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The educational aspirations of upper primary non english speaking background students in a mainstream government school

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The educational aspirations of upper primary
Non English Speaking Background students
in a mainstream government school.

by

SHIRLEY LIENERT Dip. T. (Dist.)

A Thesis submitted in partial fulfilment of the requirements
for the award of

Bachelor of Education with
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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

1. ABSTRACT:

Researchers have described Non English Speaking Background (NESB) students as educationally disadvantaged but recent statistics show that some NESB students are actually outstripping their English Speaking Background (ESB) peers in educational achievement.

In this study 121 students in upper primary classes in a Western Australian government school were surveyed so that NESB and ESB students could be identified and the proportion of NESB students within the sample group established. Information was gathered from both NESB and ESB students by administering a sociogram, the Lawseq test and a Likert scale questionnaire with variables of attitudes towards school, attitudes towards teachers, influence of parents, and attitude towards future schooling and employment. The data were analysed separately for NESB and ESB students.

The results showed that both NESB students and ESB students had very high educational aspirations. From a comparison made of the two sets of results, it was found that a small proportion of NESB students had higher self esteem, were marginally more socially accepted by their peers, had more positive attitudes toward teachers and had more support from parents. These results showed that some of the NESB students in the sample group had higher educational aspirations than their ESB peers.

2.DECLARATION.

" I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text."

Signature

Date27/11/92.....

3. ACKNOWLEDGEMENTS.

I wish to express my sincere thanks to my supervisor, Mr. David Prescott, for his encouragement, interest, and professional guidance throughout this research project.

Thanks also to the teachers from associate schools who readily supported this project by willingly administering trial questionnaires to their classes.

Special thanks to my principal, deputy principals and upper primary colleagues for their support, tolerance and cooperation when forms needed to be sent to parents or I needed to 'borrow' their classes to collect the various data items needed for this project. Finally thanks must go to the upper primary students for their patience in filling out the various pieces of data which to them seemed to be endless.

S. M. LIENERT.

1992.

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5. CHAPTER ONE - INTRODUCTION

5.1 THE BACKGROUND TO THE STUDY.

Australia is one of the most multicultural countries in the world. Because of this many adjustments to immigration policies have been made over the years to accommodate the diverse number of cultures coming to this country.

The early policies were directed at ensuring a racially homogeneous country of European, that is, British origin. The application of techniques such as the Natal Dictation Test was an instrument ensuring discrimination according to government direction. One such policy was known as "The White Australia Policy" and it was established to limit the number of non-European immigrants entering Australia. This policy was a direct result of problems with Chinese on the gold fields and the continued anti-Chinese demonstrations prior to 1901. There had been a weakening of these policies since the 1960's but the policy known as "The White Australia Policy" was not formally abolished until 1974 when a non-discriminatory immigration policy was established . (Fraser, 1983, pp64-72)

Another immigration policy had to be considered during the 1950's when many Europeans migrated to Australia as a result of an assisted-passage scheme for displaced persons following the Second World War. During these years no attempt was made to assist migrants with their transition from their own culture to that of their adopted country. A policy of assimilation, that is, immigrants were expected to merge with the dominant

Anglo-Australian culture, seemed to be the adequate solution to accommodate these new non-English speaking immigrants of different cultures.

Assimilation implied that migrants were to merge with the dominant culture and relinquish much of their own ethnic heritage. For these migrants assimilation meant a 'sink or swim' approach. This implied that migrants who wanted access to an education and job opportunities, that is 'to swim', had to learn English. For those unsuccessful in learning English, those who 'sank', it meant relegation to simple labouring jobs where mastery of English was not required, and, as a result, they became part of the lower socio-economic group in Australia. (Polesel 1990, Combe 1981, de Lemos 1975).

During the early 1960's the Dovey Report (from the Commonwealth Immigration Advisory Council) and a report named 'The Survey', conducted by the Queensland Department of Education (cited in Dapiran, 1982, p.2) suggested that the integration of migrant students with the dominant ESB culture was most successful within a year of their arrival in Australia. However these reports were subsequently criticised for reliability and validity and "as it became apparent that assimilation was neither as rapid nor complete as had been reported, schools were forced to acknowledge the foreigner within". (Dapiran, 1982, p. 2)

As a consequence to the weakening and final abolition of the policy known as "White Australia Policy", the number of non-European immigrants increased during the 1970's mainly because of Australia's

acceptance of refugees from Asia. This change was due to pressure groups insisting on Australia's acceptance of refugees. The influx of immigrants from Asian countries brought with them further culturally diverse groups to be added to an already multicultural nation. This prompted a revision of the assimilation policy.

Eventually the assimilation policy was replaced by Government policies which promoted multiculturalism where the various cultural groups were encouraged to reside in Australia and to retain their ethnicity. Polesel (1990,p.64) suggests that multiculturalism means "...their cultural differences, rather than being a burden were a cause for celebration."

Implementation of a multicultural immigration policy seems to be an adequate way of accommodating the diverse number of cultural groups within a multicultural nation. This should mean also that everyone has an equal opportunity to obtain an education regardless of the cultural group they represent. However, Polesel (1990p.64) points out that policies " ... designed to promote multiculturalism reflect contradictions and ambivalent ideologies."

An integral part of culture is language. Therefore one of the contradictions of multiculturalism is that Non English Speaking Background (NESB) migrants only have equal access to an education by learning English because there is no provision in schools for classes to be instructed in Languages Other Than English (LOTE) unless they form their own educational institutions, for example, the Japanese school in Claremont. In addition, NESB migrants are unable to function successfully in Australian

society by retaining the linguistic part of their culture because LOTE play almost no role in Australian institutions such as law, parliament, business and transport although there are few multilingual translating/interpreting services available. (Slade and Gibbons, 1987, p.95).

The ambiguity with multiculturalism, as Polesel (1990,p.64) suggests, occurs because "the provision of English remains necessary as a tool for surviving and prospering in Australia." Slade and Gibbons (1987,p.95) suggest further that people speaking a "community language other than English risk being denied full membership in Australian society and full access to power". An equal opportunity to an education seems possible only through one's degree of proficiency in communicating with the English language.

During the 1970's assistance was given to migrants in the form of special language centres, established to provide NESB students with intense language tuition. English as a Second Language (ESL) teachers were placed in schools to further assist these students when they entered mainstream classrooms. The aim of such programmes was to provide NESB students with the necessary linguistic skills to have access to an education in Australia. The problems with ESL programmes were that they alienated the very students they were trying to help by branding them as students with problems because their ESB peers regarded such classes as inferior. It was also found that many NESB students actually benefited more by remaining with their peers in their own classrooms. (Polesel, 1990, p.66)

Despite the good intentions behind assistance of this kind for NESB students, the fact remains that the aim of the programmes was to teach NESB students English because NESB students have access to an education **only** through mastery of English.

Current multicultural immigration policies then, seem to suggest that NESB migrants may retain their cultural identity, providing they acquire the language of their adopted country. Gardner and Lambert (cited in Bessel,1984, p.22) describe this as a "fascinating challenge - to keep one's own culture and linguistic identity while mastering a second language".

Slade et al(1987,p.105) states that there is a link between English proficiency and school achievement, while Hewitt (1980,p.4) suggests there is compelling evidence (in the report on "Migrant Services and Programs") to show that proficiency in English is so important that "the implications of difficulties with English remain with some students throughout their lives and limit their ability to participate in more advanced studies". (Hewitt,1980,p.4)

These demands upon linguistic proficiency are remarkably similar to the requirements faced by European migrants during the 1950's and therefore it is evident that, whatever the policy, mastery of the English language is **still essential for an education in Australia.**

Many NESB students attending schools in recent years have been born in Australia. For example, the school used for this study, has a high

proportion of students who have NESB parents but the students have been born in Australia. Even though it is now many years since the multicultural policy was introduced, these students seem to have merged into the dominant Anglo-Australia culture and are not easily identifiable as NESB students because culturally they do not appear any different from their ESB peers and they often seem to be proficient in English. But even for these students, Williams (1986,p.175) claims that because of linguistic difficulties, "the educational picture for non-English speaking students born in Australia seems to be fairly negative ...". It seems then, that claims of NESB students still being disadvantaged appear to be justified.

However, Williams (1986,p.169) also suggested that some NESB students are successful in their schooling and believes reasons for this need to be fully researched. According to Bullivant (1988,p.223), educational achievements of NESB students suggest that it is not only **some** of these students who are successful but that so many are achieving success that they should no longer be referred to as disadvantaged. Bullivant substantiates his claim by stating that surveys over the years have shown that there is an increase in the number of ethnic students represented in universities while the number of ESB students is decreasing. (Bullivant,1988,p.223).

Many factors could be attributed to this changing image of NESB students. One explanation is that, regardless of multicultural policies, migrant parents are prepared to sacrifice part of their culture for their students' future because they realise that "the schools and a command of English are a crucial medium through which their ambitions for their students will

be realised". (Polesel, 1990, p.69). Other reasons for this could be attributed to changes in teacher expectations of NESB students, changing socio-economic status, social acceptance of NESB students by ESB peers, increased self esteem and increased educational aspirations of NESB students. (Bullivant, 1988).

5.2 THE PURPOSE OF THE STUDY.

The purpose of this study is, firstly, to establish whether variables of social acceptance of peers, self esteem, attitude towards school, attitude towards teachers and influence of parents are factors which affect NESB and ESB students' attitudes toward future schooling and employment. Attitudes towards future schooling and employment can be defined as educational aspirations.

A second purpose of this study is to establish whether these factors have a greater affect on the educational aspirations of NESB students or ESB students.

1. NESB Students.

<u>Factors</u>	<u>Influence on</u>
Social Acceptance]	
Self-esteem]	Attitudes towards = Educational
Attitudes towards school]	future schooling Aspirations
Attitude towards teachers]	and employment
Influence of parents]	

2. ESB Students.

Repeat above and compare results.

5.3 SIGNIFICANCE OF THE STUDY

This study is significant for the following reasons:

1. The population of the school used for this study is typical of many government schools in Western Australia in that many ethnic groups are represented within the school with no English as a Second Language specialist teacher.
2. Much research has been carried out in this area in U.S.A. but there has been little research carried out in Australia. The research which has been carried out in Australia has mostly focussed on high schools. There is a need, therefore, for research to be carried out in this area at primary school level.
3. The age group of upper primary students is such that these students are most likely to provide accurate and honest opinions for the data required.
4. The study will be beneficial in determining problems of students who are not readily identifiable as NESB (second generation migrant Australians) since they appear to merge without difficulty into the mainstream classroom. There are a significant number of these students in the present school population.

5. Research into NESB students' education is usually undertaken from the teacher's perspective or focuses on the students' linguistic and cultural differences. There is a need also to examine how the students themselves view their educational prospects in a mainstream classroom because many positive or negative attitudes towards schooling can be established during primary school years. These views on the education system which are established in primary school may remain with these students throughout their lives.

5. 4 LIMITATIONS OF THE STUDY

There are a number of limitations which are evident in this study.

There are many factors which affect NESB students' educational aspirations but only selected factors have been included in this study. Factors such as gender, socio-economic status, racism, various ethnic groups, discrimination or language have not been included in this study. These factors are not considered by the researcher to be acutely relevant to the sample group though they may still have an influence on these NESB students' educational aspirations.

The IQ of the students has not been taken into consideration. The ability level of the students may have an effect on their educational aspirations because high achievers may have a more positive attitude towards school, their teachers and their future schooling and job prospects. In addition,

some parents of high achievers may have higher aspirations for their students and be a greater influence on their students' aspirations than the parents of those students who are low achievers.

The students will learn that the researcher is conducting a study because of the information given to their parents prior to the commencement of data collection. Despite the controls indicated, the students may still respond to the questionnaire in a manner they think is required by the researcher.

Limitations associated with a Likert scale questionnaire are listed in Hook (1981, p.178) . These include

- a. "... respondents may, and often do, unconsciously distort the nature of their true ... attitudes"
- b. "... the conscious or unconscious efforts by a respondent to paint a more or less desirable picture of himself"
- c. "... a respondent ... avoids the extreme categories on rating scales...."
- d. "...there is no control over the interpretation of the meaning of questions and words."

The sample number is a very small proportion of all upper primary students in government schools in Western Australia and therefore, it is not possible to generalise the results of this study to a wider audience.

Students' friendships are sometimes tentative and changeable and the sociogram may not be a true indication of a child's social acceptance if it is

administered during a time when some students, who are usually popular, are experiencing periods of disharmony with their peers.

This study is still considered worthwhile, in spite of these limitations, because it is expected that the degree to which the variables influence students' educational aspirations can be calculated effectively and calculations of the students' level of self-esteem and social acceptance will be accurate enough to make the results worthwhile.

5. 5 DEFINITION OF TERMS.

Educational aspirations - the level of education one desires to attain.

Educational achievements - the level of education one actually acquires.

English Speaking Background (ESB) - (Australian definition). Any child who was born in an English speaking country or whose parents were both born in an English speaking country.

ethnicity - "one's self-identity in relationships with others as pertains to one's affiliation with a certain group. It is group identity or group personality."(Calvin cited in McConnell,1982,p.9)

Likert-type rating scale - "a scale to measure attitudes where subjects respond to indicate the degree to which they agree or disagree with positive or negative statements."(McConnell,1982,p,9)

Non English Speaking Background (NESB) - (Australian definition). Any child who has been born in a non English speaking country or who has either parent born in a non English speaking country.

Second generation immigrant - a person born in Australia but whose parents or parent was born in a non English speaking country.

Self-esteem/self concept - (for this study, assumed to have the same meaning) "... a person's perceptions of himself/herself".
(Rampaul et al,1984,p.214)

Socio-economic status - the social and financial environment in which one lives.

Sociogram - "a technique for studying interaction patterns among groups, particularly peer groups". (Hook, 1981, p. 191).

Teacher Expectations - "Teachers form impressions based on physical appearance and conduct ... achievement, I.Q. scores, or general characteristics of older siblings or parents. These impressions based on a day's or a week's experience may produce expectations about pupil behaviour and future achievement..." (Braun,1976, p.192)

The Ohio Social Acceptance Scale - "a measure of sociometric choice or rejection. On this scale each subject rates every other member of his group on a six-point scale". (Hook,1981 ,p.194).

6. CHAPTER TWO - REVIEW OF LITERATURE

Literature from U.S.A. on the topic of academic achievements of NESB students is abundant but research into academic aspirations is not so prolific. However, educational aspirations are so closely associated with educational achievements, that both achievements and aspirations are included in this literature review. Because there is so much literature in this area in U.S.A., reference is made to only a few and, where possible, to the most recent writings.

By contrast, there is very little literature in Australia relating to NESB students' achievements and aspirations in education.

Aboriginal students are classified as NESB but, because aboriginal students are a significantly different group which needs to be given a specific focus, they are not included in this review.

Many aspects of education have been examined by researchers in their bid to define factors which influence the academic achievement and aspirations of NESB students. Cultural differences, perceived teacher expectations, socio-economic status, home environment, motivation, self esteem, interpersonal and social relationships with peers and language difficulties are all factors which have been researched. (Bessel,1984; Brattesini, 1981; Bullivant, 1988; Clifton et al, 1986; Dapiran,1982; Hewitt,1980; Malin,1989; Soto,1989)

This literature review examines research into factors which are of particular significance to this study and are those which are seen to have the greatest affect on educational aspirations of NESB students. These include self esteem, social acceptance, attitudes towards teachers and influence of parents. If these factors are viewed positively by NESB students, these students would have a positive attitude towards school and have high educational aspirations. Research into other factors, such as conflict with the school's cultural system, discrimination, socio-economic status and language proficiency are also reviewed so that a more extensive overview is given on the many factors which affect NESB students' educational aspirations and academic achievement.

