

COMPARISON OF STUDENTS' MOTIVATION TOWARDS LEARNING ON THE BASIS OF MEDIUM OF INSTRUCTION

Muhammad Tahir Khan Farooqi¹, Mobeen-ul-Islam² and Shafqat Hussain³

¹University of Education Lahore, Pakistan.

²University of Gujrat, Pakistan

³Govt. College University, Faisalabad, Pakistan

e.mail: drtahirfarooqi@ue.edu.pk

ABSTRACT: Language is a key element in the transmission of knowledge as well as the source of communication. The aim purpose of the study was to compare students' motivation towards learning taught through Urdu and English as the medium of instruction at the secondary level. A Sample of the study was taken from 20 randomly selected those secondary schools where both mediums of instructions were opted at secondary level. Students' motivation towards learning was measured through Motivation Learning Questionnaire (MLQ). Data were analyzed using independent sample t-test. The analyses revealed that the medium of instruction imparted significant effects on student' motivation towards learning and students learning through indigenous language showed high motivation as compared to the second language learner at secondary level. On the basis of study, it is recommended that Urdu as a national language should be adopted as the medium of instruction up to secondary level.

Key words: Medium of instruction, Urdu Language, English Language, Students' motivation, secondary level.

INTRODUCTION

The medium of instruction means the language used by teachers in the classroom to impart teaching [1]. It is a key for transmission of knowledge and a source of communication. We can communicate effectively with our language, gesture and pitch of voice in every situation [2]. Medium of instruction affect students' attributes such as motivation towards learning. Medium of instruction has been a debatable issue in Pakistan as this country has different regional languages, multi-color traditions, historical culture and linguistic background since its inception. Along with Urdu and English, other dominant languages in Pakistan are Punjabi, Sindhi, Pushto, Sarieki, Hindko and Blouchi. Diversity of languages and cultural difference inflames the unsettle issue of medium of instruction in Pakistan. Besides, Urdu, being the national language, there are some other languages that are being used as the medium of instruction in educational institutions at different level of schooling in the country [3].

Since the emergence of Pakistan, the government had tried to settle the issue of medium of instruction. In the educational conference 1947 and educational policy 1959, it was recommended that provincial languages will be the medium of instruction at primary level and Urdu will be the medium of instruction from elementary to secondary level. While higher education will be imparted in English. In [4], it was suggested that all English medium schools established by the government would use Urdu or recommended language by the Provincial Assembly as medium of instruction and gradually Urdu will be used as a medium of instruction in higher education [5]. The education policy established in 1992 also provided similar recommendations and it was declared that Urdu would be the medium of instruction at the elementary level [6].

This paradigm has been shifted from Urdu to English in [7], where it has been recommended that English from 1-14 grades will be a compulsory subject. Anyhow, despite of Govt. firm stand that English will be the medium of instruction; the empirical evidences revealed that 78% of schools are using Urdu as medium of instruction and rest of

the schools are using English as medium of instruction [1]. Contrary to recent Govt. policy, the cited literature and recommendations indicate that there are two official languages in Pakistan i.e., Urdu & English. Urdu is more understandable and easier as compared to English for the students. Researchers [8] revealed in his study that from grade 1-5 mother tongue should be medium of instruction and Urdu should be introduced in grade 4-5. From grade 6-12, there should be the Urdu medium. At higher levels, English should be a suitable medium of instruction. It should be gradually replaced by Urdu. Medium of instruction should be comprehensible for teachers as well as for students so that both can attain satisfaction from teaching learning process. Similarly, the study of [9] reflected that students should be instructed only in the medium of instruction that is familiar to them. For effective learning and academic excellence a native language must be used as a medium of instruction. Different religions and their followers also advocated that education should be imparted in mother/national language. According to the teaching of Islam, every person should be taught in its mother tongue. The language of the Holy Quran is the mother tongue of Holy Prophet Muhammad ﷺ which magnifies the comprehension of the learners and makes the concepts clearer. Moreover, the Holy Prophet Muhammad ﷺ preached the message of Allah through Arabic, the mother tongue of Arabs. It was quite simple and easy for Arabs to comprehend the teachings of Al-Quran in a true sense. Muslim educationists, scholars and thinkers have their views on the medium of instruction. Most of the experts favors mother tongue as a medium of instruction. According to [10], students can well comprehend the contents only when mother tongue is used as a medium of communication. Students who are not taught by mother tongue, their creative abilities do not develop. Similarly, [11] said if you speak to a man in a language he understands, you speak to his head, if you speak to a man in his own language, you speak to his heart. On the other hand, some educationists are against to adopt mother tongue as a medium of instruction. According to their views, mother tongue will create business among province and weakened the national integrity. In the opinion of [12], if the

