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**Factors Influencing English
Majors' Achievement at An-Najah
University as Perceived by Students.**

By:

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Nablus , 2000

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Faculty of Graduate Studies
Teaching Methods Department

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Perceived by students**

Master Thesis

Submitted By:

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Supervised by

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**Submitted In Partial Fulfillment of The Requirements For
The Master Degree of Education.**

Nablus, 2000

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Submitted By:

Waleed Mohammed Al-Hasan

**This thesis was defended successfully on 7th July, 2000
and approved by :**

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Dedication

To the memory of my father and mother who were a constant inspiration to me .

To my wife who always encouraged me to further my study .

To my children : Khalid , Mais , Abrar and the sweet Ayah.

Acknowledgement

In the very beginning I'd like to express my gratitude to my supervisor, Dr. Suzanne Arafat, for her valuable guidance and supervision.

I am also grateful to Dr Abdel-Nasser Qaddomi who helped in statistical analyses of this research.

My thanks go as well to the members of the jury :-

Dr. Fawaz Aqel

Dr. Hanna Tusheyeh

for the constructive comment they have provided during the defense of this study .

I would also like to thank my brothers, Zeyad and Ratib who helped me during my study .

Waleed Al-Hasan

Nablus, 2000

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Abstract

Factors influencing English Majors' Achievement at An –Najah university as perceived by students

Submitted by :

Waleed Mohammed Al- Hasan

Supervised by:

Dr. Suzan Arafat

The purpose of this study was to investigate the relative influence of socio-economic status, test anxiety, study habits and gender on achievement in English of the English Department students at An-Najah National University in Nablus- Palestine, during the academic year 1999 – 2000.

The sample of the study comprised (94) students – 25 males and 69 females. The instruments used for data collection were: “A” test anxiety Inventory (Alpha = 0.84) b) Study Habits Scale and c) Socio – economic status questionnaire .

Data analysis showed statistically insignificant correlations between the dependent variable – achievement – on the one hand and each of the four independent variables – “socio-economic status; test anxiety, study habits and gender on the other. The only significant difference was shown between mother education, a domain of Socio-economic Status – and students’ achievement.

Scheffe’ Post-hoc test showed that the difference was in favour of students whose mothers got low and moderate education (illiterate, elementary, preparatory, secondary),the mean of those students a achievement was (75.7); where as the mean of achievement scores for students whose mothers got university education was (59.4).

Sex differences between domains of study habits: a-delay avoidance; b.work method c. education acceptance d-teacher approval, and domains of test anxiety -.emotionality and worry” -were investigated.

But results of Independent T-test showed no significant difference at ($\alpha = 0.05$) The computed T-test values for achievement variable and Test Anxiety domains for both males and females were respectively: (-0.53, - 0.32, 0.09, and - 0.12) which are less than the critical T-value (1.98). Results also indicated that the computed T-test values for Study Habits domains were respectively: (-1.43, -0.24, -0.09, -0.22, and -0.81) which are again less than the Critical T-value (1.98).

However, results showed significant correlation at ($\alpha = 0.05$) between Anxiety domains – Emotionality and Worry –on the one hand and the total score of anxiety. The magnitudes of these significant correlations were respectively: (0.95, 0.94) which are too close to the total score of anxiety “1”.

Findings of this study also showed significant correlations at ($\alpha = 0.05$) between study habits domains and the total score of study habits. The magnitudes of these correlations were respectively (0.78, 0.71, 0.65, and 0.73) for DA, WM, EA and TA.

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

It was suggested that students should be trained on the effective study habits. In addition, teachers should develop tests that allow each examinee to perform up to his/her potential. The researcher suggested these recommendations which are included in chapter five.

Chapter One

Introduction:

It is universally acknowledged that language is the media through which people can express their ideas, feelings, desires, beliefs, points of view, attitudes and interests.

Learning a foreign language is considered as a source of enrichment for knowledge and a contribution to international understanding (Shannaq, 1989). Moreover, learning a foreign language frees the learner from the restraints and barriers one feels because of the limitations of his language. Knowing one language only means that a person's outlook will be unrealistic, naïve and incomplete (Alatis, 1976). Therefore, learning any foreign language is very important, but when it comes to English it becomes more important because nearly all the development in technology and means of communication are published in this language. It is obvious that many educational authorities all over the world show a great interest in English to the degree that it is introduced as a compulsory subject at schools and a medium of instruction in many departments in various universities.

Rivers (1983) grouped the objectives of teaching a foreign language into five classes: -

1. To develop the students' intellectual power through foreign study.
2. To increase the students' personal culture through the study of the literature and philosophy to which language is the key.
3. To increase the students understanding of how language functions.

