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The attitude of mother tongue education in correlation with
academic performance

- A study of the different components of attitude in Indian students living in Egypt.

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ABSTRACT

This essay aims to study how attitude is correlated with academic performance. The area of interest is primarily to determine which components of attitude have the strongest correlation with academic performance of the students and to determine differences in the attitude projected by teachers and fellow classmates. The study includes 30 students, ages varying between 15-16 years old, attending Gujarati mother tongue education after school hours. The researcher hypothesised that the affective component of attitude has the strongest correlation with the students' performance in mother tongue education and that there will be no difference in attitude projected by teachers and fellow students. Two surveys were done to examine the hypothesis. Surveys were done specifically to understand the relationship between the attitude-components and to see correlation between school attitude and student performance. Results show that there were more significant correlations within the cognitive based questions than affective questions. However these relationships did not follow a specific pattern of correlation to draw conclusion from. Therefore the results do not support the hypothesis as the affective component of attitude had weaker correlations with students' performance in mother tongue attitude and there was significant difference in how teachers and students perceived mother tongue. In addition, the contrast in values of correlation found can be a result of method limitations.

Keywords: *Attitude, mother tongue, behaviour and school.*

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INTRODUCTION

Humans are social creatures which make us thrive on other human contact and communication. Hence, what other people think of us play a significant role in how we behave. In other words, the other person's attitude towards a certain object will have an impact on how we chose to behave towards that object. Therefore it is important to establish what component of attitude that has positive or negative effect on us and our behavioural outcome. This is the core of human interaction which makes this area of study even more interesting as human behaviour is at times unpredictable and inexplicable. When it comes to learning, being in an encouraging and motivating environment enables the learner to perform better. However being in a discouraging environment makes the learning experience more difficult for the learner. The environment can be e.g. teachers and fellow classmates' feelings, attitudes that further create an atmosphere of either encouragement or discouragement. Specifically, when it comes to learning languages, whether it is the students' mother tongue or a foreign language, the need for the surrounding to show acceptance toward the learners is vital in order to create optimal learning circumstances. When it comes to a person's mother tongue, the attitude society may have about it is usually a reflection of the attitude towards the citizens of that particular language thus experience of learning mother tongue is usually very personal.

Study setting

This study investigates a group of students that have Gujarati as their mother tongue. These students live in Cairo, Egypt and have therefore Arabic as their second language and attend Egyptian national school. The students in this essay are going to 2 of the biggest Egyptian national schools in Cairo. By *mother tongue* I mean individuals first language, in other words the language they learnt first and associate themselves with (Skutnabb-Kangas 1981). It is also important to understand that these students, apart from going to school, also attend mother tongue education in a separate school every day and this is referred to 'madrasa'. By *mother tongue education* I mean education of mother tongue, which is that the participants are learning their mother tongue as a language subject. Mother tongue education has no connection with the participants' school thus it is privately funded education that takes place after school hours. A *mother tongue teacher* is a teacher qualified to teach Gujarati to these participants in their 'madrasa'.

What is attitude?

Theory presented in this chapter is aimed to show and help the readers understand the meaning, function and position of attitude as a vital part in human behaviour. Additionally 'Theory of Planned Behaviour' is also explained as it elucidates how specific behaviour is affected by attitude. Finally, language attitude is elaborated on as it is the main attitude under investigation in this essay.

Attitude and its function

An attitude is a mind-set that leads to concepts or behaviour towards something. According to the National Encyclopaedia (NE 1995) attitude means a lasting approach that has been built up by experiences and are expressed when individuals are positive or negative towards something. We can also establish by this fact that attitudes are complex phenomena. George Herbert Mead's opinion was that:

“...the world's attitudes contribute in moulding the unique cognitive and intellectual competences which in hand make human cooperation and social life possible” (cited from Aboulafia 2008).

Therefore attitudes have a lot to do with human behaviour. Another definition presented by Ajzen and Fishbein (1987) is that, attitude is an inclination towards being consistent in reacting either in an approving way or a disapproving way.

The formation and usage of attitude is a basic element of human behaviour. Attitude simplifies our conceptions and helps us organize impressions and experiences that we encounter every day. Furthermore attitudes control our perception and our thought process. They also help us to systematise, a seemingly chaotic presence, and make us feel secure and make our environment more predictable (Stier 2004). The function of attitude is therefore to understand our outside world and the events that follow it. Another function of attitude is that it satisfies our need and helps our values to form through passed experience. Furthermore they also help us to achieve goals that are rewarding and avoid behaviour that may punish us. Attitude plays an essential role in our defence mechanism as it strengthens our self confidence and helps us to defend ourselves against criticism. Lastly attitude expresses our values on which our behaviour, action and thinking process is based on (Angelöv 2000).

Attitude is formed by three components (Wichman 2002, Allwod 1986), namely, the affective, the cognitive and the volitional components. The affective component links feelings and emotions to attitude where as the cognitive component gives attitude factual based information. Finally the volitional component connects the attitudes with some form of behaviour.

