



ISSN: 2347-8314

ORIGINAL ARTICLE

**A STUDY ON ATTITUDE TOWARDS MULTILINGUALISM AND NATIONAL INTEGRATION
AMONG COLLEGE STUDENTS**

¹G.Bhuvaneswari and ²S. Lilly Epsy Bai

¹A.M.E.S. College of Education

²Department of Education, Annamalai University, Annamalai Nagar-608002 Tamilnadu

E-mail:

Article History: Received 22nd Jan, 2014, Accepted 15th Feb, 2014, Published 19th Feb, 2014

ABSTRACT

The present study aims at finding the relationship between attitude towards Multilingualism and National Integration of college students. The investigator has randomly selected 1000 college students as sample. The study reveals that there is no significant difference between Multilingualism scores of male and female and urban and rural college students there is significant difference between National Integration scores of male and female and urban and rural college students. The study also reveals that there is positive and significant relationship between attitude towards Multilingualism and National Integration of college students.

Keywords: Multilingualism college, National Integration of college, Urban students, Rural students

Copy right© IJMRR, All rights reserved

1.INTRODUCTION

The National Policy on Education of 1968 spoke about the regional languages and the Three Language Formula. The 1986 Policy reiterated the earlier stand. The States Reorganization Commission had asked the Union Government to elucidate a policy outline for education in mother tongue at the Secondary stage.

Attitude

An attitude usually is considered as consisting of three basic components-thinking, feeling and reacting. The first aspect pertains to belief; it involves the thoughts a person has about the topic in question. The second aspect is related to value; here we are talking about whether the person feels attracted, repelled or is neutral regarding the topic in question. The third element is a predisposition to behaviour.

Multilingualism

Multilingualism is the act of using, or promoting the use of, multiple languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. In many countries, education takes place in multilingual

contexts. Most plurilingual societies have developed an ethos which balances and respects the use of different languages in daily life. From the perspective of these societies and of the language communities themselves, Multilingualism is more a way of life than a problem to be solved. These complex realities and provide equality education which takes into consideration learners' needs, whilst balancing these at the same time with social, cultural and political demands. Bilingualism and Multilingualism, that is, the use of more than one language in daily life, linguistically diverse contexts cover a range of scenarios. The concept of linguistic diversity itself is relative, however, and is usually measured in terms of national boundaries, giving some languages the status of majority language and others that of minority language according to specific national contexts.

National Integration

National Integration means "creating a mental outlook which will promote and inspire every person to place loyalty to the country above group loyalties and the welfare of the country above narrow sectarian interests." as said by Dorothy Simpson. National Integration means combing all the people of the nation into a single whole. It is a particular sentiment that binds together all people in one common bond no matter what their religion, language or history be.

**Corresponding author : Dr.S. Lilly Epsy Bai, Department of Education, Annamalai University, Annamalainagar-608002, Tamilnadu*

It is strong cementing force whereby all kinds of people live together peacefully and can identify themselves as a part of a single whole. We belong to India. India is our's is the feeling which constitutes the very basis of National Integration. India is a nation having great diversities. The people who inhabit this nation belong to different races, communities and castes. They reside in different geographical regions and speak different languages. They believe in and practice different religions and have varied life styles. But with all these diversities, they all are Indians and they feel like that. They may have many religious identities such as Hindus, Muslims, Christians, Sikhs, Buddhists, Jains, or Zoroastrians. They may also be identified as Punjabis, Tamils, Malayalis, Bengalis, Manipuri, and so on, or South or North or North-East Indians. But their national identity is supreme. Even Pandit Nehru had once said, "Political integration has already taken place but what I am after is something much deeper than that, an emotional integration of Indian people so that the two may be welded into one strong national unity, maintaining at the same time all our wonderful diversities.

Unity with in diversity is the unit culture of India. It is a secular nation. Its foreign policy is the all alignment. In the constitution of India provides equal right to all people of India. It is a foreign secular and social demarcation country. India is a united nation. With over coming in the obstacles of casts, creed and religion. The people of India are varied from different casts, religion, region, period, language and culture. Though they are divided by different casts, Creed and religion they are united with one. This unity were testified by the revolt and war of our neighbouring nation.

