

The Impact of Mother Languages on students' academic achievements in social studies at Primary Level in District Pishin

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Abstract

This abstract summarises the key findings from a thorough investigation of language use in education. We talked about how the children utilize language outside of the classroom, how studying in their mother tongue affects academic progress, and how the children feel about studying in their mother tongue. According to the findings, using local languages is positively connected with improved academic achievement, parental involvement, and self-assurance. Ninety percent of the evaluations that were done in Pashto produced positive outcomes, according to the report cards that the students used for evaluation. This is a significant finding. The benefits of adopting native tongues, including enhanced comprehension, cultural awareness, and student involvement, are underscored by these findings, which also emphasize the significance of language inclusion in the classroom. The counsel, which range from teacher training programs to community involvement projects, are designed to guide the implementation of language-inclusive practices in the educational system. Legislators, educators, and parents should collaborate to support linguistic diversity, incorporate regional tongues into the curriculum, and create a classroom setting that recognizes the importance of cultural sensitivity in education. This would preserve the cultural legacy embedded in language and promote students' overall development while also making education more relevant, enriching, and accessible to a larger spectrum of people.

Keywords: Language in education, Local languages, Academic performance, Linguistic diversity, Pashto assessments, Accessible education.

INTRODUCTION:

Language plays a crucial role in the progress of any nation, and the use of native languages has a significant impact on academic learning (Alimi et al., 2020). Mother tongue education is useful for early child education, as it helps them understand concepts and identify items easily (Mwaniki, 2014). The national policy on Education emphasizes local languages and the government argues that mother tongue education promotes social norms, interaction, communication, and the aliveness of the nation's culture. Native language education not only affects children's learning but also their moral, social, personal, norms, and culture identity. It enhances their confidence and helps them in their social, economical, and personal lives (Sumbalan, Caterial, Jimeno & Balance, 2017). Many physiologists point out that native language learning is more

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conceptual than secondary languages, as it is important for cognitive learning and has deep roots. Mother tongue education is crucial for both curriculum and co-curricular activities, with positive impacts on children's intellectual development (Alimi et al., 2020). It can be used in technical, vocational, and practical means for education, creating opportunities for work opportunities and contributing to their families and countries (“Bidyabati, M. k.”, n.d.). Learning is a non-stop and consecutive process for students, requiring their interest and teachers' perception. Teachers should consider the background of students and society's situation when teaching. A test conducted in Nigeria showed that mother tongue education is more understandable than secondary mediums in children's learning abilities. The role of native language is so important for the lives of humans, as it boosts up and improves comprehension of surrounding areas (Awopetu, 2016). Cognitive learning can be effected by native language, and it works impressively for the confidence of children to settle their life. Native language education improves an individual and customs identity, as individual skills emerge from better understanding of their skills, their surroundings, and their history (Nishanthi, 2020). Language is not only a tool for communication and knowledge but also a fundamental attribute of cultural identity and empowerment for individuals and groups. In formal education systems in developed countries, mother languages are often used as models, with the best effective study occurring when teachers and students both involve in mother tongue education. Prevailing native language systems produce the most positive and solid results. In conclusion, the importance of mother tongue education in education cannot be overstated, as it not only enhances children's cognitive development but also contributes to their cultural identity and empowerment (Stephen L Walter).

Objectives of the Study:

This study is conducted to achieve the following objectives:

- To explore the feasibility of introducing mother languages as a medium of instruction for teachers;
- To investigate the effectiveness of native language as a language of teaching on learning abilities of early child schools students;
- To collect ideas from parents about native medium of instruction;
- To check out cultural effects of society implementing mother languages.

Problem statement:

The problem regarding my topic; the impact of mother languages in primary level of education; are “without mother tongue education students can not clear their concept and they are not that much capable to gain the main theme of the topic.

As most of the parents of our areas are illiterate so they can better look after when education is in mother tongue. If education is not in mother tongue there is always lack of triangular axis formed by parents, teachers, and students. It has been observe that the book volume in mother tongue decreases as compared to other languages which becomes burden of on students. Curriculum needs work to manage books regarding the norms and customs of the area and mentality level of students.

Significance of the Study:

This study highlights the crucial function mother languages play in primary education by demonstrating the positive impacts of mother languages on students' feeling of cultural identity and learning capacities. Via in-depth research and statistical analysis,

it provides solid evidence in favor of the inclusion of native language instruction in the curriculum. Through encouraging inclusive practices and stakeholder participation, it advances educational justice and cultural preservation.