6.1 SOCIAL ACCEPTANCE

NESB students' aspirations in education can be affected by how well they are accepted by their peers. Students who feel they are socially accepted by their peers are more likely to have a high self esteem, a positive attitude towards school, high educational aspirations and generally, achieve better results academically. Good and Brophy (cited in Malin 1989, p.58) claim that social aspects of education are so influential that they "may have important effects on what is learned or how well".

6.2 SELF ESTEEM/SELF CONCEPT.

Self esteem is also regarded as a very powerful factor in determining NESB students' attitudes towards education. Rampaul et al (1984) state

Considerable research evidence exists to suggest a relationship between self-concept and academic achievement. .. At the elementary level, if a positive attitude towards learning can be fostered in students, it seems likely that a positive self-concept of ability would result. ... if low self-concept can be identified and found to be related to academic achievement during the early elementary years, then attempts can be made to enhance the individual's self-concept of ability. This may alter his/her attitude to education before he/she becomes a potential failure or dropout. (pp.214,215)

A study to ascertain the relationship between academic achievement, teacher expectations, self concept and creativity was undertaken by Rampaul, Singh and Didyk (1984). These researchers studied native Indian students in grades three and four in a school in a northern Manitoba community and found that those students who had a high self-concept and for whom teachers held high expectations tended to be high achievers but were not necessarily the most creative. The researchers advise that action needs to be taken to remedy the situation because failure to do so could lead to "social injustices, inequalities of opportunities, potential for racial conflict and disharmonies, and finally economic dependence". (Rampaul et al, 1984, p.222). They add that students who do not experience success in school are alienated from those who do achieve by a thick wall and that "this thick wall for the Native learners is a school system with teachers who don't expect them to do well, who thus help them to experience a low self-concept, who may

squelch their creativity and finally produce academic failure".

(Rampaul,1984, p.222)

In research into self-esteem and academic achievement of black and white students in America, Porter and Washington,1979 and Wylie,1979 (cited in Demo and Parker,1987, p.345) found evidence that there was no difference between self-esteem levels of black and white students and, in recent times, research by Demo and Slavin-Williams, 1983 (cited in Demo and Parker, 1987, p. 347) reported that self-esteem levels of black students in elementary school and adolescents was found to be higher than for white students. However the association between academic ability and self-esteem showed that "among high school students, school performance has a stronger direct effect on the academic self-concept of blacks than on that of whites". Demo and Parker found further evidence in research (Bachman and O'Malley,1977; O'Malley and Bachman, 1979) that this relationship between academic performance and self-esteem diminished as the students became older.

Demo and Parker (1987) themselves, studied the relationship between academic achievement and self-concept of undergraduate students in a university in America. They collected data by administering the Tennessee Self-Concept Scale which is a 100 item Likert scale. They found that their results supported the arguments that self-esteem of black students was equal to or greater than that of white students. They also found that for the majority of the students who studied there, there was no association between academic achievement and self esteem. These results then, supported previous research mentioned by them which.

indicated that the relationship between self-concept and academic performance diminished amongst adolescent students.

Verkuyten (1989) studied the differences between six specific components of self esteem of Dutch students and Turkish students who had immigrated to the Netherlands. These students were aged between 9 and 13 years.

The six components of self esteem included behaviour, physical appearance and attributes, popularity, happiness and satisfaction.

Verkuyten's results showed there was no difference between the self-esteem of Dutch and ethnic minority students. This result supported the results of Demo and Parker's (1987) study. However, Verkuyten found the different components of self-concept were not equally important for both groups. He concluded (1989,p.270) "School and learning, like friends, popularity, and satisfaction with life, had a greater impact on global self-esteem for this sample of Turkish students than for their Dutch counterparts".

6.3 TEACHER EXPECTATIONS.

Teacher expectations and their association with self-fulfilling prophecy has become an issue in education since Rosenthal and Jacobsen's publication of Pygmalion in the Classroom in 1968. This study specified that students who received positive evaluation achieved better results than those who received negative evaluation. McConnell (1982,p.4) declares that this study was criticised later on the grounds of methodology but, regardless of the criticism, many researchers, such as Clifton et al (1986)

and Doherty (1988), have since completed studies on the effects of teacher expectations. The significance of this factor is evident from the abundance of research material which is available on this aspect of education. The results of some of these studies are outlined in this literature review.

Impartial teacher-student interaction is impossible to achieve because both teachers and students are influenced by various personality traits which affect their assessment of each other. Downey and Kelly (1975,p.23) agree that this aspect of classroom interaction cannot be avoided and believe that "judging others and forming impressions of them is an integral part of all social interaction; forming judgements of students is an inevitable part of a teacher's task". Downey and Kelly, (1975,p.24) go on to warn "It is particularly urgent then that teachers be aware of the effects their judgements may have on pupils...".

Judgements and assessments by teachers are often communicated to the students in the form of teacher expectations. This is not necessarily harmful to students unless these judgments are made from personal biases and prejudices. Doherty (1988,p.24) advises "We must make sure there is fairness in the classroom. There is no room for bias ... in the primary school".

Problems with teacher expectations arise when teachers' biases and prejudices are communicated to the students in such a way that self-fulfilling prophecy results. This occurs when students acquire information about their ability from their teacher and perform according to those

expectations, thus confirming the teacher's original expectations. (Braun, 1976; Brattesini,1981; Clifton,1986; Rampaul,1984; Williams,1986; Malin,1989; McCombs and Gay,1988; Good and Brophy,1990).

Good and Brophy (1990.pp.445,446) list several ways in which teachers communicate their expectations to low and high achieving students. According to Good and Brophy (1990) even the physical seating arrangements of the classroom may communicate teacher expectations to students when the "lows" (sic) [low achieving students] are seated further away from the teacher because this results in less friendly interaction and less eye contact. Other examples given of teachers communicating their expectations through the quality and quantity of teacher - student interaction include; waiting less time for lows, criticising lows more frequently for failure, praising lows less frequently for success, paying less attention to lows and interacting with them less frequently. (pp.445,446)

Clifton, Perry, Parsonson and Hrynuik (1986,p.59) define expectations as two types, namely normative and cognitive. Normative expectations are the social behaviours which teachers expect from students and cognitive expectations are teacher expectations of students' academic performance. However, most of the literature relating to expectations examines its effect on students' academic performance.

Mason (cited in McCombs and Gay,1988, p.648) describe a study where teachers were advised beforehand that information about students could have an effect on their expectations. After the study was completed the results showed that, even though previously advised, the teachers were

still influenced by expectations. McCombs and Gay (1988,p.648) suggest that teachers are intentionally biased but view this as a valid way of predicting students' academic performance. Doherty (1988,p.24) claims that judgements which are made from student's perceived ability and which forecast the students' possible academic achievement are a subtle way of affecting expectancy.

Many studies have shown that teacher expectations do influence student behaviour, not only in the academic achievement between high and low ability groups but also in the academic achievement and aspirations of NESB students. Williams (1988,p.173) states that "...teacher expectations of student ability can be one of the most crucial factors in the success of students of [NESB]". Doherty (1988, p.14) believes that "... the view that teachers allow stereotypes, racial or sexual, to determine their perceptions of students cannot go unchallenged" while Jensen and Rosenfield (cited in McCombs and Gay (1988, p.648) claim that simply "hearing a student speak influences teachers' judgements".

The study by McConnell (1982) examined the effect of teacher attitudes towards black students in an elementary classroom in U.S.A. and found that negative teacher attitudes were communicated to black students through criticisms of them and by viewing their behaviour less favourably. McConnell (1982,p.26) stated that "Black student growth and development was impeded because of teachers' behaviors in the integrated classroom".

The effects of grouping students for reading instruction in a New York Public school were examined by McDermott and Godspodinoff (cited in

Malin, 1989). These researchers found that the bottom group contained students who were predominantly ethnic minority students while the top group comprised middle class whites. They concluded that "the institutional organisation of schooling puts certain constraints on teachers requiring them to set up classroom structures which result in the teacher and the minority student collaborating in the student ultimately 'achieving school failure'". (p.67)

Brattesini, Weinstein, Middlestadt and Marshall (1981) studied the effect of teacher expectations on students' expectations in an ethnically mixed urban school district in U.S.A. These researchers found that students did perceive differences in the ways in which teachers related to high and low achievers and studied ways in which students' perceptions of teachers' differential treatment affected their own expectations and achievement. Brattesini et al (1981, p.12) found that "... student achievement in high differentiating classrooms is more strongly related to teacher expectations and less strongly related to prior achievement than in low differentiating classrooms".

Some of the problems facing secondary NESB students were examined by Williams (1986) who interviewed students and teachers in a South Australian High School. The students she refers to were born in Australia but they are still referred to as NESB students because a language other than English is their predominant language outside the school. She claims that for these students there is often a mismatch between teacher expectations, student expectations and parent expectations. For example, many problems arose because the students misinterpreted the teacher's

treatment of them and because of this they believed the teacher did not like them. The students believed they had the ability but the system was against them. Williams (1986,p.173) states "If students are not expected to succeed and are aware of these expectations, then their problems in overcoming these expectations can often be insurmountable".

Studies which have examined the various aspects of teacher-student interactions have shown that characteristics such as race, social class and gender of NESB students influence teachers' expectations of them. Clifton et al (1986) claimed that

a number of researchers have argued that schools play a major role in perpetuating the existing social stratification system, partly because teachers assume that students with certain ascribed characteristics learn faster than students with other ascribed characteristics. (p.60)

McCombs and Gay (1988) studied teacher expectations of white and Hispanic students and concluded that race and class are bases for teacher expectations because lower class students and Hispanic students were viewed more negatively than whites. They found that even when an Hispanic child had a high IQ he was viewed less highly than a white child with a high IQ.

The effects of race and social class on teacher expectations were also studied by McCombs and Gay (1988) and evidence was found that these two factors were bases for teacher expectancies. The teachers in the study were asked to rank twelve photographs of White and Hispanic students into four categories: Hispanic lower class, White lower class,

Hispanic middle class and White middle class. The photographs were, in fact, the same two boys in different clothing but the teachers failed to recognise this. The results showed that race and social class were the significant main effect in this analysis. With additional fictitious information of address, name of school, grade, interests and verbal information about the child's IQ, the teachers were then asked to rank the photographs from 1 to 30 according to their prediction of the child's academic ability. The teachers were also asked to record the criteria they used for the ranking. The teachers stated that they based their judgements of students on IQ information. However, because the photographs of the white child were ranked higher than the Hispanic child, McCombs and Gay (1988, p.651) intimate "apparently they were unaware that race was still a factor in their judgements".

A study by Hillman and Davenport (1978) examined the effects of student and teacher sex and race on teacher-student interaction in a Detroit public school by collecting data from classrooms by observing them from 10 to 43 minutes. They suggest that the common belief was that black students were given inferior treatment in comparison with white students. However Hillman and Davenport's findings differed from this belief. The teachers in Hillman and Davenport's study were made aware of these findings in an inservice course and then became the subjects of their study. Hillman and Davenport (1978,p.551) found that "on the whole the interaction patterns between black and white students are far more similar than they are different". They suggest that a reason for this finding could be that "white teachers overcompensated in their interactions with black students in an

attempt to make the patterns appear to be equal". (Hillman et al,1978,p.551)

Clifton et al(1986) disagree with Hillman and Davenport's finding and claim there is evidence that teachers do not treat their students equally. Clifton et al (1986,p.58) state that "teachers' treatment of students is often based on such ascribed characteristics as ethnicity and sex". They provide evidence to support their claim from studies which demonstrate that teachers behaved differently towards boys and girls by disapproving of boys' behaviour more often than girls by criticising and punishing boys more than girls. This different treatment of girls and boys affected their academic achievement and this was due to teacher expectations. (Clifton et al,1986,p.58).

In their own study, Clifton et al (1986) examined teacher expectations of female and male students from a junior high school in Canada. They found that "teachers' expectations of their students are affected by the students' ethnicity, sex, intellectual ability and academic performance". They claim that their study shows that students' ethnicity and sex have the same effect on teachers' expectations of students' academic and social performance and also, that teachers have higher expectations of female students. They argue that "differential expectations based on ascribed criteria, such as ethnicity and sex, violate the norm of universalism, which states that all students should be treated as equal members of age-grade cohorts except as they differ in ability and performance". (Clifton et al,1986,p.66)

Braun (1976) examines many studies relating to teacher expectations prior to 1976 and concludes that there are studies which both support and refute expectancy effects. He summarises the variables which affect teacher expectations. (Braun, 1976,p.206) (Appendix A). Some of these variables include intelligence test results, sex, ethnic background, physical characteristics. This connection is clearly drawn between teacher input and learner output in a behavioural cycle. Braun (1976,p.185) states that "The teacher is without question the key to a successful classroom learning experience" and concludes (p.209) "... parents set the stage, but the play is acted out with peers, teachers, and bosses for teachers the job is to see that the play is acted out so that the actors are not destroyed."

6.4 INFLUENCE OF PARENTS.

Parents play an important role in influencing the motivation, and consequently the educational success, of their students. Many parents who, as migrants, accepted less skilled occupations because of linguistic difficulties, viewed the education of their students as a crucial medium through which their aspirations for their students would be achieved. (Dapiran,1982; Bessel,1984; Bullivant, 1988)

The difference between academic achievement of Australian, English, Greek and Italian student in a number of secondary schools in Australia were examined by Clifton et al (1991). These researchers conducted a seven year longitudinal study of youths from their secondary education to the labour market. The researchers concluded that Greek and Italian

students' academic achievement was less than Australian and English students but Greek and Italian students received more social psychological support and as a result, proportionally more of them completed secondary school. The social psychological support refers to the variables on a theoretical model which includes influence of significant others (friends' plans, parental expectations and teacher expectations). The researchers (1991,p.124) suggest that the academic achievements of these ethnic groups are not blocked by the educational system, rather, "that Greek and Italian students have been socialised within ethnic cultures that provide support, in other ways than are indicated by these social psychological variables, for academic achievement" Clifton et al (1991,p.124) conclude further that "..academic achievement and social psychological support for education are the major sources of ethnic-group differences in academic attainment".

Home environment and motivation of high and low achieving Puerto Rican students in urban Pennsylvania were compared by Soto (1989). This researcher conducted face to face interviews with his subjects and found "that a substantial portion of the variance in school achievement is attributed to the home environment". In addition to this, Soto found that mothers of higher achieving students had "significantly higher aspirations for their child, parental aspirations for themselves, parental reinforcements of aspirations, knowledge of the child's educational progress, and family involvement scores than mothers of lower achieving students".(Soto,1989,p.28)

In Bullivant's (1988) study he refers to the success of Asian students and, in particular, Vietnamese students. He states (p.238)"..most students who are backed by strong motivation from their families perform well at school and some of them become outstanding students".

Dion and Toner (1988) support Bullivant's (1988) findings regarding the academic success of Asian students. They report (p.165) that "In both the United States and Canada, students of Asian ethnic backgrounds are increasingly outperforming their peers in attaining excellence at the high school and university levels". Dion and Toner studied students' anxiety levels in tests and found that Asian students scored significantly higher in stress levels. Mickle (cited in Dion and Toner, 1988,p.165) suggests, "One of the largest things was the pressure from home".

While many parents want to support their students, they themselves are confronted with difficulties in understanding the school system and communicating with the school. Some of the difficulties confronting NESB parents when they endeavour to participate in the schooling of their students are pointed out by Williams (1986). One such difficulty is gaining information about their child's schooling in a language they can understand. Williams (1986,pp.174,175) claims " Parents need to feel comfortable and worthwhile and to feel they have a right to correct information in relation to their students' schooling".

