to reveal the result. As there were different challenges, opportunities and perceptions to learn in mother tongue in primary schools the study identified the consequence of that factors. The perception and preference of learning in Somali based on their ethnic background and students' language preference based on their grade level.

Negative perceptions towards the use of Somali language as a medium of instruction in primary schools challenged the use of mother tongue in education since the use of mother tongue would have no continuation in future education. From the evidence of the data learning in Somali language is not an easy journey for students.

Less qualified Teachers use inappropriate teaching methodology in teaching Somali language that highly affecting the early school experience of the learners and there is lack of recruited well-trained teachers who has knowledge of teaching in students' mother tongue.

Absence of learning materials including teaching aids because teachers did not use teaching aids while they were teaching. Instead the teachers were using poor methods of teaching which affected students' understanding and achievement in their learning.

The average class size of the schools was overcrowded and unorganized which created problem for the teachers in teaching and handling classrooms. Students can only meet learning progress after solving challenges concerning overcrowded and unorganized classes because

teachers can not manage large classes and student also difficult to understand the lesson explanation.

Teachers who were teaching with Somali medium were not proficient in the language they were teaching with because they had no qualifications. Professional teachers can adopt strategies and skills to teach mother tongue effectively. Thus, the main factors that challenge education through Somali language were no enough qualified Somali language teachers in the schools.

Despite the myth of Learning and teaching through MT in primary schools enhances students' academic achievement, Somali medium of instruction caused Poor educational achievement on quality teaching learning process when a medium of instruction shifts from Somali language to English

5.3. Recommendations

The following are recommendations of the study based on study findings:

- ✓ The study reveals that the preference of teaching learning in mother tongue depends on ethnic backgrounds of teachers and grade levels of students. Education leaders have to prepare strategies to satisfy the different stakeholders.
- ✓ School leaders and education leaders have to make remedial activities to remove Negative perceptions towards the use of Somali language as a medium of instruction in primary schools.
- ✓ Education bureau must recruited well-trained teachers who have knowledge of teaching in students' mother tongue to solve inappropriate teaching methodology in teaching Somali language.
- ✓ The government, language experts, teachers and other stakeholders should work together to develop medium of instruction. The involvement of all various stakeholders in the language standardization can minimize some challenges mentioned above. The practicality of the mother tongue in education on the grounds should be identified prior to its challenges and opportunities.

- ✓ Regional education bureau should prepare educational supplementary materials in mother tongue. .
- ✓ The average class size of the schools was overcrowded and unorganized.in order teachers to handle classroom regional education bureau have to build more school in overcrowded area.
- ✓ The government should enhance performances of teachers working on mother-tongue education by providing them capacity building and trainings that can enhance their knowledge of subject matters, teaching skills and assessment strategies and also should also create research centers for mother tongue and promote intellectuals who conduct research through the language.
- ✓ The responsibility of the decision makers and the government is working hard and collaborate how find challenges facing Medium instruction of Second cycle primary schools and how to improve.

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7. APPENDICES

7.1. Appendix 1

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Teachers and principals

Dear Sir/Madam, The aim of this Questionnaire is to gather information on the topic entitled Challenges and Opportunities Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Part one -Personal information

Sex	Age Group	Educational Level	Years of Services	Salary (in Birr.)
Male <input type="checkbox"/>	Below 21 years <input type="checkbox"/>	Certificate <input type="checkbox"/>	1-5 years <input type="checkbox"/>	< 1000 <input type="checkbox"/>
	21-25 years <input type="checkbox"/>	Diploma <input type="checkbox"/>	5-10years <input type="checkbox"/>	1001-2500 <input type="checkbox"/>
Female <input type="checkbox"/>	25-30 years <input type="checkbox"/>	BA <input type="checkbox"/>	10-15 years <input type="checkbox"/>	2501-3500 <input type="checkbox"/>
	30-35 years <input type="checkbox"/>	BSC <input type="checkbox"/>	15-20 years <input type="checkbox"/>	3501-5000 <input type="checkbox"/>
	35-40 & above <input type="checkbox"/>	Bed <input type="checkbox"/>	20-25 years <input type="checkbox"/>	5001 and above <input type="checkbox"/>
	40-45 years <input type="checkbox"/>	MA <input type="checkbox"/>	25-30 years <input type="checkbox"/>	
	45-50 years <input type="checkbox"/>	MSC <input type="checkbox"/>	above 30 years <input type="checkbox"/>	
	Above 50 years old <input type="checkbox"/>	Med <input type="checkbox"/>		
		Any other <input type="checkbox"/>		
	Your current duty	Teacher <input type="checkbox"/>	Other speify _____	

Part II: Items related Somali language medium of instruction in primary schools

1. What does the term “mother tongue medium” mean to you?

2. Which language do you prefer in medium of instruction?

3. To what extent do you prefer that language?

4. Strongly Agree Agree indifferent disagree strongle

5. If your response for question number 3 is “completely, frequently, sometimes or rarely”, specifies the improvements of that language concerning medium of instruction.