LITERATURE REVIEW:

The mother tongue education has great impact not only for the concept of students but also has positive effect to promote cultural and customs and as well as great impact for the interest of students toward learning (Alimiet al., 2020). It has been observed that mother tongue education can develop industrial and tradition factors both. It has been practice in Kenya Africa that those students who were weak in study and their progress were stopped, then they were teaches in their mother tongue, the same poor students improved. Failure rate can be decreased by applying the native languages. Language management theory and practice has been developing. A key figure in the epistemology in theory and practice is J.V Neustipny who has been written in the subjects since 1960. Other contribution in the theory and practice is Mwaniki 2004 (Mwaniki, 2014).

Language is defined as a tool of communication among the people and as writing symbols used by people for talking or writing. In formal education most of the first world countries used mother language as an instruction of medium, because research done by the article given a decade shown the result that the languages a child understand and speak frequently is most conceptual and effective rather than the languages adopted. The article further illustrated that it has not been observed that American used Russian as a language of instruction or Russian used American as a medium of instruction. Nor Nigerian used Japanese, nor Japanese used English (Stephen L walter). The Eritrea National Survey reports (2002) conducted a survey in different schools from 8 different languages in order to sum up the result .the report concluded that mother languages is the best option to teach (Walter & Davis, 2005). 15 years of experimental programs based on mother languages as a medium of instruction in the Lubagan District in Ifugao Province of Northern Luzon. The formal assessment conducted by many schools both boys and girls are compiled the result regarding the mother languages (the Lubagan first language component program) (the Philippines) A very interesting data is collected from Ixil Experiment (Guatemala) about the mother languages as a medium of instruction. This research again focuses mother languages (Thomas & Collier, 2013). The role of mother language is very positive for teachers and students training both. This article focuses that there should be English language as a secondary languages with mother language. This research widely cover the areas of African countries (Norma Nel & Helne Muller)

Defining native language / mother tongue:

1. The first language is a mother tongue or native language used students as a verbal.
2. Native language is used to identify children origin and areas from where he or she belongs to
3. It is also used to specify external identification of students
4. The ancient or native language is always considered as best language for every aspect.

Many experts argued that foreign languages students are not always the best. One can teach secondary language to your first language if needed. If you teach to a man in a

language he understand that goes to his mind ,while when you teach to a man in his language that goes to his heart (“Bidyabati, M. k.”, n.d).

Hypothesis:

To utilize mother languages as a medium of teaching in primary schools enhances the children learning abilities.

Methodology:

A questionnaire will make and will distribute among the teachers of 12 mentioned schools. And students will be observed through questioner.

Population and Sampling:

The information has gathered from primary sources. Experimental research methodologies were used. Both approaches are equally vital to the study project; without one, it might not be complete. A study must be comprehensive in all respects in order to be considered legitimate and trustworthy.

Sampling Techniques:

To obtain primary data inside class, random consecutive sampling method was used. The basic non-random sampling procedure is the main method used to choose the sample. Every person in the population has an equal probability of getting selected during this process. After then, they have asked to name any other group or organization members who might be able to supply the crucial information.

Sample size:

Selection of sample size researcher has conducted his research on 12 primary schools where total 25 students were asked from each Pashto and English section.

Data collection:

The data obtained from the pre-test and post-test has analyzed by using hypothetical statistics of analysis of co-variance. The data has collected from 12 schools where 20 questions were asked from 25 students in each school having section A(English medium) and section B(Pashto medium) through classroom assessment, the respondent has made list of questions regarding the relevant topics where teachers delivered the topic in both English language and then in local language (Pashto). Respondent observed the class and students answered has compiled for both English and local language (Pashto) after that respondent completed the tables for each school and draw bar graphs for each table.

Data Instrument:

The questionnaire was developed after reviewing the literature on the topic under investigation and accounting for the goals of the current study's inquiry. The tool was divided into two components. The first section focused on comparing the English language pre- and post-test statements made by students. The second half of the questionnaire/survey also included pre- and post-test findings in mother language, and also addressed the use of mother tongue in education and its impact on students.

Data Analysis:

The SPSS was utilized to do statistical analysis. Certain characteristics, such as the students' test results in mother tongue and in English. Correlational. Test were used to assess the relationships between the variables and methodically assess theories using a scientific approach. Correlation were used.

Descriptive Examination:

Data is presented through tables.

