

The Problems of Secondary School Teachers towards Teaching Mother tongue (Odia)

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Abstract

Everyone should respect and learn his mother tongue. Now-a-days it is found that the Odia children neglect studying Odia literature. But we feel if the study of great Odia masterpieces is encouraged and love for Odia language and literature is aroused among the students of Odisha then they can have a firsthand knowledge of the glorious culture of their past and present. By which a healthy society can be formed. So for the growth and development of our mother tongue proper efforts should be taken by the guardians, teachers, educationists, and the linguists.

The Present Study focused on the problems faced by the teachers in secondary schools to teach Mother tongue (Odia) in Cuttack District of Odisha, India. Mother tongue (Odia) occupying a prominent place in our day today life. Though it is very important, students feel it difficult to understand mother tongue (Odia) since the secondary stage of education is crucial to form the basis for an individual to lead his life with accuracy in everyday life transactions and it forms the basis for higher studies.

The data were collected from 100 Mother tongue Language (Odia) Teachers from different secondary schools by way of a questionnaire consisting of 38 items. The items covered the four problem areas namely Physical conditions, Teaching methods, Present day curriculum and Effective teaching. The tool is a self-Standardized tool by way of conducting chi-square tests for item analyses. The data were analyzed by using the statistical procedures like Means, Standard, deviations, critical ratios and F-test. Based on the results certain conclusions were drawn. On overall observation of the study some implications were given.

KEYWORDS: Secondary School Teachers, Teaching, Mother tongue (Odia) Odisha, India.

INTRODUCTION:

Man is considered to be the greatest creature and it is because of his power of discovering and using of the special gift i.e. **LANGUAGE**. It is the medium by which he can express his thoughts and feelings to others and understand them at the same time. Mind is the source of all our thoughts and reactions. It is the language by which we can express them. Language has twofold functions. First, it helps in the creation of new thoughts and, second, it helps in understanding other's thoughts and feelings. From the history and demography of mankind we find that almost fifteen thousand languages are used throughout the globe. Some countries like England are mono-lingual where as some are bi-lingual and yet many like India and Russia etc. are multi-lingual. Language is the very essence of human life. India being a multilingual country, it has been a major topic of concern among the academicians, psychologists and politicians as well, since India's independence. There are 1576 languages used as mother tongues (according to 1991 census), twenty-two official languages (according to the eighth schedule of the

Constitution of India) in this country whereas the administration of the country is run on thirteen different languages. Hence, multilingualism is inherent in Indian cultural diversity. **The language, a child first listens and learns from his mother is called as his Mother Tongue.** The child learns it from his mother's lap itself. The very first words such as Mama (mother), Baba (father in Odia language) that the child utters are in his mother tongue. He recognizes and communicates with his kith and keen through his mother and mother tongue. And also his mother tongue helps him to be introduced to the name, relationship and quality of different people in and around him. In a nut shell mother tongue of a child is the ***basis of his physical, mental, educational, moral and social growth***. Thus, one of the Romantic Poet of Odia Literature, Sri Gangadhar Meher writes,

“If you wish to be great a person,
Learn first your Mother tongue then.”

From the above couplet it is inferred that without the development of one's mother tongue a person cannot be a great one. Though many languages are taught in the schools and other educational institutions still Mother Tongue occupies a special place in the society. ***Physical education*** makes a child healthy and strong that enables him to meet the goal of his life. As the saying goes, ‘A healthy mind in a healthy body’. And it is found to be easier, simpler and understandable for a child to get Physical Education in his Mother Tongue rather than any other foreign languages. Language is just a set of some symbolic sounds. But for a child these symbols have no meaning as he completely depends on other's love and affection. And all his problems are attended by his mother or any of his relations. But gradually, the child becomes a boy, then a young man and finally, an old man. As he grows he acquires his own knowledge and power of discrimination about different things by his own experiences and through consulting with the elders or some literature. In this process, no doubt his mother tongue helps him a lot. So the importance of ***Mother Tongue for the Mental Growth*** and hence, his Mental education is undeniable. Role and importance of MT on one's character is very important. The characters portrayed in the literary pieces like poetry, drama, novel or Epic of any literature leaves a great impact on minds of the readers. And as for a child it is very difficult to understand any other language but his MT. Thus the MT of a child not only has ***impact on the child's mind and personality and character***. A man is accepted and respected in the society according to his ***power of morality and ethics***. This moral education that enables the child to cultivate certain distinct qualities such as: good behaviour with others, adhering to the rules and norms of society, perseverance, truthfulness, tenacity, unselfishness, and service to others etc that helps the man to form a good society. The child can get this moral education easily in his MT verily from his own family. The poet sings:

“That home is verily the Heaven,
Where there is mutual love and affection.”