6. What are the challenges of Somali medium of instructions?

Part III: Items related Language preference to Medium of Instruction

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Language preference to Medium of Instruction						
SN	Items	Responses				
		5	4	3	2	1
1	When the mother tongue is medium of instruction PTAs feel nationalism					
2	PTAs feel satisfaction when their children learn their own language in the school					
3	Do PTAs prefer somali medium of instruction for their children to learn?					
4	Can somali medium instruction help and support PTAs to identify the problems of their children?					
5	Does somali medium encourage PTAs to visit the schools regularly for ensuring teaching learning process.					

Part IV: Items related Improvement of Somali Medium of Instruction Effectiveness

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Improvement of Somali Medium of Instruction Effectiveness						
No	Item	Responses				
		5	4	3	2	1
1	Easy understanding					
2	Short time of classroom instruction					
3	Teachers make good presentation in somali language					
4	Students learn somali language as a song					

Part V: Items related Challenges of using Somali as a Medium of Instruction

You are kindly requested to show your level of agreement by marking, ranging 1 to 5. 1=

Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Challenges of using Somali as a Medium of Instruction						
No	Item	Responses				
		5	4	3	2	1
1	Lack of interest of students through their own language in primary education					
2	Students have uncertainty in their future education					
3	Students get limited knowledge					
4	Somali medium not supporting scientific words					
5	PTAs worry the development of their children					
6	Student will meet difficult in their higher education					
	Shortage of supplementary resources in somali medium					
	Inappropriate teaching methodology					
	Lack of common accent in somali region					

Part VI: Items related Challenges related to teachers

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Challenges related to teachers						
No	Item	Responses				
		5	4	3	2	1
1	Lack of training to somali language					
2	Language difficulty in understanding the subject matter					
3	Lack of teachers support in somali language teaching aids					
4	Absence of References written in somali					
5	Lack of somali to somali dictionaries for teachers					

Part VII: Items related Opportunities of Somali Medium of Instruction

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Opportunities of Somali Medium of Instruction						
No	Item	Responses				
		5	4	3	2	1
	Somali language medium of instruction increased PTA and teacher communication					
	Using somali language medium of instruction increased classroom participation					
	Students acquired somali medium of instruction deep understanding					
	Somali language instruction gives chance PTAs to support their children at home					
	Somali medium increased enrollment					
	Somali medium increased number of teachers					
	Students can easily understand most concepts in somali textbooks					
	Somali medium increased reading and writing of students					
	Somali language teachers use different levels of skills					

Part II: Please rank the following three languages according to their importance as a medium of instruction.

1–Most important

2-less important

3–Least important

Language	Most important	Less important	Least important
Somali			
English			
Amharic			
Afan Oromo			

7.2. Appendix 2

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire –macalimiinta

Mudane/marwo: Ujeedada Su'aalahani waa mid dhamaystiraysa buuga magaciisa layidhaa **Challenges and Opportunities of Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration.** Maadaama jawaabta saxda ah ee aad bixisaa ay aad u caawinayso ardayga buugan qoraya waxaa si naxariisleh lagaaga codsanayaa in sidaad umalaynayso jawaabta saxda ah aad ku qorto.waxaan kaloon balan qaadayaa in jawaabta aad bixiso loo isticmaalidoono oo kaliya buuga iyadoon cidkale lasiinayn.