institutions do not adopt one common medium of instruction, it will produce regional and state's business. There are some thinkers who proposed third option. They say that there should be a national language or common language as medium of instruction that may be a combination of all regional / mother / provincial languages [13]. According to [14], it is hazardous that English may remain as a medium of instruction in our educational institutions. It is argued that there are some hurdles in adopting the national language as medium of instruction; it is the duty of the thinker to seek out the solution of this problem. Without any delay, we should adopt national language Urdu as a medium of instruction from primary level to the higher classes. English should be a part of the curriculum as a subject only. For those students who desire to learn other modern or science subjects, English may be compulsory, but continuation of English as a medium of instruction is an unfounded act.

The study of [15], revealed that in Pakistan 91.62% student's use mother tongue at home, whereas the medium of instruction at schools is Urdu or English. This contradiction resulted in poor education in Pakistan. It is admitted fact that devoid of adopting the national language as a medium of instruction, a nation will stay behind [16]. In his opinion, students of our institutions have become habitual of rotting the contents because of foreign medium of instruction. Learning through second language culminates the mental creativity of the students. Medium of instruction is yet an unresolved issue in Pakistan. Thus the researchers aimed to find the effect of medium of instruction on students' motivation towards learning at secondary level.

STATEMENT OF THE PROBLEM

The study was aimed to compare the students' motivation toward learning on the basis of medium of instruction at secondary level.

Table:1: Medium of instruction wise summary of the sample on the basis of locale and gender

Medium of Instruction	Male		Female		Grand Total
	Rural	Urban	Rural	Urban	
English	111	158	109	166	544
Urdu	114	152	113	162	541
Total	225	310	222	328	1085

As a whole, the sample of 1085 (535 male and 550 female) students (from 10 male and 10 female schools) was selected from Faisalabad. As per the requirement of the study, gender and locale base equal participation of the respondent was ensured from District Faisalabad.

THE RESEARCH INSTRUMENT

To compare the effect of medium of instruction on students' motivation toward learning, Motivation Learning Questionnaire (MLQ) was used. MLQ was self-developed questionnaire by the researchers. It was consisted of 20 items. All the statements in the questionnaires were assessed on a five point Likert scale. It was piloted and found a valid and

OBJECTIVES OF THE RESEARCH

The major objective of the study was to compare students' motivation toward learning on the basis of medium of instruction at the secondary level.

RESEARCH QUESTIONS OF THE STUDY

The research questions investigated were as under

1. What is the level of students' motivation towards learning taught through English and Urdu as medium of instruction at secondary schools?
2. Do male and female students differ in their motivation towards learning?
3. Do urban and rural area students differ in their motivation towards learning?

RESEARCH DESIGN

It was descriptive study and was conducted through a survey based on quantitative method.

POPULATION

The target population of the study was 10th graders enrolled in those public sector secondary schools of Faisalabad Division wherein both mediums of instructions English and Urdu were opted at secondary level. Accessible population was 10th graders enrolled in public sector secondary schools of District Faisalabad.

SAMPLE OF THE STUDY

It was not feasible for the researchers to approach the whole population, thus twenty public sector secondary schools were selected randomly from Faisalabad district. The randomly selected sample was comprised of 20 male and female schools from district Faisalabad. These 20 schools were comprised of 10 males (5 rural & 5 Urban) and 10 female (5 rural & 5 Urban). Moreover, all students of 10th class from the selected schools were also the part of the sample. The following table represents the whole picture of selected samples.

reliable instrument. Cronbach Alpha reliability coefficient of MLQ was found 0.78.

DATA COLLECTION

The sample was selected from the Faisalabad district of the Punjab province. MLQ was used to collect data from selected schools. The researcher personally visited the selected schools for data collection. In boys' secondary schools, the researcher personally visited and met the teachers and students.

Table: 2 Comparison of English and Urdu medium students' Motivation.

Medium	N	Mean	SD	Df	t-value	Sig.	Effect Size
English	544	3.09	0.33	1083	-5.839	0.000	0.291
Urdu	541	3.18	0.35				

$p < 0.01$

Table: 3 Comparison of male and female students' motivation with respect to medium of instruction

Gender		N	Mean	SD	Df	t-value	Sig.	Effect size
Male		535	3.10	0.32	1083	-4.301	0.000	0.21
Female		550	3.17	0.35				
Male Students	English	269	3.09	0.32	533	-0.612	-0.540	.04
	Urdu	266	3.11	0.32				
Female Students	English	275	3.08	0.33	548	-7.832	0.000	0.55
	Urdu	275	3.27	0.36				