Much of attitude is built up by individual or group concepts. Conceptions can be defined as notions or objects with one or many attributes (Frijda, Manstead & Bem 2002). In other words conceptions are stabile and lasting cognitive representations that set a base for how humans perceive, construct and interpret social ideas. In this aspect much of the research within emotions has a base in cognitive research which makes it difficult to separate the two phenomenon. But when it comes to attitude it is important to see cognitive and affective components as two different ones as the feelings people associate with their attitudes cannot always be based on facts (Fabrigar et al. 1997). The cognitive component consists of knowledge or conceptions one has about a specific object, situation or person (Betsch & Kunz 2008). All types of knowledge can be individually separated in what is true or false. These conceptions can develop by direct

observation or a person's own experiences (descriptive beliefs), or new conception that are affected by already established ones (inferential beliefs) and they can also develop by influence of authorities (informational beliefs) (Ajzen & Fishbien 1980). The affective component on the other hand, is important as it links attitude to the emotional part that can be seen in a spectrum, from positive acceptance, to negative disagreement. The affective state is closely associated with the making and usage of social conceptions. These subdued links between affective and cognitive, feelings and thought play an essential part in when and how affections affect the substance and value in an individual's thoughts and conceptions (Drolet & Aaker 2002). That is why conceptions have a big part in how our emotions develop. Emotions can be defined as conditions that include feelings, physical change, expressive behaviour (Frijda, Manstead & Bem 2002). The volitional component consists of the affective and the cognitive (Lavine et al.1998). These together form a preparedness to act so we can act in accordance with our own perception but also in agreement with our perception of how significant others perceive us (Einarsson 1998).

Theory of Planned Behaviour (TPB)

TPB is an extension of the '*theory of reasoned action*' made necessary because the original model had limitation in dealing with behaviours over which people have no volitional control over. A person's intention to perform a given behaviour is a central factor in TPB. By intentions Ajzen (1987) means motivational factors that influence behaviour. In other words, they are indication of how hard people are willing to try. Therefore intentions represent people's actual control over the behaviour. If a person has the required opportunities and resources and intends to perform the behaviour he or she should succeed in doing it. *Perceived behavioural control* refers to people's perception of the ease or difficulty of performing the behaviour of interest. The *perceived behavioural control* and *behavioural intention* can be used to predict *behavioural achievement*. Theory of planned behaviour suggests 3 independent determinants of intention. The first one is the attitude toward the behaviour. This refers to the degree to which a person has a favourable or unfavourable evaluative or appraisal of the behaviour in question. Subjective norm is the second independent factor which means perceived social pressure to perform or not to perform behaviour. The last factor is the perceived behaviour control which is the recognized ease or difficulty of performing behaviour (Ajzen 1987).

Behaviour is also a function of salient information/beliefs relevant to the behaviour. People can hold many beliefs about any behaviour but they can attend to only a relatively small number at any given moment (Ajzen, Fishbien 1980, 1987). This further explains why people may both experience love and hate for the same thing.

Language attitudes

Language attitudes are a multi meaning notion about the attitude individuals possess about their own language/languages or about other people's language/languages. Hyltenstam (1997) claims that besides from our own attitudes towards our own language the societies view and attitude towards it effects how we in hand feel about it. Social status can be reduced if the individual

feels that his/her mother tongue is of minority and therefore feel less motivated to learn and develop their language competencies. David and Maya Bradley (2002) sum up four different factors that affects individuals' attitude to language. These are: Whether bilingualism is accepted in the society and valued and viewed upon as normal. In addition, how society's view on minority languages is considered in majority language environment. Yet also, whether minority groups feel their own language is difficult to preserve. And finally whether society as whole tolerates or condemns minority languages.

Another factor that affects attitude towards mother tongue is how strong the historical background is of the language and in which scale of this strength it exists in. In situations where minority languages are endangered is when speakers of the languages are pressured from society's attitude and policies from the dominating language.

Previous research of attitude

A study by Ajzen and Davis (1987) sought out to investigate perceived costs and benefits of performing a given leisure activity (cognitive judgement). The study also assessed beliefs about positive or negative feelings derived from the activity (affective judgment). Questionnaire survey assessed affective and cognitive beliefs with respect to 5 leisure activities which included everything from spending time on the beach to biking. Participants were asked to rate each activity on a 12-item semantic differential scale, containing a variety of cognitive (e.g. harmful-beneficial) and affective (e.g. pleasant-unpleasant) adjective pairs. Result show that cognitive beliefs correlated with cognitive description and same for the affective beliefs, however affective beliefs did not correlate with cognitive description or vice versa (Ajzen 1987). Here we can see Ajzen and Davis (1987) wanting to find out which of the attitudinal components correlate the most and as expected cognitive beliefs correlate with cognitive judgment and affective beliefs with affective judgment.