Aad iyo aad baad umahadsantahay

Qaybta I: Warbixinta Shakhsiga

	Age Group	Educational Level	Years of Services	Salary(in Birr.)
Male <input type="checkbox"/>	Below 21 years <input type="checkbox"/>	Certificate <input type="checkbox"/>	1-5 years <input type="checkbox"/>	< 1000 <input type="checkbox"/>
Female <input type="checkbox"/>	21-25 years <input type="checkbox"/>	Diploma <input type="checkbox"/>	5-10years <input type="checkbox"/>	1001-2500 <input type="checkbox"/>
	25-30 years <input type="checkbox"/>	BA <input type="checkbox"/>	10-15 years <input type="checkbox"/>	2501-3500 <input type="checkbox"/>
	30-35 years <input type="checkbox"/>	BSC <input type="checkbox"/>	15-20 years <input type="checkbox"/>	3501-5000 <input type="checkbox"/>
	35-40 & above <input type="checkbox"/>	Bed <input type="checkbox"/>	20-25 years <input type="checkbox"/>	5001 and above <input type="checkbox"/>
	40-45 years <input type="checkbox"/>	MA <input type="checkbox"/>	25-30 years <input type="checkbox"/>	
	45-50 years <input type="checkbox"/>	MSC <input type="checkbox"/>	above 30 years <input type="checkbox"/>	
	Above 50 years old <input type="checkbox"/>	Med <input type="checkbox"/>		
		Any other <input type="checkbox"/>		
	Your current duty	Teacher <input type="checkbox"/>	Other speify_____	

Part II: qodobada laxidhiidha in afsoomaaliga waxlagu barto

7. Waa maxay macnaha afka hooyo in waxlagu barto?

8. Luqadeed doorbidi lahay in wax lagu barto?

9. In tee in leeg baad doorbidaysaa luqadaa?

aad iyo aad haa haa mooyi maya aad iyo aad maya

10. Haddii jawaabtaadu saxtahay suaasha sadexaad sheeg faaiidooyinka in luqada hooyo wax lagu barto.

11. Waa maxay dhibaatooyinka soomaaligu?

Qaybta II: dooro jawaabta doorashooyinkan oo sii calaamada (✓) shaxdan soo socota.

Tirada lagu sii yay waxay u taagan tahay jawaabaha hoos ku xusan; Likert 5 point agree/disagree scale w/middle option

In tee inleeg baad ku raacsantahay ama ku diidantahay qodobadan

Aadiyo aad maya =1 Aad haa = 4

Maya =2 Aad iyo aad haa = 5

Magaran =3

Doorashada luqada wax lagu dhigayo						
SN	Qodobada	jawaabaha				
		5	4	3	2	1
	Af soomaali marka wax lagu dhigo waalidku waxay dareemi wadaniyad					
	Farxad bay dareemaan Waalidku markay caruurto waxku dhiganayso afkooga hooyo					
	Waalidku waxay heli macalin afkooga hooyo ku hadlaya					
	Marka afka hooyo wax lagu dhigo waalidku waxay fahmi dhibta caruurtooda haysata					
	Si kalsooni leh ayay waalidku ubooqdaan dugsiga si ay ugalahadlaan armaha carrutooda					

Faaiidada soomaaliga ee haboon						
No	Item	Responses				
		5	4	3	2	1
1	Fahan dhaw					
2	Wakhti gaaban oo casharka lagu bixin karo					
3	Macalinka oo si fiican u gudbinkara casharka afsoomaali					
4	Hees ahaan bay ku bartaan casharka					

Dhibta uu leeyahay afsoomaaliga oo wax lagu barto						
No	Item	Responses				
		5	4	3	2	1
1	Ardaydu maxiiseeyaan in afkooga hooyo wax lagu baro dugsiyada dhexe					
2	Ardaydu mustaqbalkooda ayay ka warwari karaan					
3	Aqoon kooban oo ardaydu helayso					
4	Erayada sayniska oo aanu soomaalugu lahayn					
5	Waalidku waxay ka warwarsanyihiin horumarka ardaydooda					
6	Ardaydu waxay dhib lakulmi dugsiga sare					
7	Buugta tixraaca ee soomaaliga oo yar					
8	Nidaamka wax dhigida oo aan fiicnayn					
9	Lahjada soomaalida oo kaladuwan					

Dhibaatooyinka laxidhiidha macalinka						
No		Responses				
		5	4	3	2	1
1	Tobobar laaan dhinaca soomaaliga					
2	Casharka oo luqada soomaliga aan lagu fahmayn nuxurka					
3	Kaabayaasha afsoomaaliga oo jirin					
4	Buugta tixraaca oon soomaali ku qorayn					
5	Majiro diktionari afsoomaali iyo afsoomaali isku turjumaya					