DeLemos (1975) also found that many migrant parents experienced difficulty in understanding the school system. Some of the complaints which were listed by these parents included cost, standards, and methods

of education. The value of parental support is evident in De Lemos' statement, "Parents' views on the education of their child are important and there is a need for greater communication between parents and schools". (DeLemos,1975, p.273)

De Ferranti (1981,p.3) also found in her study that Turkish parents experienced difficulty in supporting their students through contact with the school. The importance of parental support is expressed in her claim that "Unquestionably, parents who visit the school regularly and show they wish their students to continue their education boost their students' educational progress". (De Ferranti, 1981, p.18)

6.5 ATTITUDE TOWARD EDUCATION.

Students who experience social acceptance with peers, have a high self esteem, have positive attitudes towards teachers and support from parents have high levels of motivation which is the driving force behind students' educational aspirations and achievements. (De Ferranti, 1981)

Taft (cited in de Ferranti 1981, p.31) mentioned motivation as a reason for academic success of NESB students. This researcher studied aspirations of NESB students and claims that proportionally more NESB students stayed until the final year of school. The reasons suggested for this was that "They have tremendous drive towards occupational success and this would overcome many of the obstacles to achievement". (p.31)

Bullivant (1988,p.239) claims there is compelling evidence that a significantly high number of these students achieve outstanding success academically and, in general, are achieving better results than their ESB peers and proposes that the reason for this is motivation. Bullivant identifies this phenomenon as the 'ethnic success ethic'. He suggests that if students were arranged along 'an aspiration-motivation gradient' significant numbers of Asian students would be at the top because of their very high aspirations and motivation. Bullivant warns that one must be wary of stereotyping students into achievement levels because not all Asian students were high achievers but the picture which emerges from Bullivant's study

..indicates unequivocally that significant numbers of second generation students in some ethnic groups have higher achievable aspirations and motivations than many ESB students, and are no longer disadvantaged in schools, as the conventional wisdom has suggested. Instead it would appear that significant numbers of students from Anglo-Australian, British and northern European families are at risk of becoming a new category, the self-deprived, by disadvantaging their own life possibilities and career scenarios. (p.240)

Kalantzis and Cope (1988,p.48) however, argue that Bullivant's findings "oversimplify and distort a complex situation." They agree that, while there is evidence that some NESB students are doing very well, other groups are performing very poorly. They qualify this claim by naming NESB groups who are not performing well as Aboriginal, Maltese and Lebanese. Kalantzis and Cope (1988,pp48-49) argue further that, even for second generation immigrants, there is evidence that educational success is distributed unevenly amongst NESB students because Asian and Polish students are performing well but Maltese and Italian students are not and

for first generation immigrants "the picture is almost universally bleak".

Kalantzis and Cope (1988) conclude

Despite the arguments of these educational critics, the situation of NESB students in the education system is far from satisfactory. Too few succeed and too many of those who do succeed do so at great cost; further the entire enterprise conceals significant, predictable and serious inequalities. (p.56)

Bullivant (1988,p.58) refutes Kalantzis and Cope's criticism of his findings and claims they are "missing the empirical forest for the ideological trees".

Bullivant (1988,p.59) states that these researchers "ignore the empirical data from the many other research studies that Bullivant adduces to support this contention" and adds that the same phenomena of educational success of NESB students is occurring in Britain, United States and Canada.

Mickelson (1990), however, refers to the paradox of education and its associated job opportunities. She studied reasons for underachievement of black adolescents in North Carolina who consistently showed positive attitudes towards education. Mickelson collected data on attitudes by administering a questionnaire which was composed of a 7 point Likert scale. Mickelson (1990) concludes that a critical factor in achievement levels was their view of what their efforts would ultimately bring from wider society because

Adolescents see their parents' experiences in the labour market, in which class, race, and gender also influence returns on educational credentials. Young blacks are not bewitched by the rhetoric of equal opportunity through education; they hear another side of the story at the dinner table. (p.59)

The following factors are included in this literature review so that a more extensive overview of factors which influence NESB students' educational aspirations and achievements is understood.

6.6 CULTURAL SYSTEM OF THE SCHOOL

In a review of literature on the subject of alienation and truancy in schools, Tame (1983) outlines early research [Seaman (1959), Jackson (1965), Mackey (1970), Tjosvold (1976), Anderson (1979), Heath (1970)], which identifies factors such as nonacceptance of the value system of the school, inappropriate responses to the culture of the school and school bureaucratization as reasons for alienation from school.

These factors are important in establishing peer acceptance of NESB students. For many of these students, the school's cultural system is vastly different to the ethnic socialisation which they experience in their own homes. Success in adapting to the school's cultural system is often dependent on the support they receive from their families, their own attitudes towards the school system and attitudes towards them by their peers. Clifton, Williams and Clancy (1991) state that

students who have been socialised within the the cultures of certain ethnic groups often differ on a number of important factors, such as rates of attending school, academic achievement, interaction with significant others, and self-concept of ability, which together affect the possibilities of completing secondary school. (p.113)

A study by Bessel (1984) of NESB students in a Canberra high school listed several factors which affected the socialisation process of these students and caused conflict with the dominant culture. These factors include conflict between the values of NESB students' own culture and that of the school system, a retention of NESB students' own values which hindered the social integration of NESB students into the mainstream and ignorance of, and insensitivity to, NESB students' culture by both teachers and mainstream students. Bessel (1984) claimed that when attitudes and values of NESB students were not valued by the school system they suffered poor self-esteem. Bessel (1984, p160) concludes that "Many [NESB] students in our high schools are undoubtedly prevented from reaching their full potential because of a complexity of often disparate factors operating to varying degrees in the very heart of learning ...".

Conflict of cultural values and the values of an Australian school are illustrated in De Ferranti's (1981) study of educational attitudes of Turkish parents in an urban high school. This study found that many of the Turkish cultural values were in conflict with the school. For example, Turkish girls were treated differently to Turkish boys and for this reason Turkish parents were anxious about what the school was doing for their daughters.

The Brotherhood of St. Laurence (cited in De Ferranti 1981,p.26) published their findings from interviews with Greek and Italian parents in the book, Two Worlds. These researchers (p.26) found that that it was difficult for these parents to understand the educational methods of the school and "the parents' mistrust of the school methods was often

communicated to the child and because of their strong feelings for family values, it meant a conflict of loyalties".

De Ferranti (1981, p.27) also refers to "The Inquiry into Schools of High Migrant Density 1974" by the Australian Department of Education which states its concern "that the school was often an alienating factor particularly between the child and the mother". The Inquiry goes on to say that the parents wished to maintain their own culture but, because the students were often better educated than their parents and were immersed in different social values, they "were frequently subject to strong peer pressure to conform". (de Ferranti, 1981, p.27)

Differences in cultural values of Greek, Italian and Turkish students are examined by Bullivant (1988, p.237). In interviews with Greek and Italian girls he found that they were outspoken about "anachronistic customs such as arranged marriages and the way the boys were 'spoiled'". However Turkish girls were 'conspicuously silent' when the topic of family control was discussed.

Cultural influences in educational aspirations were also examined by Niles (1989) who studied the parental attitudes towards female education in Northern Nigeria. This study found that there was a "strong negative attitude towards female education". (Niles,1989,p. 18). This attitude was a result of cultural values of the Nigerian people who believed that a girl's role was to be a housewife and mother. Niles (1989, p.19) claims that "attitudes are not likely to change unless there is a change in life-style and education comes to be viewed as an economic and social necessity".

6.7 DISCRIMINATION.

Discrimination because of cultural differences continues to be an issue for NESB students. Those students who encounter discrimination are usually ethnic minority groups. Discrimination impedes NESB students' socialisation into the school system and can affect their attitudes towards the school, as well as attitudes towards their academic achievement. Prejudices are not necessarily between ESB students and ethnic students but exist between ethnic groups as well. (Bullivant, 1988, p.235)

The results of a three month survey by Western Australia's Ethnic Communities Council of NESB adolescents who had recently arrived in Australia reported

1. Eighty-two percent of the young people in high schools felt rejected, isolated or discriminated against by Australian-born students.
2. Sixty-five percent felt senior high school teachers had discriminated against them.
3. Eighty-five percent of those at school also reported racism in public transport, shopping centres, streets and some public facilities.

The report suggests that teachers and school support staff should be trained in cross-cultural awareness, that older students should receive vocational counselling before entering mainstream classrooms and that migrant parents should allow their students to mix in the wider community. (Aisbett, 1992, p.8)

Another article summarising a Taiwanese student's report on study in Australia which was published in the China Times. According to the student, Shirley Miao, "Teachers look down on Asian students, have an

ignorant sense of white superiority and do not respect Asians. We are not even treated as people". A spokesman for the foreign student scheme admitted that racism did exist but suggested that for this student "it was an unfortunate, extreme and isolated case". ("Racism",1992,p.6)

Slavin (cited in McConnell1982, p.24) found biracial committees and similar school programmes made little difference in racial attitudes but that "students who had contact with another race had more positive interracial attitudes" and that "friends are made in small cooperative groups, not large and faceless ones".

Prejudices and discrimination amongst students in seven Melbourne high schools were examined by Bullivant (1988) to determine whether these issues were disadvantaging the students in making career choices. Bullivant interviewed both teachers and students and found there was clear evidence of prejudice and discrimination against NESB students, particularly Asian and Indo-Asian students. Much of the criticism directed at this group of students by ESB students was because they "were said to work too hard, to do too much homework, to have too much parental support, to be too motivated and academically pushy in class and even to have too many brains". (Bullivant,1988, p.236). In contrast to the reports in The West Australian, Bullivant found that, among teachers, there was little evidence of prejudice against Asian students. Rather, staff considered these students to be exemplary, "quiet, diligent and highly motivated and valued their presence in class". Bullivant,1988,p.234)

6.8 SOCIO-ECONOMIC STATUS.

Much of the research alludes to socio-economic status as an influential factor in NESB students' aspirations and achievements in education. Students from high a socio-economic status were said to have higher aspirations than those from a low socio-economic status. Malin (1989,p.62) states "student achievement has little to do with either the ability of the student or the quality of the school but is predominantly the product of the students' social class background". Malin supports this claim by giving the example of Turkish and Finnish students who were low social class in Sweden and Germany and did not achieve well at school but in Australia the Turks and Finns were high status and performed well in school. (Malin,1989,p.70)

Bullivant (1988,p.238) also supports this claim and states

It appeared that, regardless of ethnic background, students from lower [socio-economic] homes and ethclasses [ethnic classes] tended to be more apathetic, less confident of their career plans and did not aspire as highly as students across all ethnic groups from middle and upper [socio-economic] backgrounds.

Bullivant qualifies this statement by explaining that some ethnic groups, such as the Vietnamese, were low socio-economic status when they were newly arrived in Australia but, because of their cultural backgrounds had 'upwardly socially mobile aspirations'

6.9 LANGUAGE PROFICIENCY.

In literature relating to aspirations and achievements of NESB students, there are, inevitably, references made to language proficiency of NESB students. (Cummins and Mackay, 1990),(Dapiran, 1982), (Bessel,1984), (de Ferranti,1981),(Williams,1986).

Many of the students coming to schools today are second generation immigrants and appear to be proficient in their use of the English language because they are fluent orally in their interactions within the classroom. However, the English language is often not used in their homes. This means they are not exposed to different forms of language, for example formal language, and their supposedly proficient language use is shown to be only superficial because much of the time, they are deficient in written language. (Cummins and Mackay,1992,pp.1,2)

Slade and Gibbons (1987) reported in their findings from testing bilingual proficiency in Australia, that NESB students did not improve their proficiency in English even after five years of schooling. They conclude that NESB students are not able to acquire language proficiency in the classroom but need extra instruction. They claimed (1987, p.105) there was a link between English proficiency and school achievement and that "there is an implication that these students are suffering a substantial academic disadvantage through their lower English proficiency ...".

Examples of difficulties experienced by NESB students which occur because their written language skills are not up to standard are given by

Williams (1986,pp.171,172). When teachers correct them, or give low grades without explanation, the students become "frustrated and disillusioned". Consequently the students feel they are failing "because of a personality clash with the teacher" or "the teacher doesn't like them". Because of these misunderstandings, these students become alienated from their teachers and believe the system is against them. Williams (1986, p.173) suggests "The reasons why such students are not able to achieve at the required level, without support, are clearly related to significant gaps in the language learning as well as their cultural knowledge".

Hewitt (1980, p.115) found in her study of academic achievement of 10 to 14 year old NESB students in Melbourne that, for 10 years olds, if English was not used in the home, their performance in school was considerably reduced. However, for 14 year olds, their performance in school was not reduced if they did not speak English in their homes but they experienced reduced performance in school when they did not speak English with their friends and used English only in the school environment.

Mullard, 1982; Syer, 1982; and Ellis, 1985 (cited in Polesel 1990, pp. 66-68) disagree with the provision of extra instruction for NESB students because they become alienated from their peers and are labelled by such language support programmes. These researchers believed that NESB students who receive no extra language support, in fact, do better than those with it. Polesel (1990, p.67) suggests that 'every teacher is an English teacher and teachers need to be involved in planning programmes which include NESB students and do not alienate them".

The language and content teaching of Inuit students in Canada was studied by Cummins and Mackay (1990). They initially found that most teachers had no formal training in teaching English to NESB students and suggested that teachers untrained in second language teaching techniques "might be unaware of the importance of demonstrating clearly to students the language conventions employed by English to communicate concepts in science, social studies and other academic subjects". Cummins and Mackay (1990, p.14) suggest that, for teachers to meet the demands of the growing numbers of NESB students in their classes, there is a need "to provide teachers with opportunities to develop the expertise necessary to effectively educate [NESB] students". This finding indicates then, that while NESB students might do better in mainstream classrooms without specialist support as suggested by Polesel earlier, teachers need training to educate these students effectively.

6.10 SUMMARY.

In conclusion, many of the reasons given in this literature review for academic failure of NESB students are effectively summarised by Cummins and Mackay (1990,p. 6). They list these reasons as "Unsupportive home environment", "Irregular school attendance", "Lack of student motivation" and "Home-school language switch". Added to these, other researchers found influences such as teacher expectations, self-esteem, social acceptance of the students, cultural and linguistic

differences and socio-economic status of the families. The difficulties for these students seem insurmountable. However, in recent times, statistics show that increasing numbers of NESB students are experiencing success within the Australian education system and are actually outstripping their ESB peers because proportionally more NESB students are entering universities. Researchers have found that the possible reasons for the increasing educational success of many NESB students have been attributed to motivation, self-esteem, social relationships, positive teacher expectations and family support.

7. CHAPTER THREE - THEORETICAL FRAMEWORK.

7.1 IDENTIFICATION OF VARIABLES IMPACTING ON THE RESEARCH QUESTIONS AND THEIR INTER-RELATIONSHIPS.

Bullivant (1988,p.223) states that

... several research studies are now suggesting that many second generation students from some non-English speaking (NES) ethnic groups are doing better academically than many ESB students. and have greater academic motivation and career aspirations.

In contrast, Kalantzis and Cope (1988,p.48) claim that, while some second generation NESB students are performing better than their ESB peers, other groups are doing worse and that "too many of those who do succeed do so at great cost".

Students in upper primary classes in a Western Australian government school will be used as subjects in this study, firstly, to establish which factors influence NESB and ESB students' educational aspirations and, in order to ascertain whether NESB students have higher educational aspirations than their ESB peers, as stated by Bullivant, compare the educational aspirations of NESB students with those of their ESB peers.

The factors used in this study are, social acceptance, self-esteem, attitude to school, attitudes to teachers and influence of parents. These factors will be examined to establish whether they have an influence on NESB students' educational aspirations. Educational aspirations are specified as

attitudes towards future schooling and employment in this study. These factors have been chosen because they are seen by the researcher as possibly the most influential for the students in the sample group.