Other empirical work set out to focus on accessibility of the two components in memory. Researchers (Hofstee et al. 1998) point out that the affective component is more accessible than cognitive. Accessibility in memory means the speed with which an attitude is accessed in memory and measured by the time participants need to elicit an evaluative response. Problems in this type of study is that many researchers point out that although cognitive activities often accompanies affect, affective reactions are by nature more primary, basic and inescapable than cognitive. Thus focusing on the cognitive aspect of attitude is likely to be more complex and have less easy access (Hofstee et al. 1998). Our own feelings might be faster than an assessment of cognitions because feelings do not need to be tested for truth. One of the studies made by the researchers included participants to indicate how they felt (affective component) and how they thought (cognitive component) about three European countries, namely Spain, France and Italy. Target items concerned affective adjectives e.g. good-bad, positive-negative and sad-happy. The cognitive adjectives were e.g. large-small, modern-traditional and interesting-uninteresting. Response rate was measured by words appearing on a monitor and participants pressing a button as quickly as they could for adjectives that described their attitude best. Results show that mean

target response time was smaller for affective target than cognitive ones. Hence we can see that empirical work suggest that affective component of attitude is faster than cognitive component towards objects with correlating description Ajzen and Fishbien (1980) study showed that affective component correlated with affective based description and the same for the cognitive component. Hofstee et al. (1998) and Ajzen and Davis (1987) empirical studies show that the affective attitude component is more easy to access than the cognitive component. These studies also show that there is a correlation between affective beliefs such as feeling pleasant with the affective judgement, to feel pleasant on the beach. In addition, the cognitive belief e.g. that it is unsafe to do mountain climbing, has a correlation with cognitive judgment.

Within empirical evidence for language attitude, there was one study made in Ghana (Guerini 2002) using a questionnaire with 90 university students. The aim of the study was to find out about language attitude in the country. More so the attitude toward one of the higher ranked indigenous languages, namely Akan as a medium of instruction in national, local education as supposed to English. Findings suggest that students that speak Akan as a 2nd or even 3rd language oppose to the fact that Akan become medium of instruction. In addition, majority of Akan native speakers also object to this proposal as they see it unfit as a formal language to use in educational domains. Also, they value the English language as a much greater skill. However most of the students agree that Akan is a good language to use during informal meeting and through face-face communication. This is partly because of the attitudes enforced by the community members and outsiders, consciously or unconsciously. This further suggests that language attitude by speakers and surroundings have affected behaviour in an obvious way as native speakers also choose not to develop this competence to a formal level.

Another study showing the correlation between language attitude and academic achievements is a study made in Addis Ababa with the indigenous language Sidama (Assefa 2002). Study was based on an attitude rank and a motivational survey with 7th and 8th graders. These students show that they have favourable attitudes towards their native language as medium of instruction in schools. Furthermore the study shows that the students' attitude was an essential predictor of the academic achievement of the majority language, Sidama. It was also found that the main causes for negative attitude toward Sidama was due to 'A shortage of trained teachers', 'Lack of general reading materials', 'Lack of textbooks and other educational materials', 'Inadequacy of vocabulary' and 'problem of writing system'. Hence, this shows that language attitude by the students themselves can be attributed to cognitive component of attitude as they experience lack of practical application and neglect. Whereas the study made by Akan shows how the affective component of attitude effects the language learners in a negative way.

Aim and Hypothesis

The aim of the study was to investigate whether the attitude projected by the pupils' school regarding the pupils' mother tongue have any correlation with the pupils performance in mother tongue education. To further narrow it down, the main research question was: what component of attitude is connected with pupil performance in mother tongue education.

The first hypothesis was that students who perceive negative affective attitude from schools will have a strong negative correlation with performance in mother tongue education.

The second hypothesis was that there is a stronger correlation between the affective component of attitude and students' performance than correlation between cognitive component of attitude and students' performance in mother tongue education.

The third hypothesis was that fellow classmates and teachers attitudes regarding the students' mother tongue affect the pupils in the same way.

METHOD

The methodologies used to examine the hypothesis were quantitative and based on collecting data through surveys. Surveys allow vast amount of specific data to be collected and allows the flexibility of the researcher to be both present and not. The two surveys used were designed by the researcher with the purpose of finding out students' perceived attitude from school and fellow classmates but also their own attitudes about their mother tongue.

Participants

Participants were 30 students aged 15-16 years old attending mother tongue education. The origins of these students were Indian and the mother tongue being taught was Gujarati. This study was done in Cairo, Egypt therefore the language being taught in school was Arabic. To further clarify, the students participating in this study were all of Indian origin but residing in Cairo, Egypt, having Gujarati as their mother tongue and Arabic as a second language. Necessary criteria in participating were that students have another mother tongue than the language taught in school (Arabic) and having a teacher teaching mother tongue and willing to rate academic performance of the participating students. Four teachers who were teaching Gujarati as a mother tongue were given the teachers survey to rate academic performance for 30 students. Two teachers rated 7 students and the other two teachers rated 8 students. All students were contacted through the head teacher/principal of the mother tongue education, and all students participated.

Material

A survey for the student test group contained 18 questions where the first 9 questions were designed to find out whether students perceive negative/positive attitude based on the affective component (affective based questions) of the school. Statements were given in which students had to rate on a scale of 1-7 whether they agree or disagree, 7 being most agreeable and 1 being the most disagreeable Which can be seen in Table 1. For example;

Teachers think my mother tongue is interesting.

Table 1

Answer table in the Questionnaire given to students and teachers.

Agree 7	6	5	4	3	2	Disagree 1

Question 1-4 were directed to find out whether teachers and classmates have *positive* affective attitude toward students mother tongue and cultural background. Question 7 and 8 were questions designed to find out whether classmates and teachers have *negative* affective attitude toward mother tongue, such as suspicion. Question 5, 6 and 9 were questions directed to the students own feelings regarding how the schools positive attitude makes them feel.