4. To teach the student to read the foreign language with comprehension.
5. To provide students with skills which will enable him to communicate orally and to some degree in writing with people of other nationalities.

In the light of the outlined objectives, learning a foreign language facilitates ready and perfect communication upon which understanding relies. Still, and in spite of the serious efforts, the objectives of teaching English have not been accomplished, especially when the competence of the learner is considered (Al-Omari, 1982, Shakir, 1980, Mukattash, 1977). This poor achievement drew the educators' attention because they attach a great deal of importance to it for the following reasons: -

1. Achievement is a predictor for the learners' future life.
2. It determines the students' progress in a certain program.
3. The level of students' achievement reflects the degree of attainment of the goals set by educational institutions.
4. It determines the learners motivation since success leads to success and high spirits.

Due to this special status given to achievement, researchers in education have been tempted to investigate factors affecting it. Therefore the researcher believes that shedding light on some of these factors may help in finding a solution to this problem and in upgrading the level of our students' achievement.

Ebel (1972) claims that the variables most directly related to students' achievement are: Socio-economic status of the family and the socio-economic background of the other students in the particular school; whereas Bloom (1976) believes that achievement is affected by interest, attitudes, self concept and mental health.

Being convinced in the influence of such variables on achievement, the present researcher has chosen four variables to be the core of his research study. In fact, he will investigate the contribution of these independent variables to the dependent variable, which is students' achievement in English.

The variables the researcher has chosen are: -

1. Students' socio-economic status.
2. Test anxiety.
3. Students' study habits.
4. Students' Gender.

Statement of the Problem:

Students' low achievement in English is a challenging phenomenon which has a negative effect on teaching and learning process. Mostly, University English majors, and after their graduation, will seek different jobs mainly in the educational field. Hence, various sections of the society will be affected in away or another by such graduates.

However, most teachers and educators are generally dissatisfied with students' level of achievement in English. Therefore, this study was conducted to investigate the reasons and factors which may have a direct influence on English Majors achievement at An-Najah University.

The researcher – being a graduate student at An-Najah University and having relations with both students and lecturers there, used to hear comments and sufferings now and then about the problems they encounter while teaching and learning English. This was the major cause for conducting this study.

Anyway, the problem of this study can be stated through the following question: -

1. How much of the variance in students' achievement in English at An-Najah University is explained by the following variables: -
 - a. Students' Socio-economic status – S E S.
 - b. Study habits-SH
 - c. Test anxiety
 - d. Gender

Purposes of the study:

This study aims at investigating the following: -

1. The relative role (effect) of students' Socio-economic status on their achievement in English.
2. The relative role of students' study habits on their achievement in English.
3. The relative role of Test Anxiety on students' achievement in English.
4. The relative role of students' Gender on their achievement in English.
5. The variance in students' achievement explained by the above four variables combined.

Hypotheses of the Study:

This study will investigate the following null hypotheses. All of them are tested at ($\alpha = 0.05$).

1. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to father education.

2. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to father's career.
3. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to mother education.
4. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to mother career.
5. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to monthly income.
6. There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah University due to place of residence.
7. There is no significant correlation at ($\alpha = 0.05$) between students' academic achievement and anxiety level of English department students at An-Najah University.
8. There is no significant correlation at ($\alpha = 0.05$) between students' academic achievement and study habits level of English department students at An-Najah National University.
9. There is no significant difference at ($\alpha = 0.05$) of English department Students academic achievement at An-Najah University due to gender.

Significance of the Study:

The significance of this study stems from the following: -

1. Its potential which may contribute to the teaching of English in Palestine in general and at An-Najah University in particular.
2. It will determine the relative effect of the following independent variables – Students’ Socioeconomic Status; test anxiety; study habits and gender- on the dependent variable English Students’ academic achievement at An-Najah University.
3. It will be a great benefit for a large population. It is hoped that this study will be beneficial for school and University students, teachers, lecturers and curricula designers.
4. It could also help parents to deal with the learners’ problems in a proper way.
5. Since English plays an effective role in the economic and political life in Palestine, a study which investigates the factors that influence the current situation of the English program at the compulsory cycle is necessary.

Definition of Terms:

1. **Achievement:** It is defined as the attainment of the specific goals of a subject matter. (Ebel, 1972).
2. **Emotionality:** It refers to the psychological arousal and upset as heart racing and upset stomach. (Shannaq, 1989).