The researcher is aware that other factors may also have an influence on NESB students' aspirations. However, the significance of some of these factors would not be seen as important enough to be included in this study. For example, the sample group is taken from the same school and therefore socio-economic status amongst the students is not significantly different. Cultural conflict with the school's values and ethnicity is not included because most of the sample group are second generation migrants and have, to some extent, been socialised into the dominant ESB culture since birth. The Home-School language switch is also excluded because it was found that very few of the sample group do not speak some English at home.

Primary school subjects have been chosen because there is little research done in this area at a primary school level in Australia and it was felt that it is important to establish whether the variables used for the research have an influence on the students early in their schooling.

Self-esteem and social acceptance are regarded as important influences on students attitudes toward their education. (Malin, 1989, Mickleson, 1990). Again, little research has been carried out on primary school students in this area and these two issues may be very important factors in influencing primary school students' attitude towards education.

Much of the research into teacher expectations has revealed the effect of teachers' interaction on students. (Good and Brophy, 1990) This study will establish whether the students are aware of the attitudes of teachers towards them and therefore show teacher expectations from the students' perspective.

7.2 IDENTIFICATION OF THEORETICAL AND PHILOSOPHICAL ASSUMPTIONS UNDERPINNING THE STUDY.

It is the assumption of the researcher that many factors, accumulatively, would account for NESB students' increased success in education as stated by Bullivant (1988).

One assumption is that successful NESB students are frequently presented as role models to younger students. Examples of successful NESB students are shown each year when the results of the Western Australian Tertiary Entrance Examination are published. NESB students frequently achieve outstanding scores. These results receive both television and newspaper publicity and could be of particular significance to other NESB students and their families. Other role models of successful NESB students are found within the child's own school. From the researcher's experience, NESB students are apparently more conscientious than ESB students and frequently, they are the high achievers in the class.

Multicultural education is included in teacher training courses and it is the opinion of the researcher that this training has made teachers more knowledgeable about ethnic groups and should result in a decline in negative teacher attitudes toward NESB students. Teacher expectations may, in fact, be higher than for their ESB peers because NESB students are achieving success in education.

English as a Second Language support for NESB students has been withdrawn from many schools. This has meant that the mainstream classroom teacher has become solely responsible for NESB students' language teaching. While this is often difficult for the teacher, NESB students are no longer labelled by their ESB peers as being different or inferior.

There are increasing numbers of NESB students in classrooms and because of this, ESB students would frequently have NESB students in their peer group. Consequently, as seen by the researcher in her present school, NESB students blend with ESB students and, except for rare instances, are socially accepted by their ESB peers. Social acceptance by peers may be an important influence on students' opinion of school.

It has been the experience of the researcher that parents of NESB students are willing to relinquish some of their cultural heritage provided their students are achieving academic success at school. For many parents, an education and successful career for their students is the reason they have come to Australia.

7.3 PRIMARY RESEARCH QUESTIONS.

- 1. Do social acceptance by peers and self-esteem have an influence on NESB and ESB students' educational aspirations?**

- 2. Do students' attitudes towards school, students' perceptions of teachers' and parents' attitudes influence NESB and ESB students' educational aspirations?**

- 3. Are NESB students more socially accepted than ESB students?**

- 4. Do NESB students have a higher self-esteem than that of ESB students?**

- 5. Do NESB students have higher educational aspirations than ESB students?**

7.4 STATEMENT OF HYPOTHESIS.

Proportionally more NESB students than ESB students have high educational aspirations. Those students who have higher educational aspirations also have a higher self-esteem, are held in higher regard by their peers, have more positive attitudes towards school and teachers and receive more support from parents. This, accumulatively, results in a more positive attitude towards future schooling and employment.

8. CHAPTER FOUR - THE SCHOOL SETTING.

The school in which this study was carried out, is situated in suburban Perth and has a population of over 400 students, ranging from pre-primary to Year 7. The school population is typical of many urban government schools because it is representative of a multicultural society. In 1991 a survey was conducted and the results showed that 50% of fathers, 44% of mothers and 10% of the students were from non English speaking backgrounds. These statistics show that many of the NESB students are second generation migrants. The majority of ethnic groups represented in the school were of European origin (31% fathers and 25% mothers) but, there was no other significantly dominant group. (Appendix B)

The school is well supported by the Parents and Citizens Association and, because no special funding for disadvantaged schools has ever been granted to the school, it is assumed that the majority of the population can be regarded as working middle class.

9. CHAPTER FIVE - METHOD OF INVESTIGATION.

9.1 DESIGN OF THE STUDY

This study is a quantitative study using the method of correlation research.

The students were surveyed for the sole purpose of placing them into two groups, namely, NESB students and ESB students. This was done so that all data collected could be analysed separately for NESB students and for ESB students. Students who were born in a Non English speaking country, or with both or either parent born in a Non English speaking country, were classified as Non English Speaking Background students.

The study used a sociogram to measure social acceptance of students by their peers and the Lawseq test to measure self-esteem. A questionnaire was used to measure students' attitudes towards the variables of attitude towards school, attitude towards teachers, influence of parents, and attitude towards future schooling and employment.

A sociogram is designed to measure social status amongst students' peers. The results from the sociogram were used to determine the whether NESB students are socially accepted by their peers and whether NESB students experience greater social acceptance than ESB students. These results were also used to determine whether social acceptance influences NESB and ESB students' attitudes towards future schooling and employment.

The Lawseq test, designed to ascertain students' levels of self-esteem, has been used in the school for a number of years and is given to students twice a year, in February and October. The results from the test given to the students in October were used for this study. These scores were used to determine the proportion of NESB students and ESB students with high self esteem and to determine whether self-esteem influenced NESB and ESB students' attitudes towards future schooling and employment.

In order to score the attitudes of the students, the questionnaire was designed with a Likert scale. The Likert scale contained a 4 point response and each response was given a numerical value of either 1, 2, 3, or 4. There were 24 items on the questionnaire, six for each variable. The number of students who responded to each point on the Likert scale was totalled. NESB students' scores and ESB students' scores were totalled separately. These results were used to calculate the item totals, item mean, variable mean and standard deviation. All calculations were completed separately for both NESB students and ESB students. NESB scores and ESB scores for each of the variables were correlated so the relationship between NESB and ESB scores could be established. The correlation coefficients were correlated using the Pearson R formula.

Open ended responses were included after the 24 items on the questionnaire in order to obtain additional information on each of the variables.

9.2 SAMPLE.

The sample group used in this study was upper primary students from an urban government school in Perth, Western Australia. The sample group consisted of four classes, two from Year Six and two from Year Seven, which totalled 123 students. Upper primary students were chosen for this study because of their ability to give an honest opinion and it was felt that they would be old enough to have thought about future aspirations in their education.

The students at this school were suitable for a study on NESB students because of the multicultural population within the school. From the survey to establish the students' ethnicity, 29% of the students were classified as NESB and 71% were classified as ESB students.

9.3 DESCRIPTION OF THE INSTRUMENTS USED.

The survey used to ascertain whether students would be categorised into NESB or ESB groups took the form of a questionnaire and was based on that used by Hewitt (1980, Appendix). In this survey the students were required to answer eighteen questions on issues such as country of birth, parents' birthplace, language spoken at home and number of years in Australia. Hewitt (1980) used this survey successfully for her study on students of similar age group to that used in this study. The survey is included as Appendix C.

Social acceptance by students' peers was measured by the administration of a sociogram. The sociogram used was The Ohio Social Acceptance Scale (cited in Hook, 1981,p.195) which is a measure of sociometric choice or rejection. In this sociogram the students ranked their peers, from their best friends to the peers they disliked. A description of the requirements for each category is given on the sociogram together with a numerical value from 6 (best friend) to 1 (peers disliked). In order to make this sociogram easier for the students to complete, each category was cut and pasted with a gap between them. Lines were drawn underneath each category and the students simply wrote the names for each category on these lines. (Appendix D)

The students' level of self esteem was measured by using the Lawseq test. This test is administered by asking the students to respond to sixteen questions with answers of either

Yes No Don't Know

Questions 4, 7, 9 and 12 are included as distractors and do not receive any score. This test has been administered to 15,000 primary age students in the United Kingdom and to a small sample in Perth, Western Australia. The means have varied within only 0.5 of a point and there was no significant sex difference. This information is given on the instructions for administering the Lawseq test. Appendix E)

The questionnaire designed to measure students' attitudes was modelled on a questionnaire format suggested by Hook (1981,pp.164 - 188). The variables and questions were designed by the researcher. The variables included attitudes towards school, attitudes towards teachers, influence of

parents, and attitudes towards future schooling and employment. In order to ascertain whether the students would be able to understand the wording of the questions to be used in the questionnaire, thirteen open-ended questions, two to four questions on each variable, were drawn up and trialled in a Year 6/7 class in a school in a nearby suburb. From these results, twenty four statements and eight open-ended questions were drawn up. Each variable contained six statements, four worded positively and two worded negatively. In order to mix the statements from each variable, the first question from each variable was numbered and written sequentially down the page. This was repeated until all the questions from each variable were mixed sequentially. This was done so that students would not be aware of the variables and answer each question on an individual basis.

The respondents were required to answer these statements by circling one answer from a four point scale on a Likert Scale, namely

1. strongly disagree
2. disagree
3. agree
4. strongly agree.

The even number of possible responses on the scale was adopted so that the respondents were prevented from using the middle answer only. This is known as the "error of central tendency" (Hook,1981,p.75). The advice given by Hook, (1981,p.76) was to include reverse score questions so that the respondent is deterred from simply circling the same answer all the way down the page. In this questionnaire 33% of the questions were

worded negatively. These questions were marked with an asterisk. Negative questions were reverse scored.

At the end of this section there were 8 open-ended questions based on each one of the four variables. There was one question for each of the variables Attitude towards School, Attitude towards Teachers and Influence of Parents and five questions for the variable Attitudes towards Future Schooling and Employment. These questions were to be answered using short-answer responses. This section was included to provide further information on specific aspects of each variable. This questionnaire was trialled in a Year 7 class in another school in a nearby suburb. This class contained fifteen NESB students and fifteen ESB students. From the results of this trial, minor changes were made to the questionnaire. This final draft was used to gather data for this study. (Appendix F)

9.4 DATA COLLECTION PROCEDURES.

Approval to gather data from the upper primary students in the school was obtained from the Headmaster early in the year. Prior to the collection of data from the students in Years 6 and 7, information concerning this research project was given to the parents of these students by means of a special notice. This notice gave parents the option of withdrawing their child from the research project. (Appendix G). As a result of this notice, two students withdrew from the research project.

The survey, sociogram and Lawseq test and questionnaire, were administered to the students over a period of two months. This amount of time was given in order to try to avoid the "Hawthorne effect" which refers to research undertaken to test output in production in a factory by changing the volume of light. It was found that with every change in the volume of light the subjects increased output because they knew they are being studied and not because of the change in volume of light. This has become known as the "Hawthorne effect".(Rosenthal and Jacobson, 1968, pp164-166)

All data collection instruments, except the Lawseq Test, were administered to the students by the researcher in class time. This ensured 100% return of all data and consistency with instructions to the students for each instrument used in data collection. The Lawseq test was administered to the students by their class teachers because the test is administered to all classes in the school twice a year. The results from the upper primary classes were later given to the researcher.

All of the students were able to complete the survey to ascertain ethnicity without first seeking the information their parents except for one student. This student obtained the required information from the parents and the form was completed the next day.

Before administration of the sociogram, the description of each category was explained to the students. The students were then instructed to write the names of their peers on the lines provided under each category. Surnames were included so that each name was identifiable should some

Christian names be the same. The students experienced no difficulty in completing this paper and no questions of clarification were needed.

In the Lawseq test, students were required to rule 3 columns and put the heading "Yes", "No" or "Don't Know" at the top of each column. The students then wrote the numbers 1 to 16 down the page. They entered their responses by putting a tick for each question in the desired column as each of the questions are read orally by the teacher.

The requirements for completing the questionnaire were explained verbally to each class and the students completed the example given by circling each number according to the response desired. In order that students understood the procedure to follow if making an error, students were asked to circle number three to a strongly agree response in error and then cross this out and circle number four, the desired response. The students were instructed to place a ruler under each question and then circle the required number so that no error was made when circling the responses for each question or missing answers to some items. Students were allowed to question the meaning of any of the items in order to clarify their understanding of them. In spite of these explicit instructions, four ESB students and one NESB student failed to respond to every question and these questionnaires were discarded. Because this is such a small number it is not expected to make any significant differences to the results. The total number of response sheets which could be used were 35 NESB students and 82 ESB students.

9.5 DATA ANALYSIS PROCEDURES.

The survey administered to obtain information regarding ethnicity of the students was analysed in such a way that the students were classified as NESB or ESB. Those students who were born in Australia and, whose parents were both born in Australia, were classified as ESB. Any students, who were born in an English speaking country such as England and whose parents were both born in an English speaking country, were also classified as ESB. The remainder of the students were classified as NESB. This information was entered on class lists so that a record of the child's ethnicity was readily available for other data collection. The students were informed of their classification when they were completing the Likert Scale of the questionnaire so that they could put a cross in the appropriate box provided to distinguish NESB and ESB responses.

Scores given to students by their peers were entered next to each child's name on the class lists. These scores were totalled and, together with their ethnic classification, entered onto a spreadsheet of a computer. The results were then automatically sorted from highest to lowest scores. All names were then replaced with a number. The number of NESB students and ESB students in the top 25% and bottom 25% of scores were totalled and calculated according to percentage of the total number of students in the sample group. (Appendix H)

Students' responses to the Lawseq test were totalled according to the numerical value for each question. A response of "Yes" to question 1 received a score of 2, "No" responses for all other questions, except

questions 4, 7, 9, and 12 received a score of 2 and responses of 'Don't Know' for these questions received a score of 1. Questions 4, 7, 9, and 12 received no score. The norm for this test is 19 with a standard deviation of 4 which means students with a score below 15 are classified as having a low self-esteem. These scores were entered on class lists next to the child's name. These results, together with the ethnic classification, were entered onto the spreadsheet of a computer and automatically sorted according to their numerical value from the highest to the lowest score. The students' names were then replaced with a number. NESB students' results were then separated from ESB students' results and a table was drawn to show the two sets of results. (Appendix I)

The responses on the Likert scale of the questionnaire were collated separately for NESB students and ESB students. The number of students who responded to each of the numerical values for each item was added and recorded. These results were entered onto a spreadsheet of a computer and an item total and an item mean were calculated. From these results a variable total and variable mean were calculated. Using each item mean a standard deviation for each variable was calculated. Finally the correlation between NESB scores and ESB scores was calculated by applying the Pearson R formula to the two sets of item mean scores. (Appendix J) These results have been set out on scatter plots to show the correlation in graph form. (Appendix K)

The most common open-ended responses to each variable were listed and tallied according to the number of similar responses. NESB responses were recorded by using a red biro so that the difference

responses could be easily identifiable. These answers were listed on a spreadsheet and the number of NESB students who responded with a similar answer were entered after each answer. The number of ESB responses to the same answer was entered in brackets. Percentages were calculated for each of the responses which are significant for the data analysis. (Appendix L)

6. CHAPTER SIX - DESCRIPTION OF RESULTS.

The analysis of the sociogram results revealed that social acceptance among NESB students and ESB students was almost identical. In the analysis of the top 25% of students, 9 students (25%) were NESB and 21 students (24.4%) were ESB students. From the analysis of the bottom 25% of students, the results were exactly the same.

The Lawseq test showed that 26 NESB students (76%) and 53 ESB students (62%) exhibit high self-esteem characteristics. These students scored 15 points or more in the Lawseq test. Low self-esteem scores showed 8 NESB students (24%) and 32 ESB students (38%) registered less than 15 points.