Waxtarka uu leeyahay afsoomaaligu						
No	Item	Responses				
		5	4	3	2	1
1	Afsoomaaligu wuxuu fududeeyay xidhiidhka waalidka iyo macalimiinta					
2	Afsoomaaligu wuxuu kor uqaaday ka qaybgalka iskuulka					
3	Isticmaalka soomaaliga ardaydu waxay ka heleen fahan buuxa					
4	Afsoomaaligu wuxuu waalidka ka caawiyay inay caruurtooda guriga ku caawiyaan					
5	Somali medium increased enrollment					
6	Isticmaalka soomaaligu wuxuu keenay macalimiin badan					
7	Ardaydu waxay fahmi karaan nuxurka buugta					
8	Afsoomaaligu wuxuu kordhiyay akhrinta iyo qoraalka afsoomaaliga					
9	Luqada soomaaligu waxay keentay inay isticmaalaan qaababkala duwan ardaydu					

Qaybta III: u habee luqadahan siday u kala muhiimsanyihiin

1–Aad iyo aad muhiim u ah

2-Muhiim ah

3–Muhiimad yar

Luqadaha	Aad iyo aad muhiim u ah	Muhiim ah	Muhiimad yar
Somali			
English			
Amharic			
Afan Oromo			

7.3. Appendix 3

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Student

Dear student: The aim of this questionnaire is to gather information on the topic entitled Challenges and Opportunities Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Part I: Personal information

Age		sex		Your educational level	
				Grade	Tick (√)
				5	<input type="checkbox"/>
		Male	<input type="checkbox"/>	6	<input type="checkbox"/>
Below 13 years old	<input type="checkbox"/>	Female	<input type="checkbox"/>	7	<input type="checkbox"/>
14-16	<input type="checkbox"/>			8	<input type="checkbox"/>
16-19	<input type="checkbox"/>				
19-22	<input type="checkbox"/>				
22-25	<input type="checkbox"/>				
above 25 years old	<input type="checkbox"/>				

Part II: Items related Improvement of Somali Medium of Instruction Effectiveness

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Improvement of Somali Medium of Instruction Effectiveness						
		5	4	3	2	1
	Easy understanding					
	Short time of classroom instuction					
	Teachers make good presentation in somali language					
	Students learn somali language as a song					

Part III: Items related Challenges of using Somali as a Medium of Instruction You are

kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

No.	Items	responses				
		5	4	3	2	1
1	The perception of students through their own language in primary education					
2	Poor Educational achievements of using Somali as medium of instruction					
3	Lack of supportive advices about learning in somali medium					
4	Less Classroom participation in somali medium					
5	Lack of teachers' competence in somali medium					
6	Lack of students' commitment in somali medium					
7	Lack of students' motivation in somali medium					
8	Shortage of supplementary resources in somali medium					
9	Inappropraite teaching methodology					
10	Lack of orientation in somali medium					

Part IV: Items related Challenges related to teachers

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Challenges related to teachers						
		5	4	3	2	1
	Lack of training to somali language					
	Language difficulty in understanding the subject matter					
	Lack of teachers support in somali language teaching aids					
	Absence of Refereces written in somali					
	Lack of somali to somali dictionaries for teachers					

Part V: Items related Opportunities of Somali Medium of Instruction

You are kindly requested to show your level of agreement by making a mark, ranging 1 to 5.

1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; and 5= Strongly agree

Opportunities of Somali Medium of Instruction						
		5	4	3	2	1
	Somali language medium of instruction increased PTA and teacher communication					
	Using somali language medium of instruction increased classroom participation					
	Students acquired somali medium of instruction deep understanding					
	Somali language instruction gives chance PTAs to support their children at home					
	Somali medium increased enrollment					
	Somali medium increased number of teachers					
	Students can easily understand most concepts in somali textbooks					
	Somali medium increased reading and writing of students					
	Somali language teachers use different levels of skills					

Part II: Please rank the following three languages according to their importance as a medium of instruction.

1–Most important

2-less important

3–Least important

Language	Most important	Less important	Least important
Somali			
English			
Amharic			
Afan Oromo			

7.4. Appendix 4

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire –ka ardayda

Mudane/marwo: Ujeedada Su'aalahani waa mid dhamaystiraysa buuga magaciisa layidhaa **Challenges and Opportunities of Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration.** Maadaama jawaabta saxda ah ee aad bixisaa ay aad u caawinayso ardayga buugan qoraya waxaa si naxariisleh lagaaga codsanayaa in sidaad umalaynayso jawaabta saxda ah aad ku qorto.waxaan kagoon balan qaadayaa in jawaabta aad bixiso loo isticmaalidoono oo kaliya buuga iyadoon cidkale lasiinayn.

