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Effect of medium of instruction on students' motivation towards learning at secondary level

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ARTICLE DETAILS	ABSTRACT
<p>History Revised format: February 2020 Available Online: March 2020</p>	<p>Medium of instruction (MI) plays an important role for learning. The present study investigated the effect of MI on students' motivation for learning. It included 1456 respondents as a sample of the study which were conveniently selected from public and private sector secondary schools from the district Kasur of Punjab province. Motivation scale towards learning by Sultana, (2014) having 20 Likert type items with a reliability coefficient value 0.85 was used for data collection. Findings of the study no significant effect of independent variable over dependent. On basis of gender there was found no significant effect on motivation level. There was significant difference between English and Urdu mediums urban respondents' motivation level as urban English medium students had significantly higher motivation level than urban Urdu medium students. There was significant difference between English and Urdu mediums rural respondents' motivation level as rural Urdu medium students had significantly higher motivation level than rural English medium students. It was recommended that the findings of the study should be refined for further implications through further longitudinal studies with more data from other provinces of Pakistan.</p>
<p>Keywords Student, motivation, learning, secondary level</p>	
<p>JEL Classification: H59, H75</p>	



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1. Introduction

Education is a process of development that includes a particular understanding of knowledge. In the view of Karsli (2007) education is such an activity which is useful in addition of new knowledge for the new generation as well as understanding and necessary information for leading a purposeful life. Yilmaz (2010), is of view that language is like a two way street that should be embraced and not disregarded. Medium of instruction can be described as the language which is being used in classroom by a teacher. Information to the students is transmitted through it which is diverse on contextual basis. In lot of cases

first language is replaced by second language which acts as medium of instruction but according to Krashen and Biber (1988), Troike (1979) and Willis (1985) for the development of concepts and for effective learning the medium of instruction must be in a native language.

Medium of instruction is a basic component for effective learning and educational achievements. If the medium of instruction is with poor performance, there may be poor outcomes as well as academic achievement. Particularly, in the science subjects, performance is mostly affected by medium of instruction if the students are unfamiliar with this as such subject's demands critical thinking, proficiency in language as well as mastery in science terminology. Better communication provides better results. Rehman (1997) opines that MI plays important role due to its multilingualism and rich culture in Pakistani scenario. Due to multilingual background of Pakistan, apart from our national language Urdu, there are different choices as medium of instruction. English is one of these languages. English is the linguist heritage of past ruler of sub-continent. Diversity of languages and cultural history even at provincial level is also considerable part of education policies in Pakistan. Although Urdu is national language, but the fact is that English is being used for the whole official proceedings in every institution and department. English is being commonly used in offices, courts, banks, industries, science and technology and for official proceedings etc. that's why the importance and status of English language in Pakistan can never be denied.

Medium of instruction may affect the students learning in many ways as it is best to decide which language should be used for the instructions so that students may learn in comfortable way. In Pakistani context, population is scattered in small villages in rural areas where there are no such opportunities to learn English.

Steward, Bachman and Johnson (2010), are of view that the factors related to motivation are a driving force for the encouragement of the individuals. Dornyei (2001), stated that motivation to learn 2nd language is the effort to which extent the person works for learning the language and the satisfaction gained as a result of this exercise. Instead of that they are unable to motivate their students. It is the fact that with ignoring anything it is not possible to adopt earlier. It is the responsibility of every teacher to give motivation to his students as it is long term and forever development of his/her learners. In the short run, for the preparation of exam, it is necessary for the immediate results and productive outcomes. Overall for the teachers and students' it is the equal responsibility for both ends for teaching learning process. Motivational trainings are very good instrument for the positive outcomes in the classroom.

Medium of instruction is an important aspect of the school education. Teachers are the change agent for the progress and development of educational system. Motivation towards learning is an important variable according to student's perspective concerning medium of instruction.

2. Objectives

It has following objectives.

1. To investigate students' level of motivation towards learning.
2. To examine effect of MI on learners' motivation for learning.

3. Research Questions

1. Is there any motivation among learners for learning foreign language?
2. Is there any significant difference exists between students' level of motivation towards learning on gender and locale level?
3. Is there any effect of MI on learners' motivation at gender and locale level?