National Integration is the feeling that binds the citizens of a country. Its aim is to put individual's best efforts for the optimum growth, prosperity and welfare of the country as a whole. It does away with inter-state, inter-linguistic, inter-religious and inter-cultural differences. It promotes a spirit of tolerance and respect for the view-point of other cultural groups. To Kanungo, "Every country at every time needs National Integration but India needs it the most." India's passing through a critical period these days. The integrity of India is in danger. Therefore Indians will have to act carefully. In India National Integration is needed due to a. Threat of Foreign Aggression, b. For the Development of National Character, For Success of Democracy and d. For Diversity. Keeping this in mind the present investigation has been undertaken in order to know the attitude towards Multilingualism among the college students in relation to National Integration.

Need for the study

National integration is the feeling that binds the citizens of a country. Its aim is to put individual's best efforts for the optimum growth, prosperity and welfare of the country as a whole.

It does away with inter-state, inter-linguistic, inter-religious and inter-cultural differences. It promotes a spirit of tolerance and respect for the view-point of other cultural groups. "Every country at every time needs national integration but India needs it the most."

India's passing through a critical period these days. The integrity of India is in danger. Therefore Indians will have to act carefully. In India national integration is needed due to a) Threat of Foreign Aggression, b) The Development of National Character, c) The Success of Democracy and d) The Diversity.

Objective of the study

1. To find out whether there is any significant difference between the mean scores of attitude towards Multilingualism of the following sub samples:
 - a) Male and Female college students
 - b) Rural and Urban college students
2. To find out whether there is any significant difference between the mean scores of attitude towards National Integration of the following sub samples:
 - c) Male and Female college students
 - d) Rural and Urban college students
3. To find out if there is any significant relationship between attitude towards Multilingualism and National Integration

Hypotheses of the study

1. There is no significant difference between the mean scores of attitude towards Multilingualism of the following sub samples:
 - a. Male and Female college students
 - b. Rural and Urban college students
2. There is no significant difference between the mean scores of attitude towards National Integration of the following sub samples:
 - e) Male and Female college students
 - f) Rural and Urban college students
3. There is no significant relationship between attitude towards Multilingualism and National Integration.

2.METHOD OF THE STUDY

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This study is not restricted not only to fact findings but in formulation of important principle of knowledge and solutions of significant problems related to local, state, national and international level. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and attitude. In brief it is an attempt to analysis, interpret and repeat the present states of a social institutions or a group. Random sampling techniques was used to collect the data from the sample. 1000 students in Tamilnadu State were selected by using Random Sampling Techniques.

Tools Used

The following scales were used in the study. Attitude towards Multilingualism scale constructed and validated by the investigator and National Integration scale constructed and validated by Pakkrisamy (2000) were used in this study. Attitude towards Multilingualism scale consists of 40 items with 5 responses. There are positive and negative items. The

score above 60 are treated as favourable attitude towards Multilingualism and scores below are treated as favourable attitude towards National Integration.

Sample of the Study

In the present study Random Sampling techniques was used in the selection of samples of 1000 arts and science college students. 1000 students were selected from 24 different colleges located in Cuddalore, Villupuram, Vellore, Krishnagiri, Dharampuri and Salem districts. 14 private colleges, 10 government colleges were selected randomly from 6 districts. Out of 24 colleges 14 colleges located in rural area and 10 colleges in urban area were selected.

The Statistical Techniques Used

The Means and the Standard Deviations for the entire sample and sub samples were computed for Multilingualism scores, and National Integration scores. The test of significance (t-test) was used in order to find out the significant difference between means of the pairs of subsamples in respect of Multilingualism and National Integration. Pearson's product moment correlation ('r') was computed between Multilingualism and National Integration scores.

3. ANALYSIS AND INTERPRETATION

Means and SDs for the entire sample was calculated and it was given in Table -1. It is seen from Table-1 the entire sample shows high favourable attitude towards Multilingualism and multiculturalism since the two means are above the average.