Questions 10-18 were statements designed to find out whether students perceived negative/positive attitude based on the cognitive component of attitude. For example;

School thinks my cultural background is important for the school environment.

Questions 10 and 11 were designed to find out whether students perceive *negative* cognitive attitude. Questions 12-18 were statements involving the school's stand on mother tongue and how it effects the school's position, these all indicate *positive* cognitive attitude.

A second questionnaire was designed for the teachers containing questions A-I. These statements involved finding out how students perform when education is in their mother tongue and also the mother tongue teachers' view on students' schools attitude toward mother tongue. The mother tongue teachers questionnaire was designed in such a way that teacher should be able to rate whether students had difficulty in affective factors, such as motivation and less confidence or cognitive factors, such as spelling and vocabulary. For example:

Student X School forms rules regarding tolerance of other languages being spoken in the school.

These questions were a mix in the sense that the higher rating one question got showed a negative view of either affective or cognitive factors and some questions indicated higher value, a more positive view.

Both the surveys were designed by the researcher as it focuses on a specific target population and the surveys needed to specifically find out the effect of different components of attitude on language learning. Furthermore as the aim of the study was to find out schools attitude yet also differentiate between projected attitude from classmates and teachers, questions were designed to ask about classmates' and teachers' attitude separately, as both, collectively forms a student's school environment.

Procedure

Students were gathered together in two batches in premises of the mother tongue education after class. The researcher gave them the questionnaire and participants had to fill it out immediately, they were given 15 minutes approximately to fill the survey out. Introductions started with explaining terminology that may be unknown to the students such as second language, mother tongue. After the 15 minutes were up the researcher collected the surveys from each student. The second questionnaires were given to the teachers with the time frame of one week to complete.

Once all questionnaires were gathered the data was put in the statistics programme SPSS, to specifically see what each student had answered on each question as well as see what each teacher had given rating to that particular student.

Ethics

Ethical considerations were based on the Science council (Vetenskapsrådet 2009) to ensure that all participants were not put in situations they did not want to be in. As this study is dealing with minors parents were given forms of informed consent where they got to know that students would participate in a survey aiming to find out schools different attitudes toward their mother tongue and that teachers would rate their performance in mother tongue. This was going to be anonymous and teachers were urged not to discuss what they had written about students and keep data anonymous for the students' safety and their own. Ethical implications involved having teachers rate each student individually; some teachers might have felt uncomfortable rating their students in such a way and may also have felt pressure from parents knowing this fact. However no such feelings or disturbances were reported to me. Yet it is important to keep these external factors in mind as well as the teachers having many students and each teacher required rating 7-8 students and separating students in a detailed manner may have been difficult.

RESULTS

An examination of the students and teachers' average rating on affective questions was done by calculating Mean and Standard deviation. Table 2 below shows the mean and SD for the affective Questions 1-10 and Question A, B, C, F and H. Results of the mean ($M= 3.17-5.30$) having $SD>1$ for all values show that the students and teachers have answered diversely.

Table 2

Mean ratings and SD of Affective Questions for students and teachers.

Questions	Mean	SD
Question 1 (teacher interest MT)	4.63	1.71
Question 2 (Pupil interest MT)	4.10	1.72
Question 3 (T interest culture)	4.63	1.81
Question 4 (P interest culture)	4.43	1.69
Question 5 (happy t attitude)	5.17	1.76
Question 6 (happy p attitude)	4.40	1.97
Question 7(T suspicious MT)	4.03	1.62
Question 8(P suspicious MT)	4.73	1.43
Question 9 (T annoyed MT)	5.20	1.40
Question 10 (P annoyed MT)	4.63	1.93
Question A (student good MT)	5.30	1.37
Question B (S less motivation MT)	4.37	1.58
Question C (S less confidence MT)	4.63	1.75
Question F (School encourages MT)	3.77	1.65
Question H(School rules MT)	3.17	1.41
<hr/>		
Total (N=30)		

Mean and Standard deviation was also calculated for teachers and students cognitive questions. Similar to the affective question the cognitive question also have $SD>1$ for all mean values ($M=2.90-4.93$) which also show that the spread in the ratings are diverse from the mean of each question. Table 3 shows mean scores of cognitive questions and we can see that they differ from the affective questions. The affective based questions mean values are ranked slightly higher than the cognitive questions.

Table 3

Mean ratings and SD of Cognitive Questions for students and teachers.

Questions	Mean	SD
Question 11 (School positive MT)	3.97	1.84
Question 12 (School MT educatio	3.30	1.64
Question 13 (School culture impo	2.90	1.37
Question 14 (School language pos	4.13	1.88
Question 15 (T interest language)	4.23	1.45
Question 16 (P interest language)	4.07	1.89
Question 17 (Motivated by school	4.33	1.82
Question 18 (T respect culture)	4.27	1.89
Question D (S difficult spelling)	4.93	1.59
Question E (S difficult vocabulary)	4.50	1.53
Question G (School suspicious M'	3.10	1.47
Question I (School rules MT)	4.63	1.62
<hr/>		
Total (N=30)		