3. **Worry:** It refers to the cognitive concern about performance and consequences of failure. (Shannaq, 1989).
4. **Delay Avoidance: DA:** It indicates promptness in completing academic assignments, lack of procrastination and freedom of wasteful delay. (Shannaq, 1989).
5. **Work Methods: WM:** In this study these methods refer to the use of effective study procedures, efficiency in doing academic assignments and how to study various skills. (The researcher's definition).
6. **Educational Acceptance: (EA):** This deals with the learner's approval of educational objectives, practices and requirements. (Shannaq,1989).
7. **Teacher Approval:** Which indicates learner's opinion of teachers and their classroom behaviors and methods. (Shannaq,1989)
8. **Study Habits:** For this study they refer to certain study strategies including paraphrasing, note taking and summarizing. (The researcher's definition).
9. **Test Anxiety:** For this study it means the state of student's being worried, frightened, uncertain before and while performing exams. (The researcher's definition).

Limitation of the Study:

This study is limited to the English Majors at An-Najah University in Nablus during the academic year 1999 – 2000. Therefore, the findings of this study can't be generalized for the entire country or for other stages.

Summary:

The researcher in this chapter explicitly presents the problem of his study which aims to investigate the influence of Socio-economic status, test anxiety, study habits and sex on English Majors' achievement in English.

Furthermore, this chapter includes the statement of the problem, research questions, hypotheses, significance of the study, definition of terms and the study limitations.

Chapter Two

Review of related literature

Introduction:

This chapter reviews some of the studies related to each variable under separate headings.

A. Socio-economic status and achievement:

A great number of researchers believe that socio-economic status plays an effective role in the achievement of any human being.

Tucker et al (1975) emphasized the role of socio-economic status. He and his colleagues found that high socio-economic status students were more proficient in English than those of low socio-economic status.

Thorolfur, Thorliudson, and Sigurjon Bjornson (1979) conducted a study in Iceland to see if there was any impact of the socio-economic status on the performance of children. In that study, which was carried out on 1428 children the researchers affirmed that there was significant and important contribution of Socio-economic status on achievement.

Pollard (1981) supported the aforementioned findings. In his study, which was conducted on 3531 students. Pollard found a significant relationship between Socio-economic status and performance in English. In this study, Pollard proved that students of low Socio-economic status had mean scores which were consistently and significantly lower than the mean scores of students of high socio-economic status.

However, Holloway (1980), in his attempt to explore the relationship between socio - economic status and achievement, he arrived at the following findings: -

- A. A significant negative relationship existed between reading achievement of sixth grade students and parental Socio-economic status. The relationship indicated that as parental Socio-economic status decreases, reading achievement increases.
- B. A significant independent relationship didn't exist between the means of reading achievement of sixth grade students' and the parental Socio-economic status while holding the students' mental ability constant.

Edward (1978) studied the relationship between self-concept, Socio-economic status and attitude toward school and level of achievement of black and non-black. Junior College Freshman, also negated any relationship between Socio-economic status and achievement. In this study which he conducted on 250 students, Edward found that there was no significant relationship between Socio-economic status and achievement.

Morgan (1979) investigated the relationship between students' social class and their academic achievement. The sample of his study consisted of sixth grade students in Kansas City, Missouri, USA. The results showed that students of low social class score less than students of high social class. The results also showed that family environment of the student is a determining factor in his academic achievement.

Marjoribanks (1982) studied the relationship of children's academic achievement to their social status and family environment. The sample of his study consisted of (447) females and (471) males. Regression analyses were conducted to analyze the data. Results indicated that family environment contributed to variation in academic achievement especially in word performance.

Robinson (1987) conducted a study on the effects of family type, sex, race and income on school achievement and behavior of second and third grade students. The subjects of the study were (426) students from three elementary schools in a suburban southern district in South Carolina. Data analysis showed that students from two-parent families were better achievers than those from one-parent families especially in reading and language measures.

Sukamolson (1993) investigated the possible reasons for low achievement gains in English for academic purposes, EAP courses, among University students in their second year of EAP instruction. Students' grades were compared with a variety of students' variables- sex, age, school type and location, tutoring, course load, family income, educational attitudes, motivation and study habits.

The results showed that second year EAP achievement was directly correlated with students' gender, teaching method, general English background and major field of study.

The previous studies emphasized the important role of family environment on academic achievement.

In addition, parents' realistic judgments of children's performance, friendly atmosphere and warm emotional feelings in the family contribute positively to students' academic achievement.

B. Test Anxiety and Achievement:

A great deal of research has investigated the relationship between Test Anxiety and Achievement. Most of the studies in this area reported negative relationship between Test Anxiety and Achievement. In spite of this, there is no consistent support for the hypothesis that highly test-anxious students perform poorly on academic examinations. Very few studies reported no relation between Test Anxiety and Achievement (Paulman and Kennelly, 1984). Many studies in Jordan revealed negative relationship between Test Anxiety and Achievement (Ahlawat, 1988; Abu-Sabha, 1974; Zaghal, 1983).