Student's evaluation report 1 of English Section:

Here's the table categorized into five sections based on the change in percentage:

Significant Improvement (+10% or more):				
Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	20	20	0%	No Change
Respondent 2	22	21	-4.55%	Negative
Respondent 3	28	30	+7.14%	Positive
Respondent 4	22	23	+4.55%	Positive
Respondent 5	26	31	+19.23%	Positive
Respondent 6	27	25	-7.41%	Negative
Respondent 7	25	30	+20%	Positive
Respondent 8	25	25	0%	No Change
Respondent 9	20	23	+15%	Positive
Respondent 10	26	23	-11.54%	Negative
Respondent 11	20	18	-10%	Negative
Respondent 12	22	24	+9.09%	Positive
Respondent 13	25	30	+20%	Positive
Respondent 14	20	21	+5%	Positive
Respondent 15	28	25	-7.69%	Negative
Respondent 16	28	24	-14.29%	Negative
Respondent 17	28	30	+7.14%	Positive
Respondent 18	25	24	-4%	Negative
Respondent 19	23	24	+4.35%	Positive
Respondent 20	22	20	-9.09%	Negative
Respondent 21	20	20	0%	No Change
Respondent 22	22	23	+4.55%	Positive
Respondent 23	24	21	-12.5%	Negative
Respondent 24	23	24	+4.35%	Positive
Respondent 25	24	25	+4.17%	Positive

Table 1.2

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	26	31	+19.23%	Positive
Respondent 2	25	30	+20%	Positive
Respondent 3	20	23	+15%	Positive
Respondent 4	25	30	+20%	Positive

Significant Improvement (+10% or more):

The difference between this set of students' pre- and post-test results is at least 10%. These people, represented as percentages, have demonstrated a great desire to learn and may have employed effective study strategies. Additionally, students have demonstrated that they can comprehend ideas and apply them well, which has led to notable improvements in their scores.

Table 1.3
Notable Improvement (+5% to +9.99%):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	22	24	+9.09%	Positive
Respondent 2	28	30	+7.14%	Positive

Notable Improvement (+5% to +9.99%):

It is especially notable that students in this area have improved, with scores going up from 5% to over 10%. While not as significant as those in the preceding category, their improvement nonetheless represents a significant improvement in their comprehension of the subject. They seem to be very committed to getting better, and if they keep working hard, they could succeed much more in school.

Table 1.4
Minor Change (+/- 5%):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	28	30	+7.14%	Positive
Respondent 2	22	23	+4.55%	Positive
Respondent 3	20	21	+5%	Positive
Respondent 4	23	24	+4.35%	Positive
Respondent 5	22	23	+4.55%	Positive
Respondent 6	23	24	+4.35%	Positive
Respondent 7	24	25	+4.17%	Positive

Minor Change (+/- 5%):

This group comprises students whose scores have slightly increased

Table 1.5
Minor Decline (-5% to -9.99%):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	27	25	-7.41%	Negative
Respondent 2	25	24	-4%	Negative

Minor Decline (-5% to -9.99%):

Students in this group have seen a minor decline in their results, ranging from 5% to almost 10%. Although their performance has declined, there is currently no compelling reason to be concerned. To stop further deterioration and make up lost ground, they might need to reevaluate their study strategies or look for further help..

Table 1.6
Significant Decline (-10% or less):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	26	23	-11.54%	Negative
Respondent 2	20	18	-10%	Negative
Respondent 3	28	25	-7.69%	Negative
Respondent 4	28	24	-14.29%	Negative
Respondent 5	22	20	-9.09%	Negative
Respondent 6	24	21	-12.5%	Negative

Significant Decline (-10% or less):

The scores of the students in this category have decreased significantly, falling by 10% or more. Such a drop could be a sign of poor comprehension of the subject matter, inefficient study techniques, or outside variables affecting their performance. In order to stop the declining trend and raise their academic status, these students must recognize their areas of weakness and take proactive measures to correct them.

Overall Improvement/Decline:

The results of the post-test reveal a mixed pattern. While some students have made progress, others have not, and some have remained unchanged. The majority of students (16 out of 25) have either maintained or increased their marks, making this an excellent outcome.

Average Change:

Overall, there has been a little improvement in students' scores, as indicated by the slightly positive average change in scores.