Since the third hypothesis stated that there will be no difference between the classmates and teachers attitude a paired t-test was conducted to compare the results of how the participants accounted for fellow classmates and teachers' attitude, as can be seen in table 4. The t-test was helpful in this design as it compares the actual difference between the two mean values in relation to the SD. The participants answered the survey questions which asked the same thing but separated their answers considering whether it was the teachers or classmates attitude. Higher values indicate that there is a significant difference between how the participants answered for classmates and teachers. From all the paired questions there were only significant differences between questions 5 and 6, questions 9 and 10 and Question 1 and 2. Scores for question 5 and 6 (Mean score for Q 5=4.2, SD for Q 5=1.3 Mean score for Question 6=4.4, SD for Q 6=1.97, conditions; $t(29) = 2.41$, $p = 0.022$, $\alpha = .05$) show that there was a significant difference in how students view fellow classmates attitude from teachers attitude. The scores for Question 1 and Question 2 (Mean score for Q1= 4.63, SD= 1.71, conditions; $t(29) = 2.04$, $p = 0.032$, $\alpha = .05$.) asked the participants whether teachers and fellow classmates thought their mother tongue was interesting, there were significant differences here too. Question 9 and Question 10 (Mean score for Q 9= 2.2, SD for Q9= 1.40. Mean score for Q10= 4.63, SD for Q10= 1.93, conditions; $t(29) = 2.01$, $p = 0.045$, $\alpha = .05$), also show significant difference between what fellow classmates and teachers think about the participants mother tongue.

Table 4

Paired t-test of how students answered for fellow classmates and teachers

Questions (Q)	t	Df	Sig. (1-tailed)
Q 1 & Q 2	2.040	29	.051
Q 3 & Q 4	.480	29	.635
Q 5 & Q 6	2.41	29	.022
Q 7 & Q 8	-1.719	29	.096
Q 9 & Q 10	2.1	29	.045
Q B & Q C	-1.07	29	.293
Q B & Q D	-1.493	29	.146
Q B & Q E	-.317	29	.783
Q C & QD	-.682	29	.501
Q C & Q E	.273	29	.787
Q D & Q E	1.535	29	.136
Total N: 30			

Table 5 below shows a Pearson product-moment correlation coefficient which was computed to assess the relationship between perceived attitude from the school and performance in mother tongue education. The possible range on the teachers assessment was 1 -7, where higher scores could either indicated agreement or disagreement to the statements. The obtained range was 2-7. The possible range on the students' questionnaire was also 1-7, where higher scores also indicated either disagreement or agreement with the statement in the questionnaire. There were a few significant positive correlations between scores on the teachers' evaluation and those of the students' perceived attitude from school. In the affective questions there was a correlation between the two variables Q1 (teachers think *MT* interesting) and QC (student's confidence in *MT*) [$r = -.56$, $n= 30$, $p= 0.01$] where a higher score indicates stronger correlations. The relationship between Q1 (teachers think *MT* interesting) and QE (student difficulty in vocabulary) [$r=.46$, $n=30$, $p=0.05$] shows that the higher score students gave for Question 1 and Question E, the stronger relationship between teachers thinking students mother tongue is interesting and that the students experience difficulty in vocabulary. Another correlation was between the variables QH (school encourages *MT* and culture) and Q2 (classmates think *MT* interesting) [$r=.45$, $n=30$, $p=0.05$] and QH (school encourages *MT* and culture) and Q4 (classmates interest culture) [$r=0.57$, $n=3-$, $p=0.01$].

Table 5

Pearson Correlations Calculated between Teachers Questions and Students Affective Questions.

Questions	Q B (Less motivation)	Q C (confidence vocab.)	Q D (difficulty spelling)	Q E (difficulty vocab.)	Q G (Suspicious MT)	Q H (School plus MT)	Q I (Rules about MT)
Q 1 (Teachers: MT difficult)	-.292	-.564**	.395	.469**	-.314	.396	.210
Q 2 (peer: MT difficult)	-.152	-.306	.390*	.255	-.397*	.458*	.258
Q 3 (Teacher: interest culture)	-.432*	-.240	-.116	-.081	.014	.267	.046
Q 4 (peer: interest culture)	-.010	-.003	.100	.127	.181	.572**	.134
Q 5 (Teacher interest)	.076	-.259	.200	.250	-.419*	.361*	.142
Q 9 (Teachers annoyed)	-.221	-.124	-.071	-.323	-.261	.174	-.370*
Q10 (peer annoyed)	-.258	-.071	-.209	-.391*	-.071	.199	.197

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 6 show the correlation in the cognitive questions, one of them being a correlation between the two variables Q14 (school important to learn *MT* for 2nd language) and QC (student confidence in *MT*) [$r = -.557$, $n = 30$, $p = 0.01$] and also between Q14 (school important to learn *MT* for 2nd language) and QG (school suspicious *MT*) [$r = .477$, $n = 30$, $p = 0.01$]. The relationship between Question 14 and Question G shows that the higher scores received, that mother tongue is important to the school; the stronger was the relationship, that the school is suspicious towards students learning their mother tongue. Another correlation was between the variables Question E (student difficulty in vocabulary) and Q15 (teachers interested new languages) [$r = .598$, $n = 30$, $p = 0.01$] and QE (student difficulty in vocabulary) and Q17 (student motivation due to school

attitude) [$r=.47$, $n=30$, $p=0.01$]. Q12 (school MT education good) and QD (student difficulty spelling) showed negative correlation [$r=.558$, $n=30$, $p=0.01$].