Table-1 Means and SDs of the Entire Sample

Variables	Means	SDs
Attitude towards Multilingualism	100.16	63.40
National Integration	238.13	35.23

Table – 2 Means, SDs and CRs of Multilingualism Scores of Sub Samples

Categories	N	M	SD	CR	Remarks
Male students	464	102.76	71.68	1.18	NS
Female students	536	97.90	55.21		
Rural college students	411	97.83	52.80	1.30	NS
Urban college students	589	103.50	76.00		

NS=Not-Significant

Means, SDs and CRs for the sub sample was calculated and it was given in Table -2. It is seen from table -2 that there is no significant difference between the means of Multilingualism scores of male and female students (CR =1.18, not significant at .05 level), rural and urban college students (CR = 1.30, not significant at .05 level). Therefore in respect of the above two

pairs of sub samples the null hypotheses concerned were retained as their CR were not significant at .05 level.

Means, SDs and CRs for the sub sample was calculated and it was given in Table -3 .It is seen from Table – 3 that there is significant difference between the means of National Integration scores of male and female students (CR =3.77, is significant at .01 level), rural and urban college students (CR = 3.64, is significant at .01 level). Therefore in respect of the above two pairs of sub samples the null hypotheses concerned were rejected as their CR were significant at .01 level. The mean score of the female students (242.64) is higher than the mean score of the male students (234.22), and the mean score of the urban college students (243.03) is higher than the mean score of the rural college students (234.71).

Table – 3 Means, SDs and CRs of National Integration Scores of

Categories	N	M	SD	CR	Remarks
Male students	464	242.64	36.41	3.77	S
Female students	536	234.22	33.72		
Rural college students	411	234.71	33.67	3.64	S
Urban college students	589	243.03	36.84		

S=Significant

Table 4 Correlation Co-Efficient (r) between Multilingualism and National Integration

Variables	'r' value	Remarks
Multilingualism National Integration	.398	S

S=Significant

Product moment correlation (r) was computed between Multilingualism and National Integration scores. The values are given in Table – 4. It is seen from above table – 4 that the correlation co efficient between the attitude of Multilingualism and National Integration scores of college students is positive and significant.

4. FINDINGS

The entire sample shows high favourable attitude towards Multilingualism and Multiculturalism. Male and female students, rural and urban college students do not differ significantly with regard to Attitude towards Multilingualism. With regard to the mean scores of Attitude towards National Integration there is significant difference between male and female college students, rural and urban college students. The mean scores of male students and urban college students is higher than the mean scores of female students and rural college students. Male students and urban college students show more favourable attitude towards National Integration than the other two sub samples.

5. CONCLUSION

Male students show more favourable attitude towards National Integration than female students. Urban college students show more for attitude towards National Integration

than rural college students. There is positive and significant correlation between Multiculturalism and National Integration.

6.REFERENCES

- Biseth, Heidi .2009. "Multilingualism and Education for Democracy" *International Review of Education*, v55 n1 p5-20.
- Cenoz, Jasone .2013. "The Influence of Bilingualism on Third Language Acquisition: Focus on Multilingualism", *Language Teaching*, v46 n1 p71-86.
- Dewaele, Jean-Marc; Wei, Li. a study conducted on (2012) "Multilingualism, Empathy and Multicompetence", *International Journal of Multilingualism*, v9 n4 p352-366.
- Franceschini, Rita. 2011."Multilingualism and Multicompetence: A Conceptual View" *Modern Language Journal*, v95 n3 p344-355
- Kamal K. Sridhar. 2012. "Language in education: Minorities and Multilingualism in India" *International Review of Education* Volume 42, Issue 4 , pp 327-347.
- Marshall, Steve; Hayashi, Hisako; Yeung, Paul (2012) "Negotiating the "Multi" in Multilingualism and Multiliteracies: Undergraduate Students in Vancouver, Canada", *Canadian Modern Language Review*, v68 n1 p28-53.
- Santrock, 2001. "Education that values diversity and includes the perspectives of a variety of cultural groups on a regular basis" p.171.
- Sridhar, Kamal K. "Language Policy for Education in Multilingual India: Issues and Implementation" Reports - Descriptive; Speeches/Meeting Papers.
- Kothari 1966. Education and National Development Report, Education Commission (1964 - 66) New Delhi: NCERT.
- Nannubhai, D.P. 1996. "Higher Secondary students Attitude towards N.I" *The progress of Education*.
- Rizvi, S.A.H. 1986 "A Study of Attitudes towards Religious Education in Relation, to certain value orientations", unpublished thesis, Ahamadabad university.
- Vday Mehta. 1998. "Religion" – "A Some of Integrating T4 Nation," *one Indian one People, Magazine* July vol 1/12.