Significant Improvement:

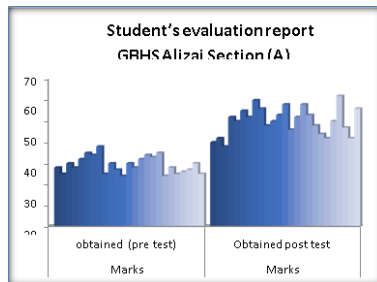
25% of the students have improved significantly, earning five more points apiece. Additionally, 33% of the students have improved significantly, earning three more marks apiece.

Significant Decline:

15% of the pupils demonstrated a substantial drop, each showing a drop of three to four marks.

Consistency:

In both assessments, a few pupils have kept the same score. Some have experienced slight decreases or gains.



Student's evaluation report 2 of Pashto Section:

Data is presented through tables.

Here's the table categorized into five sections based on the change in percentage, without showing the names:

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	28	40	+12%	Positive
Respondent 2	25	42	+17%	Positive
Respondent 3	30	38	+8%	Positive
Respondent 4	28	52	+24%	Positive
Respondent 5	32	50	+18%	Positive
Respondent 6	35	55	+20%	Positive
Respondent 7	34	52	+18%	Positive
Respondent 8	38	60	+22%	Positive
Respondent 9	25	56	+31%	Positive
Respondent 10	30	48	+18%	Positive
Respondent 11	27	50	+23%	Positive
Respondent 12	24	53	+29%	Positive
Respondent 13	30	58	+28%	Positive
Respondent 14	28	46	+18%	Positive
Respondent 15	32	52	+20%	Positive

Respondent 16	34	58	+24%	Positive
Respondent 17	33	53	+20%	Positive
Respondent 18	35	48	+13%	Positive
Respondent 19	24	44	+20%	Positive
Respondent 20	28	42	+14%	Positive
Respondent 21	25	50	+25%	Positive
Respondent 22	26	62	+36%	Positive
Respondent 23	27	47	+20%	Positive
Respondent 24	30	42	+12%	Positive
Respondent 25	25	56	+31%	Positive

Table 2.1
Significant Improvement (+20% or more):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	28	40	12%	Positive
Respondent 2	28	52	24%	Positive
Respondent 3	32	50	18%	Positive
Respondent 4	35	55	20%	Positive
Respondent 5	38	60	22%	Positive
Respondent 6	25	56	31%	Positive
Respondent 7	30	58	28%	Positive
Respondent 8	32	52	20%	Positive
Respondent 9	34	58	24%	Positive
Respondent 10	33	53	20%	Positive
Respondent 11	26	62	36%	Positive

Significant Improvement (+20% or more):

This group includes students who have significantly improved, as evidenced by a 20% or greater increase in their results between the pre- and post-test. These individuals have demonstrated a thorough comprehension of the subject and most likely put a great deal of time and effort into their studies. Their ability to significantly raise their scores indicates a high level of dedication and effective study strategies.

Table 2.2
Notable Improvement (+10% to +19.99% or more):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	30	38	8%	Positive
Respondent 2	25	42	17%	Positive
Respondent 3	34	52	18%	Positive
Respondent 4	30	48	20%	Positive
Respondent 5	24	53	29%	Positive
Respondent 6	28	46	18%	Positive
Respondent 7	27	50	23%	Positive
Respondent 8	27	47	18%	Positive

Notable Improvement (+10% to +19.99%)

With scores rising by 10% to almost 20% or more, students in this group have likewise made notable progress. This degree of improvement shows excellent progress even though it is not as noticeable as the preceding group. It's possible that these pupils overcame early difficulties and demonstrated a desire to grow.

Table 2.3
Minor Change (+/- 9.99%):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	28	42	14%	Positive
Respondent 2	25	50	25%	Positive
Respondent 3	24	44	20%	Positive
Respondent 4	25	56	31%	Positive

Minor Change (+/- 9.99%):

These schoolchildren's scores have only somewhat varied, ranging between +/- 9.99%. They haven't performed any better, but they haven't performed any worse either. These little changes may be caused by modest differences in the difficulty of the exam or regular study habits.

Table 2.4
Minor Decline (-10% to -19.99%):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	35	48	13%	Positive
Respondent 2	30	42	12%	Positive

Minor Decline (-10% to -19.99%):

Students in this category now receive scores that are almost 20% lower than they were ten percentile. This decline is concerning, although it is not as significant as those who belong to the following category. These students may need to evaluate their study techniques or seek out more assistance in order to arrest their slip..