The results from the questionnaire showed that all students had very positive attitudes towards each of the variables. A comparison between NESB and ESB students' results showed that NESB students' attitudes towards each of the variables were higher for three of the variables, namely, attitudes towards teachers, influence of parents and attitudes towards future schooling and employment. For the variable, attitudes towards school, ESB students' scores were slightly higher.

The highest scores for the variables were for Variable 4, Attitudes towards future schooling and employment. In this variable, the variable mean for NESB students was 19.80 and for ESB students 19.21. The standard deviation of .15 (NESB) and .25 (ESB) was very low and therefore the range of responses for both NESB and ESB students was very small. This

range was even smaller for NESB students. The correlation coefficient score of .99 shows there an almost perfect association between NESB students' scores and ESB students' scores. For this variable, open ended Question 28 reveals that 63% of NESB students and 62% of ESB students would like to achieve a tertiary education. More NESB students (51%) than ESB students (32%) believe they would need a tertiary education to get the job they would like. (Question 31). This trend continues in Question 32 where 34% of NESB students and 12% of ESB students think they will get a "pretty good" job. This shows that more NESB students believe they will achieve their goal in education and employment. These results show that both NESB and ESB students have very positive attitudes towards future schooling and employment but NESB students' attitudes towards this variable are higher.

The second highest set of scores was for Variable 3, Influence of Parents. The variable mean, NESB 19.86 and ESB 18.6, shows that all students perceive that they receive much support from their parents but the influence is greater for NESB students. The open ended responses for this variable support this finding. Only 3% of NESB students and 7% ESB students responded negatively. In addition, the standard deviation of .55 (NESB students) and .79 (ESB students) shows there was a greater range of responses to this variable for ESB students. One of the reasons for lower scores for ESB students was due to the number of negative responses to Question 11, "My parents often help around the school". The mean for this question was low for both ESB students (1.37) and for NESB students (2.11). This shows that, for this age group of students, parents are not particularly active around the school and that parental activity in the

school tends to be lower for ESB students. The correlation coefficient score of .92 shows a high correlation between NESB students' scores and ESB students' scores.

Variable 1, Attitude towards school was the next highest score. For NESB students the variable mean was 18.00 and for ESB students the variable mean was 18.26. This is the only variable where NESB students' scores are lower than ESB students. However, the difference is only slight and the scores still reflect a positive attitude to this variable. The correlation of .96 shows there is a very high positive relationship between NESB students' scores and ESB students' scores. The standard deviation of .51 for NESB students was higher than for ESB students (.38) which shows there was a wider range of scores in NESB students' results. However the open ended questions confirm that there is little difference in NESB students' responses and ESB students' responses to this variable. 31% NESB students and 27% ESB students believed they needed to come to school "to get an education" and 46% of both NESB and ESB students believed they needed to come to school "to get a job".

The lowest scoring variable was Variable 2, Attitude towards Teachers but the results showed that students' attitudes to this variable were still positive. The scores for the variable mean (NESB 17.37, ESB 16.16) and standard deviation (NESB 0.44, ESB .41) show that NESB students' attitudes towards teachers are slightly higher than ESB students' attitudes. The open ended question for this variable (Question 26) was again weighted towards positive responses. The number of positive responses was generally higher for NESB students. For example, 26% NESB

students and 17% ESB students thought teachers regarded them as "good students", 11% NESB and 27% ESB students thought teachers "liked them" and 20% NESB students and 16% ESB students thought teachers regarded them as "O.K.".The correlation score of .96 is the same as for Variable 2 and again shows a very high relationship between NESB and ESB students' attitudes towards this variable.

11. CHAPTER SEVEN - DISCUSSION.

The results from the sociogram show that there was exactly the same number of NESB students in the top 25% and bottom 25% of students in the research sample. This constituted 25% of the NESB students in each group respectively. This suggests that NESB students are socially accepted by their peers. It is significant to note that the student who gained the highest score of all the students was a NESB student.

From a comparison between scores from NESB and ESB students, it can be seen that the results are almost identical. The number of ESB students in the top 25% and bottom 25% is similar (24%) to the number for the NESB group. This means there is only 1% difference between social acceptance of NESB students and ESB students. This difference is insignificant and would need to be further investigated before any conclusion could be substantiated. Such investigation is not part of this study.

From these results, it can be assumed, that if students are socially accepted by their peers, they will be happy at school and will enjoy coming to school. The questionnaire results show a relationship between students' attitudes towards friends and their attitudes towards school. This can be seen from the responses to Questions 5 and 17 on the questionnaire. For Question 5, "I like school because I have many friends in my year level", the item mean for NESB and ESB students (2.86 and 3.22) was positive and slightly lower for NESB students than for ESB students. Question 17 (reverse scored), "I think having friends at school is

more important than my school work", the item mean for NESB and ESB students was even more positive (3.43 and 3.05). This score was higher for NESB students than for ESB students. Therefore, it is possible to conclude that both NESB students and ESB students believe friendships at school are very important and that these friendships are no more important for NESB students than ESB students. There is further evidence of the importance of social acceptance from Question 9, "I would still like school even if other children teased me at times" This question scored the lowest item mean for the variable for both NESB and ESB students. (2.06 and 2.28). This shows that both NESB and ESB students' attitudes towards school are influenced very strongly by the social interaction of their peers and for these students, teasing and its associated influence on attitudes towards school, is slightly more influential for NESB students than ESB students. It seems, then, that social acceptance by peers is a very important factor which influences both NESB and ESB students' attitudes towards school.

The Lawseq test revealed that NESB students (76%) had a higher self esteem than ESB students (62%) and a greater percentage of ESB students (38%) exhibit low self-esteem characteristics. (NESB 24%). These findings concur with the findings in some of the literature which show that, in primary school, minority groups can have a higher self-esteem than the dominant group. For example, Demo and Slavin-Williams,1983 (cited in Demo and Parker,1987) found that the self-esteem levels of black students in elementary school was higher than for white students. Demo and Parker's (1987) study produced similar findings.

Rampaul et al (1984) stated that research has shown that there is a relationship between self-esteem and academic achievement. Therefore, it can be assumed that, because there is a high percentage of both NESB and ESB who registered a high self esteem on the Lawseq test (76% NESB and 62% ESB), these students should have a positive attitude towards their ability level and should have positive educational aspirations. It could also be assumed that, because NESB students have higher self-esteem, these students could have higher educational aspirations.

The scores for the variable, Attitude towards school, resulted in a very similar variable mean for both NESB and ESB students. (18.00 and 18.26). This shows that both NESB and ESB students have positive attitudes towards school. Although the variable mean is slightly higher for ESB students, the open ended questions show that a higher proportion of the NESB students view school as being important "to get an education" (31% and 27%). However the response "to get a (good) job" was equal for NESB and ESB students. (46% and 46%). This indicates that the students believe that school is very important in fulfilling their aspirations for future education and employment and the difference between NESB and ESB scores is minimal. The correlation coefficient score of .96 shows there is a very high positive relationship between NESB and ESB students' scores. It can be concluded that attitude towards school is a factor which affects both NESB and ESB students' attitudes towards future schooling and employment and this factor can be deemed as equally important for both groups of students.

Attitudes towards teachers scored a positive result which was also the lowest variable mean for both NESB and ESB students. This could mean that students believe that their teachers have a positive attitude towards them though teachers have the least influence of the four surveyed variables on both NESB and ESB students' attitudes towards their education.

In her research, Williams (1986) found that many NESB students thought that they were not doing well because the teacher did not like them and she concluded that "If students are not expected to succeed and are aware of these expectations, then their problems in overcoming these expectations can often be insurmountable" (p.173). The questionnaire in this study revealed that the students are well aware of teachers' attitudes towards them. For example, Question 2 "My teachers expect me to succeed" scored a very positive 3.17 (NESB) and 3.10 (ESB). The open-ended questions also show that the students are aware of teachers' attitudes towards them. For example, in response to the question "What do you think your teachers think of you?", the most common replies were "I am a good student", " They like me" and "I'm O.K." and only a few students responded "I don't know". Question 18 (reverse scored) "If some of my teachers liked me more I would like school more" scored quite low for this variable (NESB 2.51,ESB 2.48). This shows that the students appear to be aware of their teachers' expectations and, for the majority, this is not having a negative affect on their attitudes towards school. Teachers need to realise that students have a very keen perception of their (teachers') attitudes towards them and because of this, must be cautious that negative

expectations do not result in a negative self-fulfilling prophecy as signalled by Good and Brophy (1990).

The correlation coefficient score of .96 shows there is a very high relationship between NESB and ESB students' attitudes towards the variable, Attitude towards teachers. It can be concluded that attitude towards teachers is a factor which affects NESB and ESB students' attitudes towards their schooling and would be a factor in affecting their attitudes towards future schooling and employment but it is not the most important factor.

For the variable, Influence of Parents, only one item scored a negative response. (Question 11). The very high item mean for all other questions shows that parents are a very influential factor for both NESB and ESB students. Question 11, "My parents often help around the school", showed that, in general, parents of this age group of students do not help around the school very much and that parents of ESB students help less than parents of NESB students. The variable mean (19.86) for NESB students was the highest score of all the variables. The open ended questions also show the immense support NESB students receive from parents. For example, only one NESB student (3%) responded negatively with the answer, "Sometimes they aren't interested". For ESB students, the variable mean of 18.60 was not the highest scoring variable mean and in the open ended questions, a greater number, namely six ESB students (7%) responded negatively with the answer, "Nothing much". The correlation coefficient score of .92 shows there is a high positive correlation between NESB and ESB students' scores. This score is the

lowest correlation coefficient score for all of the variables. This shows that influence of parents is an important factor both NESB and ESB students but it is more important for NESB students.

Attitudes towards future schooling and employment scored the most consistently for each item with only one item mean being below 3. (ESB 2.77, Q.8) The high correlation coefficient score of .99 shows there is almost perfect positive correlation between NESB students' attitudes toward future schooling and employment and the attitudes of their ESB peers. This means that both NESB and ESB students have a very positive attitude towards future schooling and employment. These students also believe education is a means to employment. This can be seen from the responses to the open ended Question 29 "How do you expect to achieve this goal?". 83% NESB and 65% ESB students believed they would "work hard".

Bullivant (1988) claimed that "significant numbers of second generation students in some ethnic groups have higher achievable aspirations and motivations than many ESB students...." (p.240). In this study, the aspirations of achieving a tertiary education scored higher for NESB and ESB students. This is seen from Question 28, "What level of education do you aim to achieve?", 63% NESB and 62% ESB students answered "Tertiary". However, Question 31 asked "What level of education would you need to get the job you would like?" and for this question, 51% NESB and 32% ESB students responded with "tertiary". Also 34% NESB and 12% ESB students thought they would get "a pretty good job" when asked about their present school performance. (Question 32) This means that a

higher percentage of NESB students believe they will achieve a tertiary education and get a good job. In addition for this variable the variable mean was higher for NESB students (19.80 and 19.21) and the standard deviation was only .15 for NESB students (.25 ESB) which means the range of scores was less for NESB students. Therefore these results support the claims made by Bullivant, that some NESB students have higher educational aspirations than their ESB peers.

However, Bullivant claims that the number is 'significant' (Bullivant, 1988, p.240) The results in this study show the proportion is only slightly higher for NESB students and could not be regarded as 'significant'. In addition the correlation coefficient for this variable is .99 which means there is almost perfect correlation between NESB and ESB students' scores. Therefore these results do suggest that NESB students' aspirations are higher but the number of NESB students with higher aspirations is not significant.

Bullivant's (1988) study was conducted with high school students. The fact that there is not a significant number of NESB students with high aspirations in this study could be attributed to the age of the students. In primary school, students are not so aware of their ranking in comparison to their peers because there are no examinations and few overt formal assessment measures. It is possible that the gap between the numbers of NESB and ESB students who have high educational aspirations may broaden as the students progress through high school and are confronted with examinations such as the Tertiary Entrance Examination. Bullivant's (1988) study suggested this is so. The factors presented in this study are

important and the study has shown that already a small proportion of NESB students have higher self-esteem, have more positive attitudes towards teachers, have support from parents and have higher educational aspirations than their ESB counterparts.

The difference in scores from the level of education the students aim to achieve (Question 28) (63% NESB and 62% ESB) and the level of education they think they would need (Question 31) (51% NESB and 32% ESB) for both groups could mean that these students would like to achieve a higher education, but in reality, they realise that for their aspirations in employment they would not need such a high education. For example, many students stated that they would like to be a chef, secretary or mechanic and these occupations do not require a tertiary education.

Bullivant's (1988) study was carried out in high schools which were situated within close proximity to the university from which he was working. The influence of the environment in which students live can be seen from the types of occupations listed by the students in this study. The students in this study do not live within close proximity to a university and this could also be a reason why there is not a significant number of any of the students who thought their educational aspirations would take them to university.

Further evidence of a difference in the students' aspirations and their real hopes is shown from the occupations listed for those they would like and for those they think they would get. There were more higher order occupations, such as a veterinary surgeon or lawyer, in the job they would

like, than for those listed for the jobs they thought they would get.

Mickelson (1990) refers to the paradox in education and its associated job opportunities. This researcher concluded that a critical factor in achievement levels of black adolescents was their view of what their efforts would ultimately bring from wider society. (Mickelson,1990,p.59) For this study, it is possible that the number of lower order occupations listed for jobs they think they would get, can be attributed to the influence of the students' environment because many of the occupations listed are similar to those of their parents. It seems that, even for this age group, these students' aspirations in education are influenced by the view of society they see through their parents and their everyday environment.

11.1 SUGGESTIONS FOR FURTHER STUDY.

There are many aspects of this research topic which could benefit from further study.

1. The study could be repeated in a number of schools and the results compared so that more generalisations could be made from the study.
2. The study could be continued in a longitudinal manner and students monitored as they continue through their schooling. This would be valuable in finding out whether students' aspirations change as they progress through school.

3. Other variables, such as socio-economic status, could be included to ascertain whether any other factors influence NESB and ESB students' educational aspirations.

4. A similar study could be undertaken within the various ethnic groups and comparisons made between the ethnic groups so that differences in educational aspirations of ethnic groups could be ascertained.

5. A study could be developed to find out if the students' educational aspirations at this age level, became a reality several years later.

6. The ability level of the students could be taken into consideration and a study undertaken to ascertain whether students' educational aspirations relate to their ability levels.

12. CHAPTER NINE - CONCLUSION.

12.1. PRIMARY RESEARCH QUESTIONS.

From the data collected for this study, the following conclusions were drawn in relation to the research questions.

The results from this study suggested that NESB and ESB students were socially accepted by their peers and that a large percentage of NESB and ESB students had a high self esteem. It was concluded that students who are socially accepted by their peers and have a high self esteem are happy at school. This was evident from the high proportion of both NESB and ESB students who had positive attitudes towards school and positive attitudes towards future schooling and education. This indicates that social acceptance by peers and self esteem do have an influence on NESB and ESB students' educational aspirations.

The positive results from the variables in the questionnaire have shown that attitudes towards school, attitudes towards teachers and influence of parents are very important factors which affect the educational aspirations of both NESB and ESB students. The least important factor for these students was attitudes towards teachers and the greatest influence of these factors was support of parents, particularly for NESB students.

From a comparison between NESB and ESB students' results, the study has shown that the level of social acceptance is greater for NESB students than for ESB students but that the difference is minimal.

A comparison of scores relating to self-esteem showed that a greater proportion of NESB students had a high self-esteem and the difference between the scores of NESB and ESB students was quite significant.

12.2 STATEMENT OF HYPOTHESIS.

The hypothesis suggested that proportionally more NESB students than ESB students would have higher educational aspirations and that those students with higher educational aspirations would have greater social acceptance, a higher self-esteem, more positive attitudes towards school and teachers and receive more support from parents. It was assumed that these factors, accumulatively, would result in more positive attitudes towards future schooling and employment.

