RELATIVE EFFECTS OF SOME PSYCHOLOGICAL AND SOCIAL FACTORS ON ENGLISH LANGUAGE ACHIEVEMENT

BY

Khalaf M. Shannaq

B.A. English Language, Yarmouk University, Irbid, Jordan 1984.

Diploma in Education (TEFL), Yarmouk University, Irbid, Jordan 1984.

A thesis submitted in partial fulfillment of the requirements for the Degree of Master of Arts (TEFL) in Yarmouk University.

Discussion committee

Dr. Kapur Ahlawat, Chairman

Dr. Khalaf AL-Makzoomy, Member

Dr. Riyad F. Hussein, Member

July 1989
RELATIVE EFFECTS OF SOME PSYCHOLOGICAL
AND SOCIAL FACTORS ON ENGLISH
LANGUAGE ACHIEVEMENT.

Khalaf M. Shannaq
M.A in TEFL
Yarmouk University, Irbid-Jordan
Supervisor
Prof. Kapur Ahlawat

Abstract

The purpose of this study was to investigate the relative influence of Test Anxiety, Study Habits and Attitudes, Family Environment, and Logical Thinking on Achievement in English language in the ninth grade students in Jordan. The sample of this study comprised (611) students (276 males, and 335 females). Eleven schools representing urban and rural, male and female schools in Irbid District were chosen.

The instruments used for data collection in this study were: (a) Test Anxiety Inventory (Alpha= .93); (B) Survey of Study Habits and Attitudes (Brown and Holtzman form H) (Alpha = 0.92); (C) Family Environment Inventory (Alpha = 0.90); (D) Longcot Test (Alpha 0.80); (E) Achievement Test in English language (two alternative forms: A and B), (Alpha= 0.86 for each).

Data analysis showed statistically significant differences between males and females on all the variables except achievement in English. These differences were in favour of males on all the variables except Logical Thinking on which the difference was in favour of males. Although females slightly outscored males on achievement in English, the difference was not statistically significant at (P < 0.05).
Separate stepwise multiple regressions were conducted for male and female samples in order to predict students' Achievement in English language from the independent variables (Test Anxiety, Family Environment, Study Habits and Attitudes, and Logical Thinking). In the case of males, Logical Thinking and Teacher Approval (a subscale of SSHA) were found to be significant predictors ($F = 33.99 P< .0000$ and $F = 12.32 P< .0005$) English achievement of test scores. The results of the female sample were slightly different. Logical Thinking and Education Acceptance (a subscale of SSHA) entered the prediction equation. The variables entered the regression equation for males and females explained 18% and 20% of the variance in achievement in English language, respectively.

The intercorrelation among the variables under focus and achievement had statistically significant correlations. Statistically significant correlations between the dependent variable (achievement) and the above mentioned independent variables were also found. The highest value ($r = .37$ and $.41$) was with Logical Thinking for males and females respectively. The Lowest Value was with Family Environment for both males and females ($r = .087$ and $.181$).

The intercorrelation among the independent variables revealed statistically significant substantial relations. The highest value was between Education Acceptance and Teachers Approval for males ($r = .727$). But for females, the Highest value was between Work Method and Education Acceptance ($r = .668$).

The results of this study seem to be similar to the findings reported by a number of previous studies in this field. Finally, the findings of this study were discussed and some recommendations were suggested.