

Attitude of Graduate and Post-Graduate Students Towards English as A Medium of Instruction: A Comparative Study

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Abstract

This paper deals with the study of attitude of graduate and post-graduate students of Kurukshetra towards English as a medium of instruction. To know and compare the attitude of graduate and post-graduate students t-ratio test was used. The main objective of the study was to compare the attitude of graduate and post-graduate students of arts and science stream towards English as a medium of instruction. The sample of the study consists of 100 graduate and 100 post-graduate students of Kurukshetra district. The finding of the study revealed that there is no significance difference between the attitude of graduate and post-graduate students because they have equally comprehended the importance of English as a medium of instruction in this age of information explosion. The study proves that rural and urban graduate and post-graduate students have equally aware about the importance of English as a medium of instruction. The main reason is that male and female, urban and rural, graduate and post-graduate students are getting the similar education and are career conscious.

I. Introduction

English is a highly developed and widely used language. Knowledge of English has considered necessary for social interaction and communication. Education in English medium is spreading. English is the most sought after medium of instruction in India today. Even in the small towns and villages, the parents are aware that the mastery of English is necessary for a respectable life. Knowledge of English has become essential today for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world. It is also necessary for higher, legal, technical and scientific education.

As a medium of instruction, the role of language is very important. English still occupies an important place in educational system and life of our country. English exercises a great influence on the educated classes of the country. It continues to be medium of instruction in technical, medical, law and other institutions.

II. Review of Related Literature

Chand, Lafayette, Holm, Peyton, Manfat, Phillipson (1993) conducted studies on English language as a medium of instruction. They claimed that English performed a crucial role in periphery English countries. They argued that English bore a social stratification function. A good proficiency in English was a necessity for upward mobility and privileged position in a society.

Mohan, Sankarappan, Bai and Arvind (2004) made an attempt to study the attitude of higher secondary students towards the study of English. In the study, it was found that 79.67% of the entire sample (217) of higher secondary students have favourable attitude towards the study of English and only 19.43% of them have a relatively unfavourable attitude towards it.

The Supreme Court (2007) passes the petition and advocated "to strengthen English as a second language in the educational system".

Sharma (2010) conducted a study on non-government organization Pratham, which makes use of English learning technique based on phonetics. In this study, it was found that knowledge is available only to those who understand English and initiative have not come from regional language for translation.

Ernest Macaro, Dr. Catherine walter and Julie Dearden (2014) conducted a research at Oxford University Department of education on English being taught as a 'foreign language' to English being used as medium of instruction for other academic

subjects. In this research, 44 countries were included. They found that English aims to increase understanding, acquisition and use of language from both theoretical as well as practical perspective.

III. Justification of The Study

It is a matter of controversy in our country as to which language should be the medium of instruction in present day curriculum, or which language should be the medium of official work. It is noteworthy that there have been a lot of confrontations regarding the medium of instruction at the higher level. So far as medium of instruction at the school stage is concerned, there is no dispute. All agree that the mother tongue or regional language should be medium of instruction at this stage. But opinion is divided regarding the medium of instruction at the college or university level or graduate and post-graduate level. Some educationists and politicians press the claim of mother tongue, whereas there are others who favour the use of English as the medium of instruction.

Till now no definite decision has been taken and still there is a big questions mark, to find out suggested solution for above raised questions, there is need of conducting research in this area. The present investigation is an attempt in this direction only. Here, the aim of this research is to find out the attitude of graduate and post-graduate students of Kurukshetra towards English as a medium of instruction.

IV. Statement of The Problem

ATTITUDE OF GRADUATE AND POST-GRADUATE STUDENTS TOWARDS ENGLISH AS A MEDIUM OF INSTRUCTION: A COMPARATIVE STUDY

V. Objectives of The Study

1. To find out the attitude of male and female graduate students of Arts group towards English as a medium of instruction.
2. To find out the attitude of male and female post-graduate students of Arts group towards English as a medium of instruction.
3. To find out the attitude of male and female graduate students of Science group towards English as a medium of instruction.
4. To find out the attitude of male and female post-graduate students of Science group towards English as a medium of instruction.
5. To compare the attitude of arts and science (graduate and post-

graduate) students as a whole towards English as a medium of instruction.

6. To compare the attitude of rural and urban graduate students towards English as a medium of instruction.
7. To compare the attitude of rural and urban post-graduate students towards English as a medium of instruction.

VI. Hypotheses of The Study

1. There exists no significant difference between the attitude of male and female graduate students of Arts group towards English as a medium of instruction.
2. There exists no significant difference between the attitude of male and female post-graduate students of Arts group towards English as a medium of instruction.
3. There exists no significant difference between the attitude of male and female graduate students of Science group towards English as a medium of instruction.
4. There exists no significant difference between the attitude of male and female post-graduate students of Science group towards English as a medium of instruction.
5. There exists no significant difference between the attitude of arts and science (graduate and post-graduate) students as a whole towards English as a medium of instruction.
6. There exists no significant difference between the attitude of rural and urban graduate students towards English as a medium of instruction.
7. There exists no significant difference between the attitude of rural and urban post-graduate students towards English as a medium of instruction.

