The Relationship between Parents' Attitudes and their Sons' Achievement in English at the Model school of Yarmouk University

By

Ahmad Mohammad Al-Harashah
B.A. (English Language and Literature), Yarmouk University, Irbid-Jordan, 1986

Submitted in Partial Fulfillment of the Requirement of the Degree of Master of Arts in English Language and Literature Yarmouk University

Thesis committee

Professor Dr. Faris Mitlib (Chairman).................................................................
Dr. Pawwaz Al-Abed Al-Haq (Member) .............................................................
Dr. Lutfi Abulhiaja (Member) .................................................................
Dr. Mahmoud Wardat (Member) .................................................................

1995
Abstract

The Relationship between Parents' Attitudes and their sons' Achievement in English at the Model School of Yarmouk University/Jordan

by

Ahmad Mohammad Al-Harahshah

Supervisor

Professor. Faris Mitlib

The study investigates the relationship between parents' attitudes and their sons' achievement in English at the model school of Yarmouk University. Another purpose of the study is to examine the correlation between parents' degree of qualification and monthly income, on the one hand, and their sons' achievement, on the other.

Two instruments have been used to collect data important to the above mentioned purposes. The first instrument is a questionnaire based on those of Anga and Simpkins (1985), Al-Abed Al-Haq (1994), Pierson et al. (1980), and Gardner & Brunt (1977). The second is the son's achievement in English taken from the Model School records at the end of each academic year concerned (1992-1994).

The findings of the study demonstrate that Jordanian parents have positive attitudes towards English and its culture.

Also, the findings reveal no significant correlations between parents' degree of qualification and their monthly income, on the one
hand, and their sons achievement on the other. It has been found that there are no significant correlations between parents' attitudes toward learning English and their sons achievement. This, however, is incongruent with the belief that parents' education is considered one of the decisive factors in sons' achievement in the foreign language.

The study also implicates some helpful ideas about the role of parents that might be played and practised on their children. Further research is recommended on the basis of the study findings.