4. Research Methodology

The study was designed to investigate effect of MI on student's motivation. Data were analyzed through both kinds of statistics. Frequency distribution was used to analyze the opinions of the respondents. To

find out the difference between respondents on the basis of gender and locale, independent sample t-test was used.

The researcher used a quantitative research design to explore the variables. In this research population consisted of all the 10th class students of public and private sector secondary schools of Punjab at secondary level consisting of boys & girls schools located in urban and rural areas of the Punjab province. Multi-stage sampling technique was adopted to select the sample. First of all, one district from Punjab Province (Kasur) conveniently selected. Sixteen male and sixteen female secondary schools selected from Kasur District. Out of these sixteen schools (both male and female) eight were urban and eight were rural. One section (in case of more than one section) of 10th grade taken as the sample Data was collected from all the students present in the class.

5. Research Instruments

The intention of the research was to investigate the understanding and feelings of Pakistani students towards medium of instruction and its effect on student's motivation towards learning. In this study questionnaire was used to collect data that helped the research to answer the research questions and it was based on five point likert scale. Motivation towards learning was observed by "Motivation Assessment Scale" (MAS) questionnaire. Motivation scale towards learning by Sultana, (2014) having 20 Likert type items. The reliability index of the motivation questionnaire was calculated as 0.85. The researcher got permission from the selected Secondary School Head Teachers. The day, time and venue were decided with these Head teachers to collect data. On specific days, the researcher stayed all day long in the particular school. The researcher personally distributed questionnaires to the secondary level students. Earlier the respondents were briefed about the questionnaires to fill out the questionnaire according to their perception. It was also explained that the result will be used only for research purposes and their feedback will be kept confidential.

6. Data Analysis

Computer software namely SPSS was employed for the analysis of collected data. To find out opinions of the respondents, frequency distribution was used. Mean, standard deviations were used to determine the effect. For comparison t-test was calculated to note difference between gender and locale respondents' perception. Following tables will show the result of the study.

Level of student's motivation towards learning on gender and local basis

Table 1.1

Mean and SD of Motivation of the Respondents on Gender and Locality Basis.

Respondents	N	Mean	SD
All	1456	71.11	8.528
Male	869	71.17	8.956
Female	587	71.04	7.859
Urban	736	71.55	8.344
Rural	720	70.67	8.696

Table 1.1 reflects that male respondents had Motivation's towards learning scores (M=71.17, SD=8.956) and female respondents had (M= 71.04, SD=7.859) while all respondents' had motivation score towards learning as (M=71.11, SD=8.528). In case of locale urban and rural respondents score was (M=71.55, SD=8.344), (M= 70.67, SD= 8.696) respectively.

Table 1.2

Comparison of Male and Female Students' Motivation towards learning

Gender	N	Mean	SD	df	t	p
Male	869	71.17	8.956	1454	0.285*	0.776
Female	587	71.04	7.859			

p>0.05

The Table 1.2 shows that mean difference was not significant. This table showed that t value was 0.285 while degree of freedom was 1454. Respondents' motivation towards learning on the basis of gender does not differ at gender level.

Table 1.3

Comparison of Rural and Urban Students' Motivation towards learning

Locality	N	Mean	SD	df	t	p	Effect size
Rural	720	70.67	8.696	1454	1.966*	0.049	0.103
Urban	736	71.55	8.344				

* p<0.05

As shown above t-value is 1.966 and df =1454). But, effect size (0.103) is less than 0.2 and difference in means is also negligible i.e. rural respondents and urban respondents have same motivation level.

Table 1.4

Difference in Urdu and English medium Learners' Motivation' towards learning

Medium	N	Mean	SD	df	t	p
Urdu	717	70.70	8.662	1454	-1.829*	0.068
English	739	71.52	8.383			

p>0.05

Values of t=1.829 and df=1454 from above table conclude no difference in Urdu and English medium respondent's 'Motivation' towards learning.

Table 1.5

Difference in English and Urdu medium learners' motivation towards learning on gender basis

Gender	Medium	N	Mean	SD	df	t	p
Male	Urdu	439	70.91	9.272	867	-0.862*	0.389
	English	430	71.43	8.625			
Female	Urdu	278	70.37	7.606	585	-1.950*	0.052
	English	309	71.63	8.046			

p>0.05

In above table t=-0.862, -1.950 & df=867, 585. Therefore, no gender differences were for English and Urdu medium learners' motivation' for learning.