The data collected for this study supported this hypothesis. The study indicated that proportionally more NESB students are socially accepted by their peers, have a high self-esteem, have positive attitudes towards teachers and receive more support from parents. For the variable, Attitudes Towards School, ESB students' scores were higher than those of NESB students, although the difference was minimal. This was the only variable where this was the case. Therefore, it could be concluded from the study of all variables, that proportionally more NESB have high educational aspirations. Although these results indicate that NESB students have higher educational aspirations than their ESB peers, the difference between most of the scores is minimal and therefore, for the age

group in this study, the proportion of NESB students with higher educational aspirations is not regarded as significant.

An additional outcome from this study has been results which have shown that students are well aware of teachers' attitudes towards them. Teachers need to foster a positive attitude towards all students so that students continue to believe that teachers' positive expectations can promote educational aspirations and achievements regardless of background.

A final result from this study has been the evidence that students' environment has an influence on their educational aspirations. The choices of occupations listed by these students has shown that their aspirations in education and future employment are influenced by the view of society they see through their parents and their everyday environment.

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APPENDIX A

**THE BEHAVIOURAL CYCLE BETWEEN TEACHER INPUT AND
LEARNER OUTPUT.**

APPENDIX A

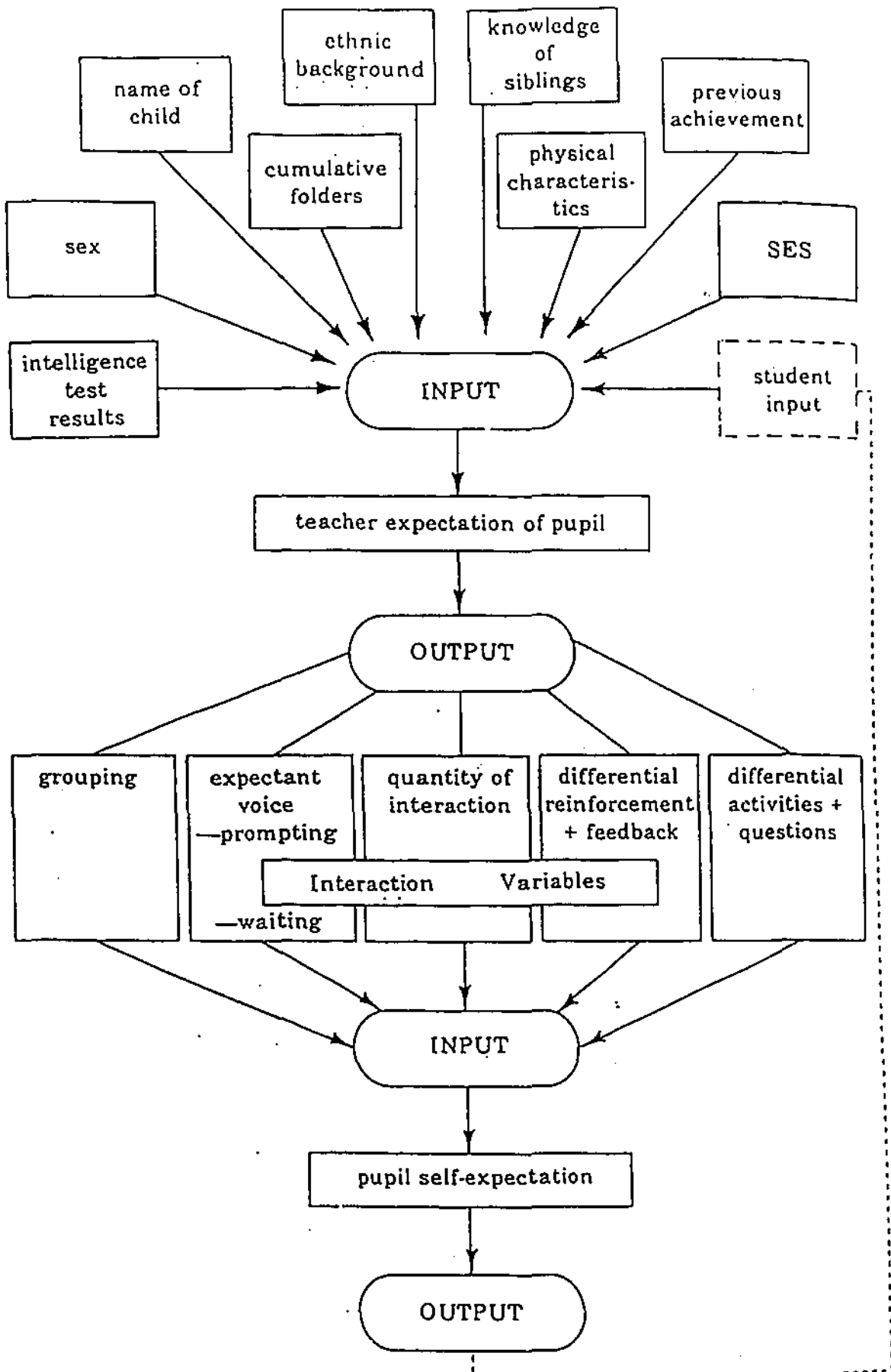


Figure 1
The Behavioral Cycle Between Teacher Input and Learner Output

APPENDIX B

SCHOOL SURVEY AND ANALYSIS OF 1991 SCHOOL SURVEY

Thank you for your time in completing this survey. Your assistance will be of great benefit to the development of our School.

	YEAR LEVEL	NATIONALITY						MAIN LANGUAGE	OTHER LANGUAGE
		African	Asian	European	American	Australian	Others	Spoken at Home	Spoken at Home
		EG. Year 1 - Pre Prim.				Aboriginal/ Torres Strait	Caucasian		
Father	//////////								
Mother	//////////								
Child 1									
Child 2									
Child 3									
Child 4									

Note 1: This is a family form - NO NAMES REQUIRED

Note 2: Please tick where appropriate under Nationality. Those who wish, may indicate Country of origin under the continental headings. (this would be helpful to us).

Note 3: Please indicate the language(s) spoken at home under the appropriate headings.

PLEASE RETURN BY FEBRUARY 15, 1991

Thank you for your time in completing this survey. Your assistance will be of great benefit to the development of our School.

		Families Responded: 176 Acceptable Forms: 153 Unacceptable: 23 (Incomplete)							MAIN LANGUAGE Spoken at Home	OTHER LANGUAGE Spoken at Home
YEAR LEVEL EG. Year 1 - Pre Prim.		NATIONALITY								
		African	Asian	European	American	Australian		Others		
						Aboriginal/ Torres Strait 3%	Caucasian % = 50%			
Father	Total % Ethnic 50%	2% 3	7% 10	31% 47	1% 2	4	76	NZ. 10 7%	English 137	Czech 1
Mother	% Ethnic 44%	1% 2	7% 11	25% 38	1% 2	5	3% 86	5% 8	Greek 1	Welsh 1
Child 1	% Ethnic 10%	4% 1	7% 10	8% 20	0	2	.8% 223	90% 2	Italian 6	Chinese 1
Child 2									Cantonese 3	Yugoslav 1
Child 3									Tswana 1	Italian 6
Child 4									Chinese 1	Vietnamese 1
									Vietnamese 1	Hokkieu 1
									Malay 1	Swis/German 1
									Spanish 1	

Note 1: This is a family form - NO NAMES REQUIRED

Note 2: Please tick where appropriate under Nationality. Those who wish, may indicate Country of origin under the continental headings. (this would be helpful to us).

Note 3: Please indicate the language(s) spoken at home under the appropriate headings.

9% - Non Eng. 2nd lang.
% Speaking Eng. as 1st lang. = 89%.
11% Eng. not 1st lang. chn. counted only

PLEASE RETURN BY FEBRUARY 15, 1991

[Primary school chn. counted only]

APPENDIX C

**SURVEY FOR UPPER PRIMARY CHILDREN TO ESTABLISH
CATEGORIES OF NESB STUDENTS AND ESB STUDENTS.**

STUDENT QUESTIONNAIRE

PLEASE READ THE QUESTIONS CAREFULLY AND WRITE YOUR ANSWER ON THE SHEET. YOUR ANSWERS WILL BE TREATED CONFIDENTIALLY.

1. SURNAME: _____

2. CHRISTIAN NAMES: _____

3. ADDRESS: _____

4. WHEN WERE YOU BORN? _____

5. BOY OR GIRL? _____

6. HOW MANY BROTHERS? _____

7. HOW MANY SISTERS? _____

8. HOW MANY SCHOOLS HAVE YOU ATTENDED? _____

9. FOR HOW MANY YEARS HAVE YOU ATTENDED ANZAC TERRACE PRIMARY SCHOOL? _____

10. IN WHICH COUNTRY WERE YOU BORN? _____

11. IN WHICH COUNTRY WAS YOUR MOTHER BORN? _____

12. IN WHICH COUNTRY WAS YOUR FATHER BORN? _____

13. HOW MANY YEARS HAVE YOU LIVED IN AUSTRALIA? _____

14. WRITE DOWN THE NAMES OF THE LANGUAGES MOST USED IN YOUR HOME.

15. IN WHICH COUNTRY DO MOST OF YOUR RELATIVES LIVE?

For the following questions put a cross in the correct box.

16. DO YOU USE ENGLISH TO SPEAK TO YOUR PARENTS AT HOME?

At home I speak only English to my parents

At Home I speak mostly English to my parents

At home I speak some English to my parents

At home I speak no English to my parents

17. DO YOUR PARENTS USE ENGLISH TO SPEAK TO EACH OTHER AT HOME ?

At home they speak only English to each other.

At home they speak mostly English to each other.

At home they speak some English to each other.

At home they speak no English to each other.

18. DO YOU USE ENGLISH TO SPEAK TO YOUR FRIENDS?

I speak only English to my friends.

I speak mostly English to my friends.

I speak some English to my friends.

I speak no English to my friends.

THANK YOU FOR ANSWERING THESE QUESTIONS.

(Questionnaire based on Questionnaire cited in Hewitt (1980,Appendix)

APPENDIX D

THE OHIO SOCIAL ACCEPTANCE SCALE

THE OHIO SOCIAL ACCEPTANCE SCALE RESPONSE SHEET

Table 9.1. The Ohio Social Acceptance Scale

Scale item	Meaning	Rating
'My very, very best friends'	I would like to have this person as one of my very, very best friends. I would like to spend a lot of time with this person and would enjoy going out with this person.	6
'My other friends'	I would enjoy working with and being with this person. I want this person to be one of my friends.	5
'Not friends, but okay'	I would work with this person in school. This person is not one of my friends, but I think this person is all right.	4
'Don't know them'	I don't know this person very well. Perhaps I would like this person, perhaps I wouldn't. I don't know if I would like to be with this person.	3
'Don't care for them'	I say 'hello' when I meet this person at school or on the street, but I don't enjoy being with this person and I'd rather be with someone else.	2
'Dislike them'	I don't like to work with this person and would rather not talk to this person.	1

Source: Cohen, 1976, p. 193, modified from Raths, 1943. Used by permission.



Table 9.1. The Ohio Social Acceptance Scale

Scale item	Meaning	Rating
'My very, very best friends'	I would like to have this person as one of my very, very best friends. I would like to spend a lot of time with this person and would enjoy going out with this person.	6
'My other friends'	I would enjoy working with and being with this person. I want this person to be one of my friends.	5
'Not friends, but okay'	I would work with this person in school. This person is not one of my friends, but I think this person is all right.	4
'Don't know them'	I don't know this person very well. Perhaps I would like this person, perhaps I wouldn't. I don't know if I would like to be with this person.	3
'Don't care for them'	I say 'hello' when I meet this person at school or on the street, but I don't enjoy being with this person and I'd rather be with someone else.	2
'Dislike them'	I don't like to work with this person and would rather not talk to this person.	1

APPENDIX E

LAWSEQ TEST FOR SELF ESTEEM

ADMINISTERING THE LAWSEQ STUDENT QUESTIONNAIRE

Ensure that the student has a pen or pencil and that his or her name is written on the answer sheet.

Try to put the student at ease.

Say to the student:

This is not a test. There are no right or wrong answers. I am giving this questionnaire to see how you feel. There are 16 questions. Please put a tick under Yes, or No or Don't Know for each one.

MARKING THE QUESTIONNAIRE

Score + 2 for question 1 answering YES.

Score + 2 for all other numbers answering NO except 4, 7, 9, 12 which do not count.

Score + 1 for all answers DON'T KNOW.

NORMS:

Primary age

The LAWSEQ has been administered to 15,000 primary age children in the UK and to a small sample in Perth, WA. The means have varied within only 0.5 of a point. Therefore it is safe to research the mean as 19 with a standard deviation of 4. There is no significant sex difference.

Secondary age

The High School version was standardised on a sample of 745 students in Perth, WA. The mean for girls was slightly lower than for boys but not regarded as statistically significant.

LAWSEQ PUPIL QUESTIONNAIRE

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
1. Do you think that your parents usually like to hear about your ideas?	2		1
2. Do you often feel lonely at school?		2	1
3. Do other children often break friends or fall out with you?		2	1
4. Do you like team games?	-	-	-
5. Do you think that other children often say nasty things about you?		2	1
6. When you have to say things in front of teachers, do you usually feel shy?		2	1
7. Do you like writing stories or doing creative writing?	-	-	-
8. Do you often feel sad because you have nobody to play with at school?		2	1
9. Are you good at mathematics?	-	-	-
10. Are there lots of things about yourself you would like to change?		2	1
11. When you have to say things in front of other children, do you usually feel foolish?		2	1
12. Do you find it difficult to do things like woodwork or knitting?	-	-	-
13. When you want to tell a teacher something do you usually feel foolish?		2	1
14. Do you often have to find new friends because your old friends are playing with somebody else?		2	1
15. Do you usually feel foolish when you talk to your parents?		2	1
16. Do other people often think that you tell lies?		2	1

APPENDIX F

THE QUESTIONNAIRE

QUESTIONNAIRE

COVER SHEET

This is not a test. The statements are to find out what types of things affect your educational aspirations. There are no right and wrong answers. We simply want your opinion.

To protect your identity, your name is not required on any of the sheets. By completing the questions honestly, you will be helping us to understand what affects your educational aspirations and this will give us a greater understanding of your feelings about these matters in the future.

THANKYOU FOR YOUR COOPERATION IN THIS MATTER.



QUESTIONNAIRE.





This is a questionnaire about what you think about various aspects of your education. Please answer all the questions honestly. There are no right or wrong answers. It is your opinion that is important. To protect your identity, your name is not required. Please answer **all** the questions.

DIRECTIONS.

On the next page there are 24 statements.
After reading each statement, draw a circle around

1. If you strongly disagree with the statement.
2. If you disagree with the statement.
3. If you agree with the statement.
4. If you strongly agree with the statement.

EXAMPLE.

				
	SDA	DA	A	SA
<u>I think school is great</u>	1	2	3	4
If you strongly disagree with this statement circle	1	2	3	4
If you disagree with this statement circle	1	2	3	4
If you agree with this statement circle	1	2	3	4
If you strongly agree with this statement circle	1	2	3	4

If you change your mind, just cross it out and circle another number.
When you have completed this section, please answer questions 25 - 32.
These questions ask you to write a few words about various aspects of your education.
Again, there are no right or wrong answers. We simply want your honest opinion.

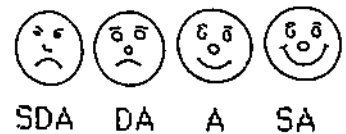
Please check that you have answered all 32 questions.

THANKYOU FOR YOUR COOPERATION.