Aad iyo aad baad umahadsantahay

Qaybta I: Warbixinta Shakhsiga

b) Dada_____ t) Sinjiga_____ j) Fasalka_____

Qaybta III: Part II: dooro jawaabta doorashooyinkan oo sii calaamada (√) shaxdan soo socota. Tirada lagu sii yay waxay u taagan tahay jawaabaha hoos ku xusan; Likert 5 point agree/disagree scale w/middle option

In tee inleeg baad ku raacsantahay ama ku diidantahay qodobadan

Aadiyo aad maya =1 Aad haa = 4

Maya =2 Aad iyo aad haa = 5

Magaran =3

Faaiidada soomaaliga ee haboon						
No	Item	Responses				
		5	4	3	2	1
1	Fahan dhaw					
2	Wakhti gaaban oo casharka lagu bixin karo					
3	Macalinka oo si fiican u gudbinkara casharka afsoomaali					
4	Hees ahaan bay ku bartaan casharka					

Dhibta uu leeyahay afsoomaaliga oo wax lagu barto						
No	Item	Responses				
		5	4	3	2	1
1	Ardaydu maxiiseeyaan in afkooga hooyo wax lagu baro dugsiyada dhexe					
2	Ardaydu mustaqbalkooda ayay ka warwari karaan					
3	Aqoon kooban oo ardaydu helayso					
4	Erayada sayniska oo aanu soomaalugu lahayn					
5	Waalidku waxay ka warwarsanyihiin horumarka ardaydooda					
6	Ardaydu waxay dhib lakulmi dugsiga sare					
7	Buugta tixraaca ee soomaaliga oo yar					
8	Nidaamka wax dhigida oo aan fiicnayn					
9	Lahjada soomaalida oo kaladuwan					

Dhibaatooyinka laxidhiidha macalinka						
No	Item	Responses				
		5	4	3	2	1
1	Tobobar laaan dhinaca soomaaliga					
2	Casharka oo luqada soomaaliga aan lagu fahmayn nuxurka					
3	Kaabayaasha afsoomaaliga oo jirin					
4	Buugta tixraaca oon soomaali ku qorayn					
5	Majiro diktionari afsoomaali iyo afsoomaali isku turjumaya					

Waxtarka uu leeyahay afsoomaaligu						
No	Item	Responses				
		5	4	3	2	1
1	Afsoomaaligu wuxuu fududeeyay xidhiidhka waalidka iyo macalimiinta					
2	Afsoomaaligu wuxuu kor uqaaday ka qaybgalka iskuulka					
3	Isticmaalka soomaaliga ardaydu waxay ka heleen fahan buuxa					
4	Afsoomaaligu wuxuu waalidka ka caawiyay inay caruurtooda guriga ku caawiyaan					
5	Somali medium increased enrollment					
6	Isticmaalka soomaaligu wuxuu keenay macalimiin badan					
7	Ardaydu waxay fahmi karaan nuxurka buugta					
8	Afsoomaaligu wuxuu kordhiyay akhrinta iyo qoraalka afsoomaaliga					
9	Luqada soomaaligu waxay keentay inay isticmaalaan qaababkala duwan ardaydu					

Qaybta II: u habee luqadahan siday u kala muhiimsanyihiin

- 1–Aad iyo aad muhiim u ah
- 2–Muhiim ah
- 3–Muhiimad yar

Luqadaha	Aad iyo aad muhiim u ah	Muhiim ah	Muhiimad yar
Somali			
English			
Amharic			
Afan Oromo			

7.5. Appendix 5

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INTERVIEW FOR PTA AND EDUCATION LEADERS

Dear Sir/Madam, The aim of this interview is to gather information on the topic entitled **Challenges and Opportunities Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration** so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Part one -Personal information

Sex	Age Group	Educational Level	Years of Services
Male <input type="checkbox"/>	Below 21 years <input type="checkbox"/>	Certificate <input type="checkbox"/>	1-5 years <input type="checkbox"/>
Female <input type="checkbox"/>	21-25 years <input type="checkbox"/>	Diploma <input type="checkbox"/>	5-10years <input type="checkbox"/>
	25-30 years <input type="checkbox"/>	BA <input type="checkbox"/>	10-15 years <input type="checkbox"/>
	30-35 years <input type="checkbox"/>	BSC <input type="checkbox"/>	15-20 years <input type="checkbox"/>
	35-40 & above <input type="checkbox"/>	Bed <input type="checkbox"/>	20-25 years <input type="checkbox"/>
	40-45 years <input type="checkbox"/>	MA <input type="checkbox"/>	25-30 years <input type="checkbox"/>
	45-50 years <input type="checkbox"/>	MSC <input type="checkbox"/>	above 30 years <input type="checkbox"/>
	Above 50 years <input type="checkbox"/> old	Med <input type="checkbox"/>	
		Any other <input type="checkbox"/>	
	Your current duty	Education expert <input type="checkbox"/>	school leader <input type="checkbox"/>