This kind of poems helps the mind of a growing child to make his ***familial relationship stronger***.

On the basis of one's MT the child can be taught any other foreign languages English etc and that becomes easier for him to grasp. MT plays great role ***in expressing one's potential creativity***. It is essential to organize literary workshops, competitions and debates etc in the schools and other educational institutions to encourage and develop the

child's creativity. Democracy, in the modern times has been considered to be not only simply a way of Governance; rather widely it has been accepted as one of the ways of life itself. And *to create democratic awareness* amongst the students one's MT is the easiest but most powerful a medium. So the teachers should teach the democratic values and ethics like; forbearance, co-operation, compassion, freedom and judgment etc in the MT of the child concerned. In every great society we find its literature based on their culture and civilization: good or bad, its origin and extradition, and rise and fall. From this the present and future generation gets experience and inspiration from their past glory that helps them to build the future of their society. So we should put our effort in our individual, familial, social and above all in the national level *to safeguard our socio-religious harmony, national integrity and universal brotherhood*. And that should be done through the medium of our MT. In the words of the father of Modern Odia Literature, Vyasakabi Fakir Mohan Senapati,

“Language is life force of all civilizations,
And that clan is a savage that in language-less.”

From the above discussions it is inferred that how important is the education of mother tongue for the all round development of a child. Thus Mahatma Gandhi has remarked, *“The mother tongue is the natural for the development of man's mind as mother's milk for the development of infant's body.”*

So the mother tongue (Odia) Teachers are also facing problems related to their school infrastructure, job satisfaction, salaries, qualifications, management problems, working areas, methodology, curriculum, teaching techniques, overcrowded classes etc. some of the related studies done on these issues were kept under review studies.

REVIEW STUDIES:

The National Curriculum Framework (NCF)-2005 strongly advocates multilingualism in school education and prescribed the mother tongue of children to be the medium of instruction. The suggestions of the NCF-2005 are backed by a number of researchers who, on sound pedagogical grounds, argue that the mother tongue is the most suitable as the medium of instruction. To tem originality in thought and expression can most effectively be achieved in the language with which one lives and grows (Mohanty, 1989; Pattanik, 1991).

It should be kept in mind that the NCF-2005, in addition to education through mother tongue, also advocates for multilingual education as English learning cannot be spared in this country from practical point of view. In fact, it has been strongly argued for the implementation of the three language formula in its true spirit, for promoting multilingual communicative abilities in a multilingual country (NCF-2005).

According to Cummins (1979), instruction in L₁ (first language) and consequent proficiency in L₁ provides a sound base for the development of proficiency in L₂ (English). Cummins (1982) maintains that cognitive skills and conceptual knowledge can be transferred from the native language to English. In this context, he talks of cognitive academic language proficiency (CALP) that is crucial in achieving academic success. Since language development and cognitive development go hand in hand (Pattanayak, 1991), the child must concentrate on the development of language skills in L₁ so that he achieves the CALP required for learning a second language in school. CALP provides a

“Preexisting knowledge base for making inferences and predictions” in the L₂ (Saville - Troke, 1988). Thus, a child who has learned a concept in mother tongue or L₁ should be able to transfer this knowledge to English or L₂ without having to relearn the concepts as long as the relevant vocabulary in L₂ (English) is available (Hakuta, 1990).

The above mentioned vies can prompt one to believe that mother tongue or the regional language is the most suitable medium of instruction for children in India.

Recent studies (Bialystok, 2007; Feng, Bialystok, & Diamond, 2009) showing cognitive advantages in bilingual children suggest that bilingualism’s demand on executive functions for constantly switch languages and exerting inhibitory control to suppress the mother tongue in class-room constantly switch languages and exerting inhibitory control to suppress the mother tongue in class-room context contribute to the attainment of cognitive flexibilities. However, such linguistic and cognitive flexibilities achieved through instructions in a language other than the mother tongue have catalytic effect on cognitive growth (Senapati, Patnaik, & Dash, 2012a)

Related Studies on Mother Tongue

Although a good deal of research work has been accomplished during recent years in India, a few studies have been conducted in the present study of the investigator. In this connection the researcher has also gone through some research work conducted outside the state of Orissa. So poor achievement in mother tongue at secondary level is not the problem of Orissa but also a remarkable problem of whole India now. During his investigation the investigator has carefully gone through a Ph.D. thesis named ‘A Study of Problems and Difficulties of Language Teaching at Secondary Level. Ph.D. Edn.1968 by J. N. Mishra.