Place a neat x in the box to show which group you fit into

NESB

ESB



SDA DA A SA

- | | | | | |
|---|---|---|---|---|
| 1. I like school because I know I can gain successful results. | 1 | 2 | 3 | 4 |
| 2. My teachers expect me to succeed in my school work. | 1 | 2 | 3 | 4 |
| 3. My parents encourage me to do my best at all times. | 1 | 2 | 3 | 4 |
| 4. I want to go to university because I think it will help me get the job I want. | 1 | 2 | 3 | 4 |
| 5. I like school because I have many friends in my year level. | 1 | 2 | 3 | 4 |
| 6. My teachers encourage me to do my best at school. | 1 | 2 | 3 | 4 |
| 7. My parents are interested in my progress so I try to do well at school. | 1 | 2 | 3 | 4 |
| 8. I intend to go to university because I am interested in further study. | 1 | 2 | 3 | 4 |
| 9. I would still like school even if other children teased me at times. | 1 | 2 | 3 | 4 |
| 10. Some of my teachers are kind and helpful therefore I try to do my best. | 1 | 2 | 3 | 4 |
| 11. My parents often help around the school | 1 | 2 | 3 | 4 |
| 12. I believe I must have a good education to get a good job. | 1 | 2 | 3 | 4 |
| 13.* I work hard at school only because my friends do. | 1 | 2 | 3 | 4 |
| 14. Some of my teachers think I am a good student therefore I work harder. | 1 | 2 | 3 | 4 |
| 15. My parents expect me to gain a good education. | 1 | 2 | 3 | 4 |
| 16. I am prepared to study as hard as I can to stay at school as long as I can. | 1 | 2 | 3 | 4 |
| 17.* I think having friends at school is more important than my school work. | 1 | 2 | 3 | 4 |
| 18.* If some of my teachers liked me more I would like school more. | 1 | 2 | 3 | 4 |
| 19.* I do my homework only because my parents make me. | 1 | 2 | 3 | 4 |
| 20.* I think I have the ability to go to Year 12 but I think education is a waste of time. | 1 | 2 | 3 | 4 |
| 21. I think school work is difficult but I believe it is important to try my hardest. | 1 | 2 | 3 | 4 |
| 22.* Some of my teachers expect me to work harder than I do now. | 1 | 2 | 3 | 4 |
| 23.* My parents are not interested in my schooling. I will stay only as long as I have to. | 1 | 2 | 3 | 4 |
| 24.* I think High School is going to be hard work therefore I would rather leave even if I don't gain a reasonable job. | 1 | 2 | 3 | 4 |

PLEASE TURN OVER AND ANSWER THE QUESTIONS ON THE NEXT PAGE.

PLEASE WRITE YOUR ANSWERS ON THE SPACES PROVIDED.

25. If school were not compulsory would you still come to school? Why?

26. What do you think your teachers think of you? Why?

27. What type of things do your parents do at home to help you with your schooling?

28. What level of education do you aim to achieve? Secondary? Tertiary?

29. How do you expect to achieve this goal?

30. What type of job do you think you would like? Why?

31. What level of education would you need to get the job you would like?

32. What type of job do you think you would get with your present school performance?

THANKYOU FOR YOUR COOPERATION IN ANSWERING THESE QUESTIONS.

APPENDIX G

NOTICE SENT TO UPPER PRIMARY STUDENTS' PARENTS

SPECIAL NOTICE.

Mrs. Lienert is undertaking a research project at Edith Cowan University and wishes to use all children from Years 6 and 7 as subjects for this research. The purpose of the project is to ascertain the children's attitudes toward their education, their future education and job prospects. A comparison will be made between Non English Speaking Background children and English Speaking Background children. The project will involve children filling out a survey to obtain their ethnicity, a questionnaire and a sociogram. This will take place during class time. As a result of this project teachers will have a better understanding of the factors which affect upper primary children's educational aspirations. There will be no discomfort or hazards involved in this project. The children's identity is not required and their responses will remain confidential throughout the project. Please inform the school if you do not wish your child to participate in this project and your child will be withdrawn when data is collected.

Please fill in the form below and return it by Friday, 4th September only if you DO NOT wish your child to participate.

Signed _____
Principal.

I do not wish my child _____ to participate in this research project.

Signed _____
Parent/Guardian

APPENDIX H

RESULTS FROM SOCIOGRAM

RESULTS FROM SOCIOGRAM SURVEY.

Number of NESB students: 36

Number of ESB students: 85

Number of NESB students in top 25% = 9 (25%)

Number of ESB students in top 25% = 21 (24%)

Number of NESB students in bottom 25% = 9 (25%)

Number of ESB students in bottom 25% = 21 (24%)

ST. NO.	SCORE	ETHNICITY		ST. NO.	SCORE	ETHNICITY
1	157	N		31	81	E
2	146	E		32	79	E
3	129	E		33	79	E
4	129	E		34	77	E
5	117	N		35	77	N
6	114	N		36	77	E
7	11	N		37	77	E
8	109	E		38	76	E
9	108	E		39	75	E
10	108	E		40	75	E
11	100	N		41	74	E
12	99	N		42	74	E
13	95	E		43	73	N
14	95	E		44	72	E
15	94	E		45	71	E
16	93	E		46	69	E
17	90	E		47	69	N
18	89	E		48	69	N
19	88	E		49	67	E
20	88	E		50	67	E
21	86	E		51	66	E
22	85	E		52	66	N
23	84	N		53	66	E
24	83	N		54	64	N
25	83	E		55	64	E
26	83	E		56	64	E
27	82	E		57	63	E
28	82	E		58	63	E
29	81	E		59	62	E
30	81	N		60	61	N
	NESB=9					NESB=7
	ESB=21					ESB=23

RESULTS FROM SOCIOGRAM SURVEY CONTINUED

ST.NO	SCORE	ETHNICITY		ST.NO.	SCORE	ETHNICITY
61	61	N		92	47	E
62	61	N		93	47	E
63	61	E		94	46	E
64	60	E		95	46	N
65	60	N		96	45	E
66	60	E		97	45	N
67	59	E		98	45	N
68	59	E		99	44	E
69	59	E		100	44	E
70	56	E		101	44	E
71	56	E		102	43	E
72	56	E		103	42	N
73	55	E		104	42	N
74	55	E		105	42	E
75	55	E		106	39	N
76	54	E		107	39	N
77	53	E		108	39	E
78	53	E		109	37	E
89	52	E		110	36	E
80	52	E		111	35	E
81	51	N		112	34	E
82	51	N		113	34	E
83	51	E		114	33	E
84	50	N		115	31	N
85	50	E		116	31	E
86	49	E		117	30	E
87	49	N		118	26	E
88	49	N		119	26	E
89	47	N		120	20	N
90	47	N		121	13	E
91	47	N				
						NESB=9
		NESB=11				ESB=21
		ESB=20				

APPENDIX I

TABLE 1: RESULTS FROM LAWSEQ TEST

TABLE 1: RESULTS FROM LAWSEQ TEST FOR SELF-ESTEEM

	HIGH	LOW	TOTAL
NESB	26	8	34
%	76%	24%	
ESB	53	32	85
%	62%	38%	

APPENDIX J

DATA ANALYSIS FROM QUESTIONNAIRE

RESULTS FROM QUESTIONS 1-24 FROM QUESTIONNAIRE

VARIABLE 1: ATTITUDE TOWARDS SCHOOL

NONENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
1		0	12	20	3	96	2.74
5		3	7	17	8	100	2.86
9		16	7	6	6	72	2.06
*13		0	2	13	20	123	3.51
*17		0	2	14	18	120	3.43
21		0	5	11	19	119	3.4
						VAR.TOTAL	630
						VAR.MEAN	18
						STD.DEV.	0.51

ENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO.	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
1		3	14	49	16	242	2.95
5		4	9	34	35	264	3.22
9		24	20	29	9	187	2.28
*13		1	4	30	47	287	3.5
*17		7	12	33	30	250	3.05
21		5	7	32	38	267	3.26
						VAR.TOTAL	1497
						VAR.MEAN	18.26
						STD.DEV.	0.38

CORRELATION COEFFICIENT FOR VARIABLE 1 = +.96

RESULTS FROM QUESTIONS 1-24 FROM QUESTIONNAIRE

VARIABLE 2: ATTITUDE TOWARDS TEACHERS

NONENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
2		2	7	9	17	111	3.17
6		1	2	17	15	116	3.31
10		1	3	18	13	113	3.23
14		0	7	19	9	107	3.06
*18		4	13	14	4	88	2.51
*22		10	15	7	3	73	2.09
						VAR.TOTAL	608
						VAR.MEAN	17.37
						STD.DEV.	0.44

ENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO.	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
2		6	4	48	24	254	3.1
6		5	10	35	32	258	3.15
10		1	15	36	30	259	3.16
14		11	17	42	12	219	2.67
*18		17	22	30	13	203	2.48
*22		22	36	21	3	169	2.06
							1362
						VAR.TOTAL	
						VAR.MEAN	16.61
						STD.DEV.	0.41

CORRELATION COEFFICIENT FOR VARIABLE 2 = +.96

RESULTS FROM QUESTIONS 1-24 FROM QUESTIONNAIRE

VARIABLE 3: INFLUENCE OF PARENTS.

NONENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
3		0	1	9	25	129	3.69
7		0	4	13	18	119	3.4
11		10	17	6	1	74	2.11
15		0	1	10	24	120	3.66
*19		0	4	12	19	120	3.43
*23		0	2	11	22	125	3.57
						VAR.TOTAL	695
						VAR.MEAN	19.86
						STD.DEV.	0.55

ENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO.	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
3		0	3	19	60	303	3.7
7		1	6	35	40	278	3.39
11		27	3	13	10	112	1.37
15		3	23	1	56	276	3.37
*19		5	9	28	40	267	3.26
*23		2	5	23	52	289	3.52
						VAR.TOTAL	1525
						VAR.MEAN	18.6
						STD.DEV.	0.79

CORRELATION COEFFICIENT FOR VARIABLE 3 = +.92

RESULTS FROM QUESTIONS 1-24 FROM QUESTIONNAIRE

**VARIABLE 4: ATTITUDES TOWARDS FUTURE SCHOOLING
AND EMPLOYMENT.**

NONENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
4		3	6	10	16	109	3.11
8		2	8	7	18	111	3.17
12		1	3	10	21	121	3.46
16		2	5	13	15	111	3.17
*20		3	3	6	23	119	3.4
*24		2	2	8	23	122	3.49
						VAR.TOTAL	693
						VAR.MEAN	19.8
						STD.DEV.	0.15

ENGLISH SPEAKING BACKGROUND RESULTS.

QU.NO.	SCORE	1	2	3	4	ITEM TOTAL	ITEM MEAN
4		9	14	17	42	256	3.12
8		12	18	29	23	227	2.77
12		2	4	18	58	296	3.61
16		3	11	39	29	258	3.15
*20		5	10	29	38	264	3.22
*24		5	8	23	46	274	3.34
						VAR.TOTAL	1575
						VAR.MEAN	19.21
						STD.DEV.	0.25