Table 6

Pearson Correlations Calculated between Teachers Questions and Students Cognitive Questions.

Questions	Q A (Performs well)	Q C (Confidence MT)	Q D (Difficult spell)	Q E (Difficult vocab.)	Q F (Interest culture)	Q G (Suspicious culture)	Q H (School plus MT)
Q11 (positive attitude)	-.279	-.164	.116	.141	.167	-.215	.411*
Q 12 (MT education good)	-.027	-.080	-.558**	-.392*	-.113	.144	.141
Q13 (Culture good)	-.459*	.228	-.239	.041	-.238	.330	-.027
Q 14 (MT important)	.039	.557**	-.283	-.311	-.111	.477**	-.215
Q 15 (Teacher interest)	-.088	-.182	.319	.598**	.353	.005	.349
Q16 (Peer interest)	.166	-.044	.276	.289	.490**	-.168	.407*
Q 17 (Student motivation)	-.215	.007	.221	.470**	.346	-.077	.445*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

DISCUSSION

The purpose of this study was to find out whether the attitudes projected by the participants' school regarding their mother tongue have any correlation with the participants performance in mother tongue education. Furthermore the purpose was to investigate which component of attitude had the strongest effect and to determine that teachers and fellow classmates' attitude would not differ. There were no significant values derived from the statistics to support these hypotheses except for the third hypothesis which stated that teachers and participants' classmates' attitudes will not be different from one and other.

The mean values calculated from the data collected show that the participants feel positive affective attitude from the school. This further means that according to the participants, the school is holding a positive attitude based on the affective component. This relationship may signify that the members of the school have positive feelings and emotions toward participants' mother tongue. However the mean values of the cognitive questions show that participants perceive negative attitude from the school based on the cognitive component. This further implies that the members of the school hold negative attitude based on facts, e.g. thinking that mother tongue is distracting second language acquisition. However the SD of the mean obtained show that there are large dispersions within the group thus the data is not clustered around the mean of each statement. For the SD to be of a large value is common for many studies. However due to the fact that the mean values obtained are not significant enough nor do they follow a pattern comprehensible enough to draw considerable conclusions from we cannot conclude that the participants feel positive affective attitude and negative cognitive attitude from the school as the students are scattered in their opinion.

In order to see the relationship between schools attitude and participants' performance in mother tongue education correlation was measured. The pattern of correlation in affective based questions can be interpreted as that much of what teachers in the school represent has a connection with participants' internal competence. In other words, correlation was only seen with factors that show participants abilities, like motivation and vocabulary in mother tongue education. Although some of the correlation support the hypothesis stated in this essay, that affective component of attitude correlates with academic performance in mother tongue education, there are some correlations that do not, for example, Q 1 (teachers think *MT* interesting) and QC (student confidence in *MT*). This correlation implies that the participants who perceive positive attitude based on the affective component have a relationship with participants performing worse in mother tongue education. The notion that encouragement has a negative effect on performance seems unlikely, not only due to the conflicting statements but also because the questions that are of significant correlation are inconsistent. Thus it suggests that the hypothesis cannot be supported as the evidence is not clear. Classmates' attitude regarding participants' mother tongue only correlates with school profile. This suggests that teachers and classmates' views differ to a great extent thus leading to different values in the

correlation found. The cognitive questions had overall strongest correlations, yet these are very contrasting. The only question that correlated with the question that specifically asked mother tongue teachers to rate participants' mother tongue performance was from the cognitive questions. However that relationship suggested that positive cognitive attitude has a stronger negative connection with participants' performance. Finally, since more of the cognitive questions show a correlation than affective questions it suggests that cognitive component of attitude is more linked to participants' performance in mother tongue education than attitude based on the affective component.

Like stated above, the result show that there were different values of correlation between the questions in the surveys and more of the cognitive questions having an overall correlation. In addition, participants perceive positive affective attitude and negative cognitive attitude from the school. The hypothesis stated that affective attitude will have a stronger correlation on student performance. However, the results show that only teachers attitude have a correlation with the participants behavior and classmates have a correlation with participants overall feeling regarding the school. The reason for this may be that the affective component is always easier to elicit from the memory, as Hofstee (1998) study shows. Hence the students may have found it easier to answer how they feel their classmates think rather than actually reflecting about what they think based on their own experience. It is important to clarify again that two attitude components were being studied. The volitional, e.g. behavioral component is the result of the affective and cognitive component. The behavior of the pupils in this study is how they perform in mother tongue education. And that behavior is formed by the way 'significant others', in other words, the schools attitude toward their mother tongue is portrayed. However, the correlations for the affective and cognitive based question do not show significant positive or negative correlations between attitude and student academic performance. This suggests that the second hypothesis, which states that affective component will have stronger correlation with academic performance, cannot be confirmed.