The objectives of the above cited study were:-

1. To understand the importance of language in the all round development of children.
2. To diagnose the cause of deterioration in the standard of language of students of higher secondary classes.
3. To understand and identify the practical difficulties of teachers in teaching language.
4. To suggest means of improvement of the standard of language of students.

The data on language teaching were collected through 163 item questionnaires spread over 29 dimensions of languages teaching. This study revealed:-

- (i) About 80% teachers felt the need of loud reading. Only 60% actually practiced it.
- (ii) Most of the teachers gave importance to proper volume rhythm and speed at the time of reading, whole some teachers attached importance only to pronunciation.
- (iii) About 66% teachers found difficulties in teaching prose. The main problems of the teachers related to explanation, paraphrasing and the meaning of the words.
- (iv) Only 32% of teachers encouraged students in developing reading ability. One third of the teachers also instructed the students about the techniques of improving reading.
- (v) About 60% of teachers felt that the facilities of general reading were inadequate.

- (vi) In teaching poetry more than 60% experienced teachers put in difficulty particularly while developing appreciation, about 10% of teachers found difficulty in teaching, paraphrasing of poems and the meaning of words.

1978: Khandal, U. (Scholar)

‘A study of the impact of mother tongue in acquisition of second language skill at the primary’

Guide: B.M. Dash

Learning of one language helps learning of another language. Acquisition of first language thus should facilitate the acquisition of second language. But the belief contrary to this also exists. The study aimed of knowing the extent of impact of mother tongue in learning of second language English

The researcher had four objectives in mind before going to undertake the study. Viz (1) To study the skills in mother tongue facilitating the skills in English, (2) To study in mother tongue as a distraction to the to acquisition of certain in English, (3) to ascertain the held of mother tongue in the method of teaching English and (4) To suggest some remedial measures in teaching English in primary school basing on the findings of the study. The study was a multivariate model having 7 variables like understanding and comprehension, composition, pronunciation, spelling, structure of the language, grammar and speech habit. Questionnaire and observation technique were the tools of this study.

In the findings it was concluded that, there was slight difference between the mean performance of the pupils in Oriya and English. The coefficient of correlation of both the languages, in consideration to each of the Variables, was found to be highly significant.

1978: Nayak, S. K. (Scholar)

‘An analysis of the spelling errors for mother Tongue, Made by primary school students of Sambalpur Town Odisha.’

Guide M.C. Naik

Major objectives of the study were (1) To analyze different types of errors committed by the students in Mother Tongue, (2) To ascertain different causes of Spelling errors in respect of Mother Tongue (3) To find out whether girls commit more spelling errors or boys, (4) To equip our language teachers with suitable methods to teach correct spelling habits among their students and (5) To suggest remedial measures to improve spelling ability of the students.

The present study was restricted to Sambalpur Municipal (Odisha) area only. Class Vth students were the sample. The investigator used two instruments, namely (a) An objective spelling test, (b) dictation and (c) interview with the students. And opinionnaire was also administered on the experienced Odia teachers. One hundred boy one hundred girl students were selected randomly from seven primary schools.

Another research work of Allahabad University named: - ‘A study of the factors responsible for good examination results’. (Allahabad, 1981)

The objectives of the study were-

- (i) To find out the various factors responsible for increasing the percentage of examination result.
- (ii) To understand the various factors responsible for decreasing the percentage of examination result.

- (iii) To study the contribution of co-curricular activities in affecting the examination result.
- (iv) To suggest possible measures to improve upon the examination result.
Ten schools from the city of Allahabad and its adjoining areas were selected on the basis of their examination results during the 3 consecutive years 1977, 1978, 1979 of these five schools were identified as having good percentage of examination result and the remaining five had poor percentage of examination result.