Table 2.5
Significant Decline (-20% or less):

Respondents	Pre-test	Post-test	Change	Remarks
Respondent 1	28	38	10%	Positive
Respondent 2	26	47	21%	Positive

Significant Decline (-20% or less):

Students in this group have had a significant decline in their results, of at least 20%. There are several possible reasons for this decline, such as inadequate understanding of the material, ineffective study strategies, or external factors affecting their performance. These students need to be aware of their areas of weakness and take proactive steps to address them in order to improve their academic performance.

Overall Improvement:

All students have shown improvement from the pre-test to the post-test.

Magnitude of Improvement:

Some students saw a doubling of their post-test results, with improvements ranging from mild to major.

Consistency in Improvement:

Each student has shown an increase in their grades, demonstrating a steady upward trend in all areas.

High Positive Rate:

Positive development is occurring at a high rate, and every student is making progress. This shows that their performance was positively impacted by the intervention or change between the pre- and post-test.

Potential Factors for Improvement:

Increased familiarity with the testing format, improved understanding of the subject matter, more effective teaching techniques, and additional interventions used in between the two exams could all be factors influencing this increase.

Variability in Improvement:

While everybody made progress, it was not to the same degree. Different study techniques, learning styles, or levels of involvement may have contributed to certain students' greater improvement than others. In conclusion, the change from a pre- to a post-test produced generally favorable outcomes for all students, as seen by their better test scores. The effectiveness of the educational interventions or modifications implemented in between the two assessments is demonstrated by this, underscoring the need of ongoing assessment and targeted interventions to improve student learning and progress.

Table 1: Pre-test and Post-test in English

Students took the English pre- and post-tests in the first set of data. Although there were some cases of score maintenance, improvement, and fall, the general trend was inconsistent. There was just a modest increase in the average, which suggests that the pupils' performance has improved somewhat overall. While some kids made great progress, others had noticeable regressions. The outcomes varied, which could indicate variations in study techniques, comprehension, or effort.

Table 2: Pre-test and Post-test in Local Language (Pashto)

The pre- and post-tests for the students in the second set of data were administered in Pashto, the native tongue. Every student performed better on the post-test than they did on the pre-test. There was a moderate to large improvement in scores, with some pupils seeing a double increase. Every single kid showed a favorable shift in his or her grades, indicating a consistent improvement. There was a very high positive rate, and every student demonstrated growth.

There was still variation in the kids' progress, with some demonstrating more notable advances than others.

Comparison:

Overall Improvement:

The general improvement is the most noticeable change. The second set of data revealed that all pupils had improved, while the first batch showed a mixed pattern with some kids' scores increasing, staying the same, or falling.

Magnitude of Improvement:

In the second batch of data, every student displayed growth ranging from mild to substantial, indicating more consistent and significant progress.

Consistency in Improvement:

The students in the second group were the only ones who consistently showed improvement, as evidenced by a positive shift in their grades. On the other hand, the first set's improvement varied.

Impact of Medium of Instruction:

The method of education is the main way that the two groups differ from one another. Results from the second set of tests, which were given in the students' native tongue instead of English, were significantly better than those from the first set..

Potential Factors for Improvement:

It is reasonable to assume that switching to the students' mother tongue played a significant role in facilitating better understanding, reducing language barriers, and increasing engagement, which in turn led to improved performance, even though the factors that contributed to improvement were not stated explicitly in the second set.

To summarize, the results of the second set of data, which included tests given in the students' native tongue, were noticeably better than those of the first set. This indicates that the language and cultural factors play a significant role in education and that the medium of instruction has a significant impact on students' performance.

CONCLUSION AND RECOMMENDATIONS:

The examination of student performance indicates discrete patterns of growth and regression, providing important information on the efficiency of study techniques and the dedication of students to their academic advancement. Pupils who show a notable improvement—a 20% or greater increase in scores—show extraordinary commitment to the subject matter and subject matter expertise, which is an indication of good study habits and a solid conceptual understanding. In a similar vein, students making significant progress—gaining 10% to almost 20% or more—show outstanding development and a desire to advance their academic careers.

Results that lie within the range of +/- 9.99% show consistent performance, which might be linked to consistent study practices or minor variations in test difficulty. However, in order to reverse the loss, students who experience small drops of -10% to nearly -20% would need to have their study methods reassessed or receive additional support. In order to promote their academic success, students who encounter significant reductions of -20% or less need to take proactive measures because they are facing challenges that need to be addressed right away. In conclusion, the analysis emphasizes how important it is to engage proactively in order to successfully handle academic challenges. It also emphasizes how important commitment, effective study methods, and support networks are to achieving notable academic advancement and success.

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