VII. Delimitations of The Study

The present study was delimited to:

1. Graduate and Post-Graduate students of Kurukshetra only.
2. Graduate and Post-Graduate students of Arts and Science streams.
3. 100 Graduate and 100 Post-Graduate students only.

VIII. Research Methodology

This study is based on survey method, particularly the normative survey research method. In view of the purpose of this study normative survey method was considered most appropriate to conduct the present study.

Population and Sample

A sample is a subset of the population to which the researcher intends to generalize the results. The main purpose of research is to discover the principles that have universal application.

In the present study a random sampling method was employed to select a representative sample. 200 students were selected from graduate and post graduate classes, out of which 100 students belonged to graduate classes and 100 students were taken from postgraduate classes. Out of 100 students in each group 50 females and 50 males students were included in the sample.

Tools & Techniques Used

Attitude scale was developed by the investigator with reference to English as a Medium of instruction in college level for knowing its impact on graduate and post graduate students. The scale consisted of 40 items. The attitude scale has a five-point rating scale. The investigator used the self-developed questionnaire for the present study.

Establishing Face Validity

The face validity was well established by the investigator with the help of group of experts in the field. The face validity of the questionnaire was established through discussion of the statements with the experts. Depending upon the modifications suggested by the panel of experts, the items in the tools were modified and enhanced. On the basis of their unanimous suggestions and agreement, the face validity of the questionnaire was established.

Scoring

In the scoring procedure Likert's method was used. In this connection the following illustration will help to show how items were formed and measured using the Likert scale.

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Analysis And Interpretation

The data were analyzed with the help of Mean, S.D., $S.E_d$ and t-ratios, so as to find out the difference between the attitude of Male and Female graduates & post-graduate students, Arts and Science graduate & post graduate students, Rural and Urban students towards English as a medium of instruction.

Table 1: Significance of difference between the attitude score of male and female graduate students of Arts group towards English as a medium of instruction.

Group	Graduate Students	N	M	S.D.	$S.E_d$	t-ratio	Level of Significance
Arts	Male	50	155.56	13.13	2.75	1.48	Not significant at 0.05 and 0.01 level
	Female	50	159.62	14.13			

Table 1 reveals that the mean of Arts male graduate students is 155.56 and S.D. is 13.13. The mean of female graduate students is 159.62 and S.D. is 14.13. The t-ratio between male and female score is 1.48. The mean difference of male and female Graduate of Arts group students is not significant at 0.05 and 0.01 level. Our hypothesis no. 1 was that there is no significant difference between the attitude of male and female graduate students of Arts group towards English as a medium of instruction was accepted. It means

that male and female students are equally comprehending the usefulness of English as a medium of instruction.

Table 2: Significance of difference between the attitude score of male and female post-graduate students of Arts group towards English as a medium of instruction.

Group	Post Graduate Students	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Arts	Male	50	177.40	12.92	2.38	0.50	Not significant at 0.05 and 0.01 level
	Female	50	178.60	10.78			

Table 2 shows that the mean of Arts male post-graduate students is 177.40 and S.D. is 12.92. The mean of female post-graduate students is 178.6 and S.D. is 10.78. The t-ratio between male and female score is 0.50. The mean difference of male and female post graduate of Arts group students is not significant at 0.05 and 0.01 level. Our hypothesis no. 2 was that there is no significant difference between the attitude of male and female post-graduate students of Arts group towards English as a medium of instruction was accepted. It means that male and female students of arts group have understood utility of English as a medium of instruction in our day to day life.

Table 3: Significance of difference between the attitude score of male and female graduate students of Science group towards English as a medium of instruction.

Group	Graduate Students	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Science	Male	50	154.16	12.67	2.34	0.38	Not significant at 0.05 and 0.01 level
	Female	50	155.06	10.64			

Table 3 reveals that the mean of science male graduate students is 154.16 and S.D. is 12.67. The mean of female graduate students is 155.06 and S.D. is 10.64. The t-ratio between male and female is 0.38 which is not significant at 0.05 and 0.01 level. Our hypothesis no. 3 that there is no significant difference between the attitude of male and female graduate students of science group towards English as a medium of instruction was accepted. It means that male and female graduate of science group students are equally aware about the significance of English as a medium of instruction now-a-days.

Table 4: Significance of difference between the attitude score of male and female post-graduate students of Science group towards English as a medium of instruction.