$p < 0.01$

Table. 4 Comparison of urban and rural secondary school students' Motivation

Locality (Subjects)	N	Mean	SD	Df	t-value	Sig	Effect size	
Urban	638	3.14	0.34	1083	-.011	0.991	--	
Rural	447	3.13	0.32					
Urban students	(English)	324	3.08	0.31	636	-5.42	.000	0.42
	(Urdu)	314	3.21	0.32				
Rural students	(English)	220	3.10	0.32	445	-3.13	.002	0.21
	(Urdu)	227	3.17	0.36				

$p < 0.01$

But in girls' secondary schools, due to some reservation to visit the school, data were collected with the help of clerks or teacher in charge of the schools concerned. The students were briefed about the questionnaire and clarified that this data collection would not put any effect on the school and students' results or ranking. It helped them to complete the questionnaires in a friendly atmosphere. Every participant was asked to write his/her name registered with the school and locality. The researcher collected the filled questionnaires in the classroom with the help of class in charge.

DATA ANALYSIS

Data were analyzed by using SPSS-21 software. Category wise results have been presented in the forms of tables. The researcher calculated Mean scores (M), Standard deviation (SD) of respondents by applying t- test.

RQ. 1.What is the level of students' motivation towards learning taught through English and Urdu as medium of instruction at secondary schools?

Table 2 reveals that difference in means was significant at $p < 0.01$ with t value (-5.839) and $df = 1083$ along with effect

size (0.291). As effect size is greater than 0.2. Hence it is obvious that Urdu medium respondents (M=3.18, SD=0.35) have significantly higher motivation toward learning than English medium respondents (M=3.09, SD=0.35).

RQ. 2. Do male and female students differ in their motivation towards learning?

Table 3 reflects that difference in means was significant at $p < 0.05$ with t value (-4.301) and $df(1083)$ along with effect 0.21. Hence it can be stated that there is a significant difference between male respondents motivation toward learning (M=3.10, SD=0.32) and their female counterparts (M=3.17, SD=0.35). Moreover, it is evident from the above table that difference in means was not significant at $p < 0.01$ with t-value (-0.612) and $df(533)$ so, it can be concluded that there was no significant difference between the motivation level of English medium male students (M=3.09, SD=0.32) and their Urdu medium counterparts (M=3.11, SD=0.32). Similarly, analysis shows that the differences in mean was significant at $p < 0.01$ with t-value (-7.832) and $df(548)$ alongside effect size 0.55. Hence it is clear that Urdu

medium female participants ($M=3.08$, $SD=0.33$) have significantly higher motivation level as compared to the English medium female students ($M=3.27$, $SD=0.36$).

RQ. 3. Do urban and rural area students differ in their motivation towards learning?

Table 4 reflects that difference in means was not significant at $p<0.05$ with t value (-.011) and $df(1083)$. Hence it can be infer that there is no difference between urban ($M=3.14$, $SD=0.34$) and rural students' ($M=3.13$, $SD=0.32$) motivation toward learning. Moreover, above table also indicates that difference in means was significant at $p<0.01$ with t-value (-5.42) and $df(636)$ along with effect size 0.42. This shows that Urdu medium urban respondents ($M=3.21$, $SD=0.32$) have significantly higher motivation towards learning as compared to the English medium urban respondents' ($M=3.08$, $SD=0.31$). Furthermore, it is also described in the above table that difference in mean was significant at $p<0.01$ along with t-value (3.13), df (445) beside effect size 0.211. It reflects that Urdu medium rural respondents ($M=3.17$, $SD=0.36$) have significantly higher motivation toward learning over English medium rural respondents ($M=3.10$, $SD=0.36$).

RESULTS AND DISCUSSION

From the analysis of the study, it is revealed that students who are getting their education through Urdu medium of instruction ($M=3.18$, $SD=0.35$) are highly motivated towards learning than those who are being taught through English medium of instruction ($M=3.09$, $SD=0.33$). It is empirically proved from the international arena that native language is more comprehensible for the students than the foreign language. As the researchers [9] revealed that students should be instructed only in the medium of instruction that is familiar to them. It is doubtless fact that native language makes the concept of students more clear as compared to foreign language. It means the results of the study are more nearer to ground realities. The results of the current study are compatible with the results of [17] in which the researcher propagated that the students whose medium of instruction is English have misconception about as compared to those whose medium of instruction is Urdu. In the same fashion, the results of the study at hand advocated that there exist significant difference between male and female students' motivation due to medium of instruction. Through Urdu medium female participants ($M=3.27$, $SD=0.36$) have significantly higher motivation level as compared to the English medium female students ($M=3.08$, $SD=0.33$). The present study also showed that medium of instruction put significant effect on the motivation level of the students and medium based analyses reflected that Urdu medium student reflected significantly higher motivation level towards learning as compared to their English medium counterparts. The results of the study at hand are in line with the results of [18] and [19], in which the researchers revealed that medium of instruction imparted significant effect on motivation of the students. In the same way, [20] pointed out that medium of instruction strengthened the instructional and personal motivation of the students for learning the language. Moreover, the data were analyzed on the base of locale and explored that medium of instruction put significant effect on the motivation of the student and urban student showed better