The findings of the study were

1. A good school building, a good laboratory, good furniture, proper library and reading room facility, playground, games and sports appropriate situation and good environment of the school helped in improving the examination result.
2. The teaching experience of the principal capable and experienced staff, good method of teaching, regular correction of home work, regular evaluation, guidance and encouragement to students, good academic achievement of the student at the time of admission to the school, good socio-economic status of the students, healthy relationship between the teachers and parents were the other factors which were significantly effective in improving the examination results.
3. Discussion with teachers with respect to the various curricular activities to be covered during the session was also a significant factor.

The scope of teaching mother tongue is very wide. Hence a number of related dissertations conducted under Utkal University (Odisha) and Berhampur University (Odisha) has been studied by the investigator at the time of his research.

Besides the M.Ed. dissertation named- An Investigation into the causes of poor achievement in Oriya in Secondary schools of Cuttack city (1977-78) the investigator has gone through other remarkable research writings such as

- (i) A critical analysis of Textbooks on mother tongue (Oriya) prescribed for Secondary schools of Orissa by Sri Duryodhan Das of Radhanath Training College, (1978-79)
- (ii) Evaluation of Oriya poetry textbook recommended by BSE Orissa for High School students by Sri Bhabagrahi Routray of Radhanath Training College, Cuttack (1980-81)
- (iii) An analysis of question of MIL (Oriya) for H.S.C. Examination from 1977 to 1979 of the BSE, Orissa by Smt. Swarnaprava Das of Radhanath Training College, Cuttack-(1980-81)
- (iv) A study of the scheme of valuation on the question set of MIL (Oriya) for the H.SC Examination conducted by the BSE Orissa during preceding three years (1979-81) by Smt. Usharani Marhual of Radhanath Training College (1981-82)
- (v) An investigation into the nature and causes of spelling errors found with the secondary school pupils in Oriya in the city of Berhampur by Smt. Imansu Jyochha Patanaik of Govt. Training college, Berhampur (1981-82)
Mishra J (1990) Conducted a study on spelling errors in Oriya composition

The finding of the study were

- (i) Students commit mistake owing to wrong pronunciation and articulation

- (ii) The errors are committed by the student while changing the parts of speech and the number. They fail to keep in mind the methods of addition. Omission of letters and change of vowels.
- (iii) The total number of mistakes of the girl students is far greater than the number of total errors of the boy students.

After analyzing findings from the aforesaid dissertations we may conclude that the secondary school teachers and pupils are not serious enough to Oriya though it is their mother tongue.

The achievement of secondary school students of Orissa in HSC Examination are poor, because of inadequate syllabus, period, no of teachers, teaching process, library facilities, emphasis to written work and speech training unsuitable textbook, classroom situation, lack of refresher training course, seminars and symposium for Oriya teachers and faulty examination system.

PROBLEM:

In this study, the problem considered was the problems of secondary school teachers towards teaching Mother tongue (Odia) Cuttack district of odisha, India.

VARIABLES OF THE STUDY:

The socio demographic variables selected for this study were gender (male and Female), type of management (Government and Private), area (Urban and Rural), Educational qualifications (Graduate and Postgraduate), Professional qualifications (B. Ed and M. Ed) and Teaching experience (Below 10 years, Between 10-20 years and Above 20 years).

OBJECTIVES:

To study the problems faced by secondary school teachers related to gender, type of management, area, educational qualifications, professional qualifications and teaching experience.

HYPOTHESES:

There are no significant differences in the opinions of teachers related to gender, type of management, area, educational qualifications, professional qualifications and teaching experience.

TOOLS USED:

The opinion scale was constructed and standardized by the investigator by way of item analyses using chi-square tests. According to the table values 5.99 is significant at 0.05 levels and 9.21 is significant at 0.01 levels. So the items value more than the table values are considered significant and retained for the study. All together 38 items were retained and found significant taken for the study. Each statement is having three options of agree, undecided and disagree with the scoring of 3,2 and 1 mark respectively. The range of the score of each questionnaire lies in between 38-114. All the items related to the tool are positive items and the reliability of the test is 0.75.

ADMINISTRATION:

The 38 item scale along with the preliminary information of Mother tongue (Odia) teachers were collected from 40 schools from both government and private sectors. Some instructions were given to the teachers for giving responses to the scale. The scales are collected after completion of giving their responses.

SAMPLE:

The final sample selected for the study was 100 mother tongue (Odia) teachers. The sample includes 68 male and 32 female, 78 government and 22 private, 37 urban and 63

rural 73 graduates and 27 postgraduates, 95 B. Ed and 5 M. Ed and 52 below 10 yrs., 35 teachers between 10-20 yrs and 13 above 20 yrs teaching experience teachers. The sample is collected by way of random sampling method.