Group	Post Graduate Students	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Science	Male	50	178.80	12.90	2.52	2.06	Significant at 0.05 and 0.01 level
	Female	50	173.60	12.31			

Table 4 shows that mean of science male post-graduate students is 178.80 and S.D. is 12.90. The mean of female post-graduate students is 173.60 and S.D. is 12.31. The t-ratio between male and female students of post-graduate science group score is 2.06. The mean difference of science male and female post-graduate students is significant at 0.05 and 0.01 level. Our hypothesis no. 4 was that there is no significant difference between the attitude of male and female post-graduate students of science group towards English as a medium of instruction was rejected. It indicates that male post-graduate students of science group are more career conscious and understand the importance of English as a medium of instruction in this age of information explosion.

Table 5: Significance of difference to compare the mean attitude score of Arts and Science (graduate and post-graduate) students as a whole towards English as a medium of instruction.

Group	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Arts students	100	157.59	13.88	1.82	1.63	Not significant at 0.05 and 0.01 level
Science students	100	154.61	11.71			

Table 5 shows that the value of t-ratio 1.63 is not significant at 0.05 level. Thus, there is no significant difference between the attitude score of Arts and Science (graduate and post-graduate) students as a whole towards English as a medium of instruction.

Our hypothesis no. 5 was that there is no significant difference between the attitude of Arts and Science (graduate and post-graduate) students towards English as a medium of instruction was accepted. It means that Arts and Science (graduate and post-graduate) students have understood the importance of English as a medium of instruction in this age of information explosion.

Table 6: Significance of difference to compare the attitude of Rural and Urban graduate students towards English as a medium of instruction.

Graduate Students	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Rural	50	174.70	12.37	1.87	0.21	Not significant at 0.05 and 0.01 level
Urban	50	168.20	11.85			

Table 6 reveals that the mean of rural graduate students is 174.70 and S.D. is 12.37. The mean of urban graduate students is 168.20 and S.D. is 11.85. The t-ratio between Rural and Urban score is 0.21. The mean difference of Rural and Urban students is not significant at 0.05 and 0.01 level. Our hypothesis no. 6 was that there is no significant difference between the attitude of Rural and

Urban graduate students towards English as a medium of instruction was accepted. It means that Rural and Urban graduate students are equally aware about the importance of English as a medium of instruction.

Table 7: Significance of difference to compare the attitude of Rural and Urban post-graduate students towards English as a medium of instruction.

Post-Graduate	N	M	S.D.	S.E _d	t-ratio	Level of Significance
Rural	50	176.60	12.91	1.90	0.56	Not significant at 0.05 and 0.01 level
Urban	50	166.30	11.54			

Table 7 reveals that the mean of rural post-graduate students is 176.60 and S.D. is 12.91. The mean of urban post-graduate students is 166.30 and S.D. is 11.54. The t-ratio between Rural and Urban score is 0.56. The mean difference of Rural and Urban post-graduate students is not significant at 0.05 and 0.01 level. Our hypothesis no. 7 was that there is no significant difference between the attitude of Rural and Urban post-graduate students towards English as a medium of instruction was accepted. It means that Rural and Urban graduate students have understood the significance of English as a medium of instruction.

IX. Findings

Based on the analyses of data the mean scores of the male and female arts, Urban and Rural, Graduate and Post-graduate students do not differ significantly in their attitude towards English as a medium of instruction. The findings of the study are:

1. Male and Female graduate students of arts group were having favourable attitude towards English as a medium of instruction.
2. Post graduate male and female students of arts group have similar attitude towards English as a medium of instruction.
3. There is no significant difference between the attitude of male and female graduate students of science groups towards English as a medium of instruction.
4. There is significant difference between the attitude of male and female post-graduate students of science group towards English as a medium of instruction.
5. There is no significant difference between the attitude of arts and science (graduate and post-graduate) students as a whole towards English as a medium of instruction.
6. There is no significant difference between the attitude of rural and urban graduate students towards English as a medium of instruction.
7. There is no significant difference between the attitude of rural and urban post-graduate students towards English as a medium of instruction.

X. Educational Implications

We are living in the age of information technology. English language as a medium of instruction has made the powerful impact upon everyone. No area is left untouched with the effect of English language i.e. work place, home, school, college, research etc. but it has a great impact in the field of education. On the basis of findings it has it implications for teachers, students, planners and administrators. Teachers and teacher educators should be motivated to give the training to the students for improving their English language with the use of audio-visual aids. It can be done by organizing various types of workshops where practical knowledge should be given o the students.

XI. Suggestions For Further Research Study

A few suggestions for further research have been put forward as under:-

1. A similar study can be done by taking various level of education in India.
2. Attitude towards English as a medium of instruction can be compared on the basis of Arts and Commerce students.
3. The study can be conducted in other universities also.
4. The study can be conducted on large sample.

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