

Determinants of Sustainability of Mother Tongue Based Multilingual Education Programs in Tana River County, Kenya.

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Abstract

Latest research in policy enactment has shown a considerable failure in policies in developing countries. One of the challenges facing the execution of the language in education policy in Kenya has been its sustainability, yet the policy has been in existence since 1976. The LiEP has been seen to be an answer to the matters of quality yet its implementation levels have been significantly low. The main purpose of this study is to investigate the determinants of the sustainability of mother tongue based multilingual education (MTBMLE) programs which are guided by this policy. The research study targets a population of 1,444 and employ mixed methods of research. Multi-method designs are generally intended to complement one information source with another, or triangulate on an issues by utilizing different data sources to approach a research problem from a different points of view. Data was gathered using questionnaires, interview and Focused Group Discussions. Frequency and percentages statistics were used. The study revealed that there are relationships between language in education policy, availability of material resources, availability of human resources and involvement of stakeholders in the sustainability of mother tongue based multilingual education programs.

Key words: Language in Education Policy (LiEP), Language of Instruction (LoI), Mother Tongue (MT), Bilingual Education (BE), Multilingual education (MLE)

Full text: <http://www.ijlret.com/Papers/Vol-3-issue-9/5-B2017250.pdf>