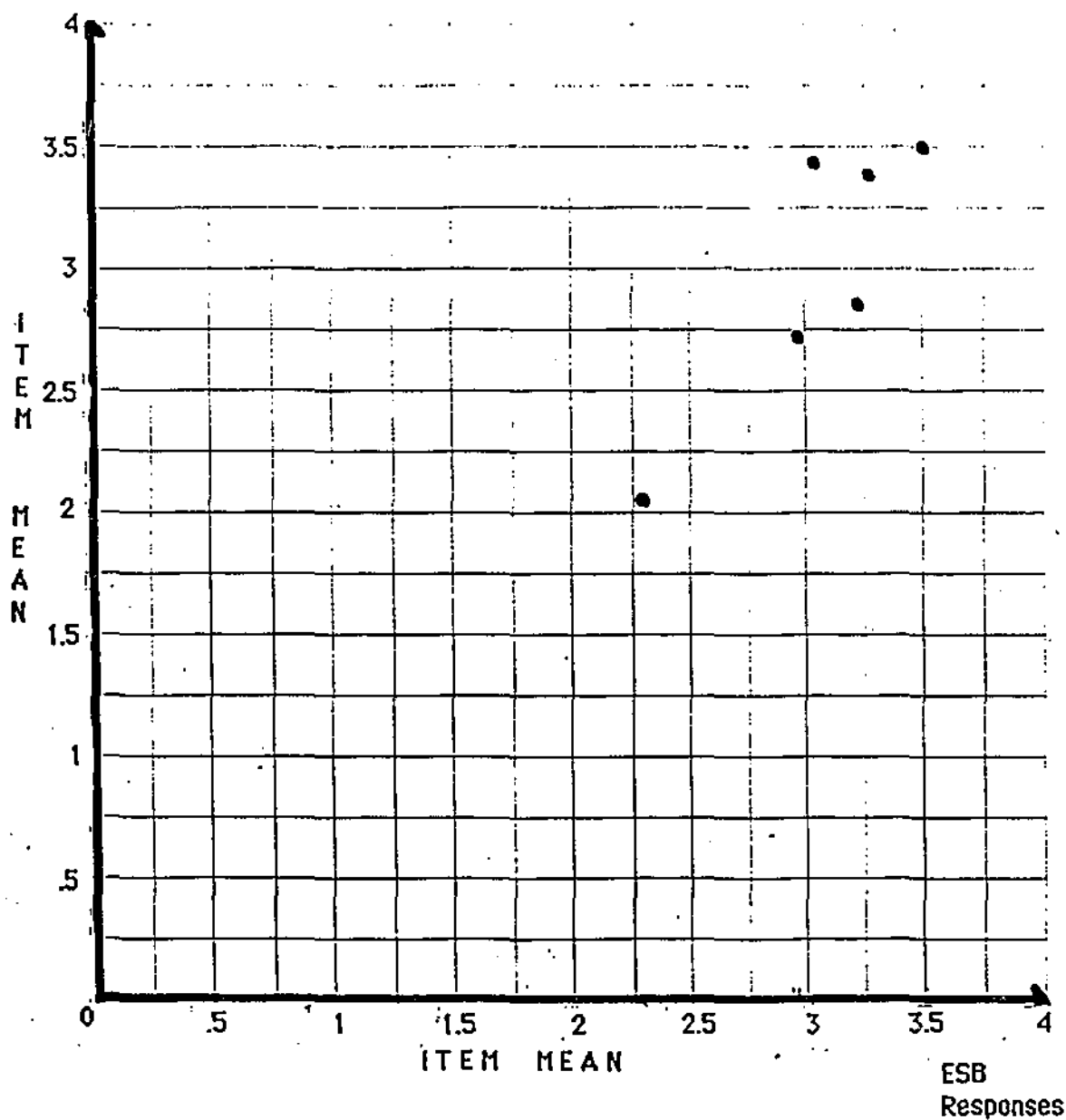
CORRELATION COEFFICIENT FOR VARIABLE 4 = +.99

APPENDIX K

SCATTERPLOTS FOR CORRELATION COEFFICIENT STATISTICS

ATTITUDES TOWARDS SCHOOL

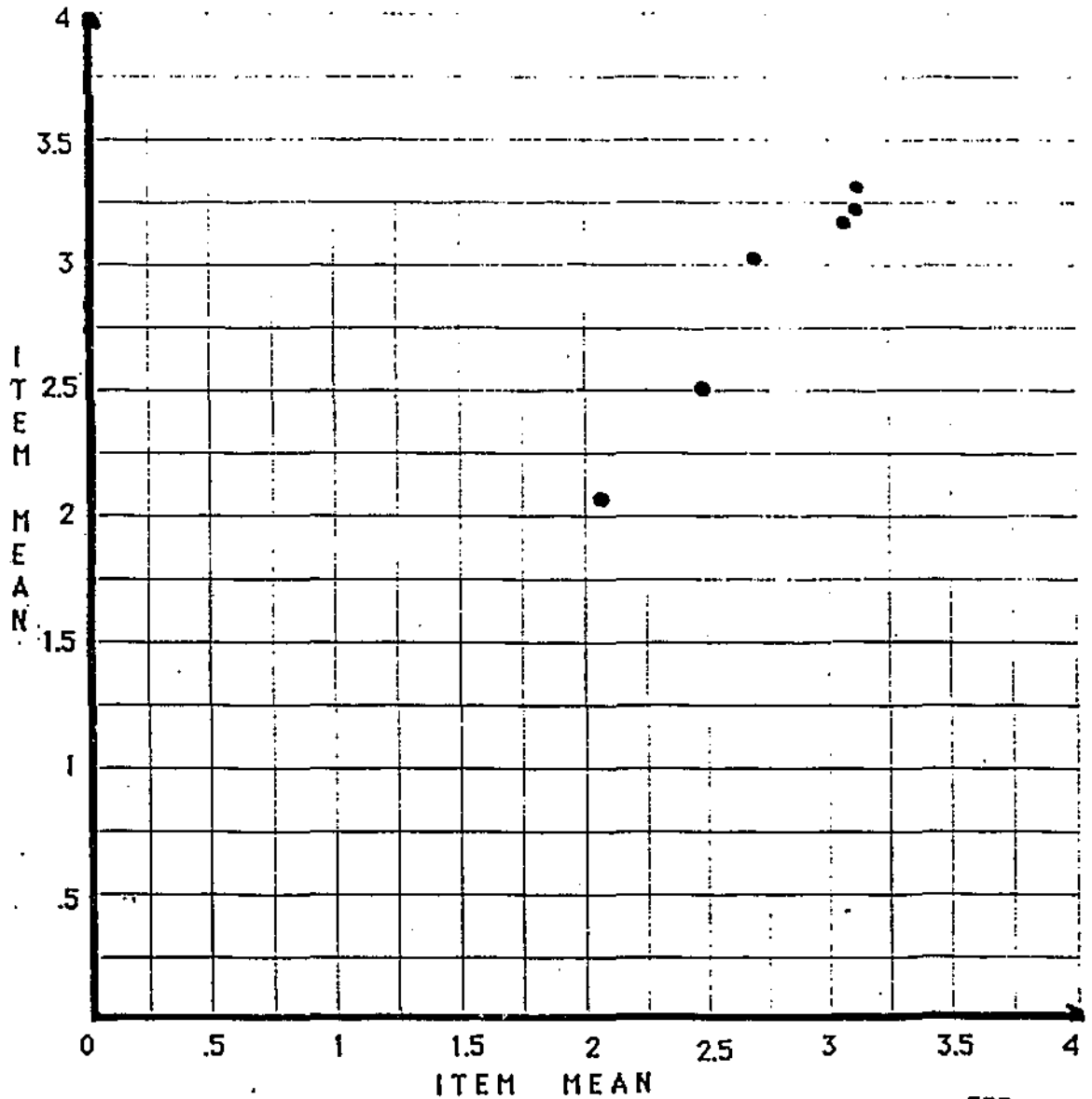
NESB
Responses



ESB
Responses

ATTITUDES TOWARD TEACHERS

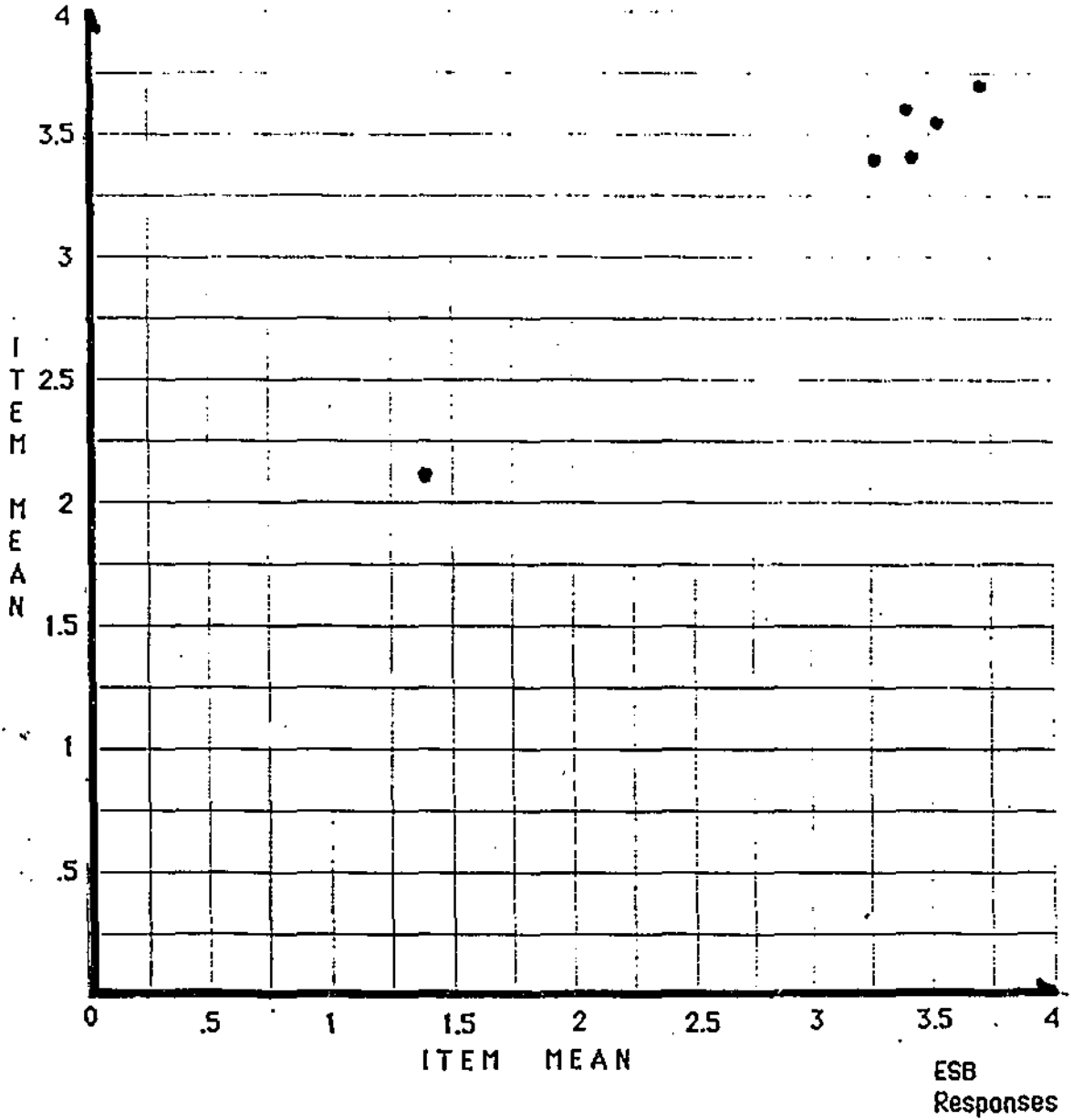
NESB
Responses



ESB
Responses

INFLUENCE OF PARENTS

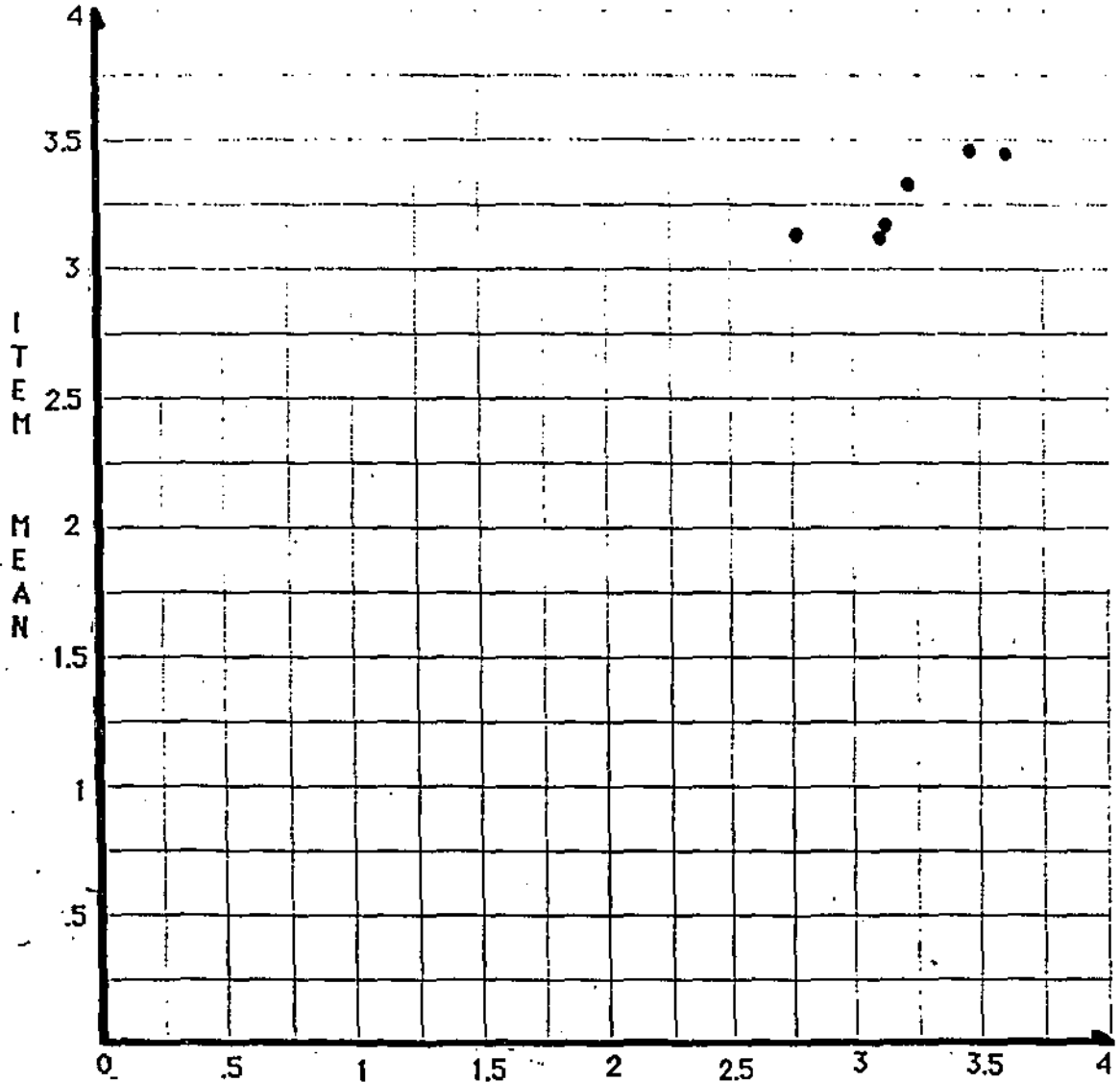
NESB
Responses



ESB
Responses

ATTITUDES TOWARDS FUTURE SCHOOLING AND EMPLOYMENT

NESB Responses



ITEM MEAN

ESB Responses

APPENDIX L

ANALYSIS FROM OPEN ENDED RESPONSES.

ANALYSIS OF OPEN-ENDED RESPONSES FROM QUESTIONNAIRE.

COMMON RESPONSES ARE LISTED.
 THE NUMBER OF NESB STUDENTS' RESPONSES ARE RECORDED NEXT TO THE RESPONSE.
 ESB STUDENTS' RESPONSES ARE IN BRACKETS.
 PERCENTAGES ARE INCLUDED WHERE NECESSARY.

VARIABLE 1: ATTITUDE TOWARDS SCHOOL.

QUESTION 25: If school were not compulsory would you still come to school? Why?

POSITIVE RESPONSES	NEGATIVE RESPONSES
I enjoy it/like it. 1 (1)	It's boring sometimes 0 (2)
To make friends/play with friends. 2 (5)	I don't like it. 2 (1)
To get an education. 11 [31%] (22 [27%])	I would get a job 0 (1)
To get a job/good job. 16 [46%] (38 [46%])	School is really hard. 0 (1)
To get good marks. 0. (2)	I have better things to do. 1 (1)
To learn. 8 (7)	I would come part time 0 (2)
It's boring at home. 2 (4)	

VARIABLE 2: ATTITUDES TOWARDS TEACHER

QUESTION 26: What do you think your teachers think of you? Why?

POSITIVE RESPONSES	NEGATIVE RESPONSES
I am a good student/work hard. 9 [26%] (14 [17%])	They don't like me. 1 [3%] (7 [8%])
They like me. 4 [11%] (22 [27%])	They pick on me. 0 (2)
I'm pretty smart. 1 (1)	I am a trouble maker. 0 (3)
I get good results/do my best. 3 (2)	I don't know 6 (7)
I am reliable/cooperative/helpful/quiet. 4 (8)	I'm not good at my work/fail/lazy. 2 (3)
I'm O.K. 7 [20%] (13 [16%])	
I'm an average student. 0 (1)	I talk too much 0 (1)

VARIABLE 3: INFLUENCE OF PARENTS.

QUESTION 27: What type of things do your parents do at home to help you with your schooling?

POSITIVE RESULTS	NEGATIVE RESULTS
Help with homework/study/math/s/ spelling/writing. 19 [54%] (38 [46%])	Nothing much. 0 (7)
Help me if stuck/I ask. 3 (4)	Sometimes aren't interested. 1 (0)
Employ a tutor. 0 (1)	
Buy equipment. 6 (6)	
Give more work. 4 (1)	
Help with problems/explain. 6 [17%] (22 [27%])	
Encourage me/praise me. 3 (7)	
Take me to library. 0 (3)	

VARIABLE 4: ATTITUDES TOWARDS FUTURE SCHOOLING AND EMPLOYMENT.

QUESTION 28: What level of education do you hope to achieve?

Year 10. 2 (2)	Don't know. 1 (4)
TAFE. 0 (2)	
Secondary. 11 (22)	
Tertiary. 22 [63%] (51 [62%])	

QUESTION 29: How do you expect to achieve this goal?

Work hard. 29 [83%] (55 [65%])	Don't know. 1 (0)
Do my best. 0 (4)	
Stay at school. 3 (3)	
Get good results. 1 (1)	

VARIABLE 4: CONTINUED.

QUESTION 30: What type of job do you think you would like?

Lawyer. 5 (1)	
Policeman. 1 (8)	
Chef. 5 (0)	
Vetinary Surgeon. 0 (5)	
Teacher. 5 (5)	
Pilot 1 (5)	
Secretary. 0 (3)	
Mechanic. 1 (4)	
Park Ranger. 0 (2)	
Doctor. 1 (1)	
Carpenter/Shop.Ass/Manager/Bakery/Actress/Journalist/Dentist/ Band singer/Fireman/Farmer/Work with horses/Designer. 0 (1)	

QUESTION 31: What level of education would you need to get the job you would like?

Year 10. 3 (4)	Don't know. 6 [17%] (6 [17%])
TAFE. 1 (1)	
Secondary. 2 (13)	
Tertiary. 18 [51%] (26[32%])	

QUESTION 31: What type of job do you think you would get with your present school performance?

Pretty good. 3 [34%] (10 [12%])	Don't know. 7. (14)
Average job. 3 (1)	Not much. 1 (2)
The job I want. 2 (4)	There are no jobs out there
Teacher 2 (5)	
Policeman. 0 (2)	
Checkout. 4 (3)	
Baker/Office work/Mechanic/ Fireman/Pet shop/McDonalds/ Hungry Jacks/Airforce/Zoologist/Marine biologist/Carpenter Garbage collector/Doctor/Waitress. 0 (1)	