motivation level toward learning as compared to rural students. Similarly, motivation level of Urdu medium urban students was higher than Urdu medium rural fellows. In short, researchers across the globe pointed out that medium of instruction have significant and prime role in the learning motivation. The researchers [20]; [21] and [22] also empirically prove that students learn faster in their mother tongue as compared to second language or international language.

RECOMMENDATIONS

On the base of empirical evidences from the present study and across the globe, the researchers recommended that Govt. of Pakistan should adapt national language Urdu as medium of instruction from primary to secondary level arranged in particular schools using English as medium instruction. English should be taught as a subject only from elementary to secondary.

The researchers also recommend that meeting the global needs and for computer, medicines, science & technology, education, talent sections should be

REFERENCES

1. Ahmed, A., Zarif, T., and Tehseen. A. The role of medium of instruction used in Pakistani classrooms, *Interdisciplinary Journal of Contemporary Research in Business*, **4**(12), 609-615 (2013).
2. Mlay, N. The Influence of the Language of Instruction on Students' Academic Performance in Secondary Schools: A comparative study of urban and rural schools In (Doctoral dissertation, University of Oslo). (2010).
3. Rahman, T. The medium of instruction controversy in Pakistan. *Journal of Multilingual and Multicultural Development*, **18**(2), 145-154 (1997).
4. National Education Policy. Islamabad, Ministry of Education Govt. of Pakistan, (1979).
5. Farakh, I.A., and Choudhry, A. *Ilmul-Taleem* for F.A Lahore: Punjab Text Book Board, (2013).
6. Shakoor, A., Azeem, M., Dogar, A.H., and Khatoon, Z. 1947-2008; Evaluation of Elementary Education in Pakistan. *J. Hum. and Soc. Sci.*, **1**(15), 270- 276 (2011).
7. Ministry of Education. National Education Policy, Government of Pakistan, Islamabad (2009).
8. Ahmed, S.I. Issue of medium of instructions in Pakistan. *Int. J. of Soc. Sci. and Edu.*, **1**(1), 66-82. (2011).
9. Parveen, S., Gopang, A.S., and Shaikh, I.S. Language and Learning: Impact of language on cognitive development of secondary school children. *The Sindh University Journal of Education*, **38**, 93-107 (2008).
10. Ibn-e-Khaldoon, I. *Muqadmah Ibn-e-Khaldoon*. (11th Ed.), Karachi: Nafees Academy, (2001).
11. Mandela, N. Newsletter from KAMMS' CEO (2008).
12. Kiranmayi, N.C., and Celta, M. Code switching and code mixing in arab students some implications. *Lang. in India*, **10**(8), 156-167 (2010).

13. Moyo, T. Mother tongues versus an ex-colonial language as media of instruction and the promotion of multilingualism: the South African experience. *S. Afr. J. Afr. Lang.*, **22**(2), 149-160 (2002).
14. Maudoodi, Syed Abo-ul-Ala. *Talimat*. Lahore: Islamic Publications, (1963).
15. Pinnock, H. *Language and Education: The Missing Link. Reading: CFBT Education Trust and Save the Children*. London Ramasamy, (2009).
16. Khan, H.A. *Taleem-o-Tehzeeb*. (2nd Ed.), Lahore. Majlis Taraq-e-Adab, (2006).
17. Sabri, H.A. Current issues in second language learning of Science. Istanbul University Printing Press, (2007).
18. Vijchulata, B., and Lee, G.S. A survey of students' motivation for learning English *RELC Journal*, **16**(1), 68-81 (1985).
19. Arani, M.R.S. Policy of education for the 21st century in developed and developing countries: focus on Japan and Persian Gulf region. *Online Submission*, **11**(3), 101-130 (2004).
20. Kaur, S. Analysis of the English language needs of consultants at NCVC. M.A thesis, University of South Australia (1993).
21. Buschenhofen, P. English language attitudes of final-year high school and first-year university students in Papua New Guinea. *Asian Journal of English Language Teaching*, **8**, 93-116 (1998).
22. Sing, D. Local Government Financing and Development in Southern Africa. Cape Town: Oxford University Press (2003).