The school environment for a pupil consists of teachers and fellow classmates, which is why it was important to determine whether the participants felt a difference in the attitude projected by the teachers and classmates. The third hypothesis stated that there will be no difference in how the students perceive attitude from the teachers and attitude from fellow classmates. The student t-tests showed that there are very few instances where there are significant differences in how teachers and fellow classmates attitude is perceived by the students. In other words, there are not enough high values to determine that there are in fact differences in the views held by teachers and classmates. It becomes evident that the salient beliefs held by the pupils are conflicting. The few instances in which the participants are experiencing different attitudes from the teachers and class mates are being attributed different priorities which in hand affects behavior differently. However, for the majority of questions the participants answered, the t-test showed that were not enough significant values to indicate that they did in fact feel difference in the attitude shown by the teachers and fellow classmates. In other words, there was enough evidence in the statistical

calculation to support the third hypothesis which stated that students will not perceive different attitudes from classmates and teachers.

The reason why there are many different values in the correlation between the questions may be explained by the conflict that arises of *how the students perceive their control of behavior* and what their *actual behavior* was. Like TBS explains, the factors that affect the participants willpower to perform well in mother tongue depends on what they actually feel about mother tongue, social pressure (e.g. school and fellow classmates) and their own perception of how they will perform in mother tongue education. It then becomes clear that measuring only social pressure, like I have in this study, only shows one dimension of how the participants will actually perform in mother tongue education as there are two other independent factors that affect the *actual behavior* just as much as social pressure.

Furthermore, we can see that on the whole, more of the cognitive questions had significant correlation. This may be explained by the notion that both the cognitive component of attitude and schools rely on principles and regulations. Many schools still have a negative view about bilingualism thus schools may have set of laws regarding language tolerance which leads to the school objecting a clear view of negative cognitive attitude. Assefa's (2002) study showed that the cognitive component had a stronger effect on academic performance. The cognitive factor showed in the lack of proper text books and other materials that resulted in poor academic achievement. In this case, it could mean that the schools rigid belief in their regulations and the lack of a well established infrastructure affects the cognitive component of attitude more.

The fact that the affective component of attitude did not indicate a stronger relationship with academic performance of the participants can be due to cultural restrictions. As mentioned earlier, a school's policy may be rigid and less sympathetic to the multicultural community. This, further causes the participants to become less attached on a personal level and also explains than the affective one why the cognitive component of attitude has a stronger relationship with academic performance. Previous research in the language Akan (Guerini 2002) show what effect negative attitude can have on language learning. Same effect can be applied to the students that have participated in this study, however with reverse feelings, having positive attitude. The positive attitude based on the affective component can be due to the fact that although schools may have regulations towards different language uses in school, class mates and teachers may hold positive personal feelings towards diverse cultures and languages. This may further allow the participants to experience positive affective attitude from the personal feelings the teachers and pupils have in school. Also language attitude is often linked with how someone feels about that particular person or ethnic group therefore those attitudes are based on affections more than cognitions. Furthermore, this indicates that teachers and class mates show affective attitude because they might be identifying participants' language as similar to their own. Schools, on the other hand, have cognitive attitudes about participants' mother tongue as they may have to adopt a clear view on policies regarding language tolerance.

Method Discussion

In this chapter I discuss possible limitations I encountered when doing this research. Validity sets out to investigate whether the researcher has studied what he or she aimed to research (Cohen Manion & Morrison 2006). Aim of this paper was to find out whether there was a correlation between schools attitude on students' mother tongue and students' performance in mother tongue education. Hence the appropriate and choice of method was to do surveys. Perhaps another approach could have been taken when establishing this connection; however surveys were at the time the most efficient way of getting a significant amount of data to measure correlation. Additionally, as the aim was to find out how students perceive schools attitude toward their mother tongue I have asked the students directly instead of asking the schools. This idea was based on the notion that regardless of how schools really seek to position itself to its pupil's mother tongue, the perceived attitude has greater effect on the students. Although during the research validity was aimed to be fulfilled some questions can be raised. Even though difficult terms were explained to all the participants it may be that they had not still understood the meaning of the words in the context of the survey. Additionally the survey was designed by me, the researcher, hence never tried out before thus I was not aware of some of the limitations it possessed. The structure of the layout may have lead to several misinterpretations thus resulting in incongruent results within in the correlations.

Reliability in a quantitative study is essentially a synonym for dependability and consistency (Cohen Manion & Morrison 2006), to carry out a study that is both dependable and consistent requires the researcher to take utmost care in gathering analysing the data. When dealing with numbers and using statistical measure great care must be taken in how you transcribe the data and how well the survey has been executed. To ensure reliability in typing the data in it was done on separate sheets and rechecked and during data collection great care was taken in following up with the teachers and the students so they understood the questions. And to additionally clarify, terms used for language acquisition specifically were explained so everyone interpret the same.