Part Two: Interview for PTA and Education leaders

1. What is the advantage in teaching Somali language?

2. What are the challenges faced since teaching in Somali language implemented?

3. What are the demerits in teaching Somali language?

4. Did the instruction in Somali language improved students promotion to secondary schools?

5. What are the challenges students face at joining secondary education through english language?

Part III: questions about opportunities of Somali medium

1. Using somali as a medium of instruction in primary schools is advantageous

2. PTAs are happy to teach their children in somali language

3. The students are enthusiastic to learn in somali language

4. Classroom participation has increased as a result of using somali as a medium of instruction

5. If students are given the chance of choosing a medium of instruction students will choose Somali

6. If I am given the chance of choosing a medium of instruction in primary schools I will choose Somali

7. I am satisfied with the education somali as a medium of instruction

Thank you

7.6. Appendix 6

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WARAYSIGA KAQAYBGALAYAASHA

Mudane/marwo: Ujeedada Su'aalahani waa mid dhamaystiraysa buuga magaciisa layidhaa **Challenges and Opportunities of Using Somali Language as A Medium of Instruction in Primary Schools of Jigjiga City Administration.** Maadaama jawaabta saxda ah ee aad bixisaa ay aad u caawinayso ardayga buugan qoraya waxaa si naxariisleh lagaaga codsanayaa in sidaad umalaynayso jawaabta saxda ah aad ku qorto. Waxaan kaloon balan qaadayaa in jawaabta aad bixiso loo isticmaalidoono oo kaliya buuga iyadoon cidkale lasiinayn.

Aad iyo aad baad umahadsantahay

Qaybta I: Warbixinta Shakhsiga

Sex	Age Group	Educational Level	Years of Services
Male <input type="checkbox"/>	Below 21 years <input type="checkbox"/>	Certificate <input type="checkbox"/>	1-5 years <input type="checkbox"/>
Female <input type="checkbox"/>	21-25 years <input type="checkbox"/>	Diploma <input type="checkbox"/>	5-10years <input type="checkbox"/>
	25-30 years <input type="checkbox"/>	BA <input type="checkbox"/>	10-15 years <input type="checkbox"/>
	30-35 years <input type="checkbox"/>	BSC <input type="checkbox"/>	15-20 years <input type="checkbox"/>
	35-40 & above <input type="checkbox"/>	Bed <input type="checkbox"/>	20-25 years <input type="checkbox"/>
	40-45 years <input type="checkbox"/>	MA <input type="checkbox"/>	25-30 years <input type="checkbox"/>
	45-50 years <input type="checkbox"/>	MSC <input type="checkbox"/>	above 30 years <input type="checkbox"/>
	Above 50 years old <input type="checkbox"/>	Med <input type="checkbox"/>	
		Any other <input type="checkbox"/>	
	Your current duty	Teacher <input type="checkbox"/>	

Qaybta II: waraysiga kaqaybgalayaasha

6. Waa maxay faaiidada afsoomaali in waxlagu barto?

7. Waa maxay dhibaatooyinka soo waajaha ilaa xiligii soomaaliga la bilaabay?
8. Waa maxay khasaaraha afsoomaaligu keenay?
9. Waxmiyuu utarayaa afsoomaaligu ardayda dugsiga sare ugudubtay?
10. Waa maxay dhibaatooyinka soo waajaha arday da dugsiga sare ee ingiriiska waxku dhiganaya ?

Q III: suuqo ku saabsan faaiidooyinka afka hooyo oo wax lagu barto

1. in soomaali la isticmaalaa waa faaiido

2. Waalidku waxay ku faraxsanyihiin inay caruurtoodu afsoomaali wax ku dhigtaan

3. Ardaydu waxay xiisaynayaan inay afsoomaali waxkubartaan

4. Isticmaalka afsoomaaligu wuxuu keenay inay ardaydu fasalada ka qaybgalaan

5. Hadii ardayda lasiin lahaa inay luqada waxbarasho doortaan waxay dooranlahaayeen soomaali

6. Hadii aniga la isiin lahaa doorasho afsoomaali ayaan dooranlahaan

7. Waan ku qanacsanahay in afsoomaali wax lagu barto