Table 1.6

Difference in English and Urdu medium learners' motivation towards learning on locale basis

Locale	Medium	N	Mean	SD	df	t	p	Effect size
Urban	Urdu	48	68.02	7.100	734	-3.04*	.002	0.487
	English	688	71.79	8.374				
Rural	Urdu	669	70.89	8.737	718	2.484*	0.013	0.382
	English	51	67.76	7.641				

* $p < 0.05$

In above table $t = -3.04, 2.484, df = 734, 718$ & effect size = 0.487, 0.382. On the basis of reflected values, table explored Urban English medium and rural Urdu medium students had shown higher motivation for learning with respect to their counter parts.

7. Conclusion and Discussion

This study focused on two variables medium of instruction (independent variable) and motivation towards learning (Dependent Variable). Effect of independent variable was noted on dependent variable. For the sample, in this research 1456 respondents were selected from male and female students of secondary level of public and private sector secondary schools from the district Kasur of Punjab province.

According to findings, on the basis of gender and locale, the respondents had same level of motivation and both the variables were not significantly affected from one another. On the basis of gender there was found no effect on motivation level. It was found that medium of instruction had same level of motivation regarding gender. It was concluded that there was significant difference between English and Urdu urban respondent's motivation level as urban English medium students had significantly higher motivation level than urban Urdu medium students. There was significant difference between English and Urdu rural respondent's motivation level as rural Urdu medium students had significantly higher motivation level than rural English medium students.

Analysis and conclusion of the study reflected no significant effect of independent variable was resulted on motivation of secondary school learners. Mlay, (2010) also endorsed the findings of above studies and explored that the overall achievements of urban school students were minutely better than rural school students. On the basis of gender and locale, the respondents had same level of motivation. The MI had no significant effect on dependent variable. At gender level there was found no effect on motivation level. It was found that medium of instruction had same level of motivation regarding gender. It was concluded that there was significant difference between English and Urdu urban respondent's motivation level as urban English medium students had significantly higher motivation level than urban Urdu medium students. There was significant difference between English and Urdu rural respondents' motivation level as rural Urdu medium students had significantly higher motivation level than rural English medium students. In the view of different previous studies, Vijchulata and Lee (1985) also found in their study that student's learning motivation significantly influenced by medium of instruction. In the same way, Sarjit (1993) and Arani (2004) concluded MI had significant effect on motivation. Another findings also supported by Buschenhofen (1998) motivation in relation to specific English medium had significantly effect. In his study, Singh (2003) explored that in mother language the learning takes place more rapidly as compared to any foreign language. In the same way, Kothari Commission (1964) also favored local language and recommended learning in mother language for better intellectual grooming and improving learning abilities of the students at school level. Campbell and Qorro (1997) also supported the above findings with some points that students hesitate to express their feeling in English. But students opting English medium of instruction since primary level were able to confront till secondary level.

There were also contradictory studies which support English as instructional medium instead of mother tongue or native language. Rao (2014) also strongly favored English as instructional medium for teaching and learning. New ideas can be generated through it. Being an international language and language of business, English is of much importance today. In the view of Shah (2008) positive use of English is critical for cultural interaction as well as educational purposes. Prabash (2009) and Wong (2009) also strongly favored English for maximizing students' exposure at school level. In the same way Kim et al. (2009) explored that English is being preferred as medium of instruction in mostly Korean universities due to its importance.

Recommendations

1. Students should be motivated towards learning English language alongside Urdu.

2. Teachers should be remaining up-to-date with the most recent methodology for instruction of English and Urdu language.
3. Students should be motivated to promote their awareness regarding learning.
4. At the end of academic achievements the analysis of students should be arranged as a result of motivation.
5. Students' approach of only passing the exam should be changed by the teachers; there should be practical work not only theoretical work.
6. Language teachers can boost up students' performance with friendly behavior and guidance to reduce the communication hesitation in English and Urdu.
7. Government should arrange a language association in every high school for the development of students' language skills.
8. Students friendly atmosphere, identical dealing, and similar arrangements are needed for both gender and locale by providing equal homework and encouraging every student according to his/her talent.

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