Conclusion

The first two hypotheses cannot be supported based on the Pearson's product coefficients, mean and SD values obtained. The main hypothesis stated that affective component of attitude will correlate with the participants' performance in mother tongue education. Although the correlations for cognitive questions were both showing positive and negative correlations they were of more significant values than the affective questions which further suggests they have more of an impact. However this relationship only shows evidence of a stronger relationship that may occur between attitude and performance. In other words, there is an indication that higher values can be found as previous empirical studies have found significant correlations. Yet such a conclusion is difficult to draw in this study as it possesses some method limitations that cannot be overseen. The third hypothesis can be supported due to lack of significant values, which means that teachers and fellow pupils project similar attitudes perceived by the participants. This may have occurred because many students view their teachers as role models and try to adapt

similar behavior to mimic the people they hold in such high regard. Additionally in certain school cultures the teachers are held as absolute authority thus students will by omission take in their behavior and attitude. Therefore I propose a more extensive study to be taken in the future where all the independent factors that affect behavior based on attitude to be taken in to account. In addition I would like to clarify that a correlation study is not a study that proposes that there is a cause-effect relationship to be found by the connection in correlation. It proposes by correlation that there is a relationship, by further analyzing that relationship we can come to stronger conclusions and can establish better and more reliable relationships.

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Appendix
Appendix A

Name of teacher:

Name of concerned student:

a) Student X performs well in mother tongue education.

Agree 7	6	5	4	3	2	Disagree 1

b) Student X has less Motivation in mother tongue education.

Agree 7	6	5	4	3	2	Disagree 1

c) Student X has less Self-confidence in mother tongue education.

Agree 7	6	5	4	3	2	Disagree 1

d) Student X has difficulty in spelling.

Agree 7	6	5	4	3	2	Disagree 1

e) Student X has difficulty in vocabulary.

Agree 7	6	5	4	3	2	Disagree 1

f) Student X School takes interest in student X background and mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

g) Student X School shows suspicion toward student X background and mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

h) Student X School encourages student X mother tongue education.

Agree 7	6	5	4	3	2	Disagree 1

i) Student X School forms rules regarding tolerance of other languages being spoken in the school.

Agree 7	6	5	4	3	2	Disagree 1

Appendix B

Name of Student:

Gender:

Age:

Please answer the question by marking (X) in the square you think is most appropriate.

1. Teachers think my mother tongue is interesting.

Agree 7	6	5	4	3	2	Disagree 1

2. Fellow classmates think my mother tongue is interesting.

Agree 7	6	5	4	3	2	Disagree 1

3. Teachers take interest in my background culture.

Agree 7	6	5	4	3	2	Disagree 1

4. Fellow classmates take interest in my background culture.

Agree 7	6	5	4	3	2	Disagree 1

5. I get happy when my teachers ask me about my mother tongue and culture.

Agree 7	6	5	4	3	2	Disagree 1

6. I get happy when my fellow classmates ask me about my mother tongue and culture.

Agree 7	6	5	4	3	2	Disagree 1

7. Teachers are suspicious towards my mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

8. Fellow classmates are suspicious towards my mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

9. Teachers get annoyed when I speak in my mother tongue in school.

Agree 7	6	5	4	3	2	Disagree 1

10. Fellow classmates get annoyed when I speak in my mother tongue in school.

Agree 7	6	5	4	3	2	Disagree 1

11. I think the school has positive attitudes (such as, happy and enthusiastic) about my mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

12. School thinks mother tongue education is good.

Agree 7	6	5	4	3	2	Disagree 1

13. School thinks my cultural background is important for the school environment.

Agree 7	6	5	4	3	2	Disagree 1

14. School thinks it is important to learn mother tongue and to learn a second language.

Agree 7	6	5	4	3	2	Disagree 1

15. Teachers think it is interesting to hear new languages.

Agree 7	6	5	4	3	2	Disagree 1

16. Fellow classmates think it is interesting to hear new languages.

Agree 7	6	5	4	3	2	Disagree 1

17. I get motivated to learn more languages due to the schools attitude towards my mother tongue.

Agree 7	6	5	4	3	2	Disagree 1

18. Teachers respect and are aware of my cultural background in the classroom.

Agree 7	6	5	4	3	2	Disagree 1

Appendix C

Consent form

Dear Parents,

I am studying for a degree in Bsc. Psychology, presently I am in my final year and planning for my dissertation in my area of interest, which is 'multilingualism and language acquisition'. My final thesis for this degree involves researching what different school attitudes are toward pupil's mother tongue and how it affects academic performance of the student, in our case Gujarati.

To investigate this I would like your child to participate in a survey. It will be a multiple choice questionnaire and all information will be kept strictly confidential and will be used collectively to reach a common evaluation. We hope to measure academic performance by having the students Gujarati teacher evaluating them individually in a survey. This will also be kept confidential and teachers are also urged not to discuss what they write about individual student.

For further information please feel free to contact me on:

Mobile No.: 010 3182954

Email: iqgalely@gmail.com

Sincerely,

Insiya Qassim Galely

Appendix D

Consent form

Dear Teachers,

I am studying for a degree in Bsc. Psychology, presently I am in my final year and planning for my dissertation in my area of interest, which is 'multilingualism and language acquisition'. My final thesis for this degree involves researching what different school attitudes are toward pupil's mother tongue and how it affects academic performance of the student, in our case Gujarati.

To investigate this I would like you to participate in a survey. It will be a multiple choice questionnaire and all information will be kept strictly confidential and will be used collectively to reach a common evaluation. We hope to measure academic performance by having you evaluate 8 of your students: X, X... in a questionnaire. This will also be kept confidential and teachers are urged not to discuss what they write about individual students.

For further information please feel free to contact me on:

Mobile No.: 010 3182954

Email: iggalely@gmail.com

Sincerely,

Insiya Qassim Galely