STATISTICAL PROCEDURES:

The statistical procedures taken for testing the hypotheses were mean, standard deviations, critical ratios and F-Value and for conducting item analyses, Chi-square tests were used. The statistical procedures were conducted according to the formulas given by Guilford (1978) and Garret (1971)

LIMITATIONS:

The study is limited to Cuttack district located secondary schools.

-The sample consists of 100 mother tongue (Odia) teachers from 40 secondary schools have taken for the study.

RESULTS AND DISCUSSION:

Table: 1

Comparison of Problems of Teaching Mother tongue (Odia) at different variables

Sl. No.	Variable	Category	N	Mean	SD	CR
1	Gender	Male	68	92.38	6.85	1.31
		Female	32	90.56	6.25	
2	Type of Management	Government	78	93.01	6.23	3.74**
		Private	22	86.95	6.85	
3	Area	Rural	63	92.13	7.06	0.88
		Urban	37	90.92	6.39	
4	Educational Qualifications	Graduate	73	91.82	7.00	0.36
		Post-Graduate	27	91.29	6.39	
5	Professional Qualifications	B. Ed	95	92.20.	8.10	0.11
		M. Ed	5	92.62	8.51	

** $P < 0.01$

The means, standard deviations and critical ratios of comparisons of problems of teachers in teaching mother tongue (Odia) at gender, type of management, area, educational and professional qualifications were tabulated in table- 1. The variable type of management differed significantly. So the null hypotheses framed between government and private school teachers are rejected. The other variables gender, area, educational and professional qualifications are not differed significantly. So the null hypotheses framed on these variables are accepted.

Table-2

Comparison of problems of teaching Mother tongue (Odia) at experience

Sl. No.	Variable	Category	N	Mean	SD	CR
1	Teaching Experience	Below 10 yrs	52	90.78	6.82	2.06
		Between 10-20 yrs	35	92.00	7.06	
		Above 20 yrs	13	94.38	5.45	

Not significant

The means, standard deviations and F-Value among the teaching experience variable was tabulated in table : 2. It can be understood by the table that the value is not differed significantly. According to the table value the F-Value should be greater than 3.09. but in this case it is not differed significantly. So the null hypothesis framed on teaching experience is accepted. Any how the mean scores of the three categories indicated that the problems are also increased with their experience in teaching mother tongue (Odia).

CONCLUSIONS:

- There is significant difference between type of management i.e. government and private school Mother tongue (Odia) teachers regarding problems of teaching mother tongue (Odia).
- There are no significant differences between male and female, rural and urban, graduate and post-graduates, B. Ed teachers and M. Ed teachers and below 10 yrs experienced, between 10-20 yrs experienced and above 20 yrs experience teachers related to their problems of teaching mother tongue (Odia).

EDUCATIONAL IMPLICATIONS:

- Various studies revealed that the proper periodical training classes should be conducted for the teachers to improve the capacity of teaching to reduce the problems while teaching Mother tongue (Odia).
- Enough funds should be allotted for the purchase of Audio- visual aids which are useful for effective teaching.
- Every teacher steps in the classroom with some kind of enthusiasm will be more effective and creates interest towards mother tongue in the minds of students.

SUGGESTION FOR FURTHER RESEARCH

The true investigation should be undertaken in the following areas;

- (1) A study on attitude of students toward mother tongue in secondary schools.
- (2) A study in this area must have a close relation with psycholinguistic studies, which will help in fixing a vocabulary norm for different standards.
- (3) A study may be conducted to examine the effect of methods of teaching on achievement of secondary school students.
- (4) Problem faced by rural and urban secondary school teachers in teaching mother tongue.
- (5) A comparative study may be conducted to examine the problem faced by the teachers teaching mother tongue and social science.
- (6) The Problems of Secondary School Teachers towards Teaching Science.
- (7) The Problems of Secondary School Teachers towards Teaching Hindi and Sanskrit.
- (8) A comparative study may be conducted to examine the problem faced by the teachers teaching Science and Mathematics.
- (9) A comparative study may be conducted to examine the problem faced by the teachers teaching Science and social science.
- (10) A comparative study may be conducted to examine the problem faced by the teachers teaching Physical Education and yoga.

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