Zaghal (1983) investigated whether achievement in mathematics for the ninth grade students is affected by test anxiety, item difficulty sequence and providing the students with information about the sequence of the items. The sample of this study consisted of (516) boys, enrolled in two government schools, and 313 girls, enrolled in two UNRWA schools in Irbid in the academic year 1981 – 1982. His study revealed that the mean score for the boys and girls with low – anxiety was significantly higher than that for the boys and girls with high anxiety level.

Abu- Sabha (1974) investigated the relationship between Test Anxiety and Academic Achievement. The sample of his study consisted of 237 male and 183 female students. The results of his study showed a weak negative correlation ($r = 0.12$) between Test Anxiety and Academic achievement. Female students were found more anxious than male

students. Highly test – anxious students performed poorly on academic examination.

Ahlawat (1984) conducted a study to investigate the relationship between test anxiety and academic performance in different subjects. A sample of 174 male students and 360 female students were used. The results revealed negative correlations between test anxiety and academic achievement in different school subjects.

Deffenbacher (1977) investigated the relationship of worry and emotionality to performance on the Miller Analogies Test. The subjects of this study were 52 males and 27 females. Correlation analyses demonstrated that state test anxiety, worry and emotionality all were significantly and negatively correlated with performance.

Hunsley (1985) explored the impact of test anxiety on test performance and cognitive appraisals of test- anxious students. This study was conducted on 62 undergraduates enrolled in a second year psychology statistics course at the University of Waterloo, Ontario, Canada. A multivariate analysis of variance was used to analyse the data. The results indicated that test anxiety was related to poor test performance.

Morris, Kellaway and Smith (1978) conducted a study to investigate the relation between test anxiety and academic performance. The sample consisted of 54 mathematics students (38 males and 16 females) and 52 psychology students (24 females and 28 males). The results indicated that worry components of anxiety were computed as well. The results indicated that worry component of anxiety variable had the most powerful effect on academic performance for both groups and between emotionality and performance for psychology students.

Plake, Ansorge, Parker and Lowry (1982) investigated the effects of item arrangement, test anxiety and sex on test performance. This study was administered to 170 students enrolled in three introductory statistics classes at the University of Nebraska – Lincoln. The results showed negative relation between test anxiety and academic performance.

Rocklin and Thompson (1985) investigated the interactive effects of test anxiety, test difficulty and feedback. The researchers used multiple-choice verbal aptitude items on a sample consisted of (90) undergraduate students. Results indicated that the anxious students in the sample did best on a very hard test, and moderately anxious students did best on an easy test, whereas the most anxious students did poorly on both tests.

Ahlawat (1988) investigated the relative influence of family environmental factors on the test anxiety of Jordanian students. The sample of the study consisted of (720) high school students – (360) males and (360) females. Variable means, standard deviations and Pearson correlations were calculated. The results showed that family environment plays a vital role on the development of test anxiety which in turn has a negative effects on students' achievement.

Al- Qura'an (1992) studied the influence of test anxiety and self- concept on students' academic achievement. The sample of his study consisted of (447) eleventh grade students – (250 males and (197) females). The results showed a significant difference between the means of students score due to test anxiety in favor of the less anxious students. The results also showed that female students are higher achievers than male students.

Everson (1993) investigated the relationship between test anxiety and school subject. The sample consisted of (196) college students aged

between (17 – 38). Everson studied test anxiety on one hand and the following subjects on the other science, mathematics, history and English. The results revealed that students are highly anxious in science and mathematics, whereas they showed less anxiety in both English and history.

Culler (1980) conducted a study to investigate: -

- A. The relationship of test anxiety to academic performance in college students.
- B. Differences in study related behaviors between high and low test-anxious students.
- C. The differential effectiveness of study related behaviors for both groups. Subjects of the study were (65) high and (31) low test-anxious first semester freshmen. Results demonstrated a significant difference in grade point average associated with test anxiety. High test-anxious students were also found to have poorer study skills.

Title (1997) investigated the relationship between anxiety experienced by students in the second language classroom (usually associated with test anxiety, fear of negative evaluation) and classroom achievement among three groups of language learners. The foreign language classroom Anxiety scale and International Beliefs Test were administered to (94) college students- (23) Russian, (30) Spanish and English as a second language ESL (n = 41) at various levels of difficulty. Results didn't reveal significant correlations between language anxiety and irrational thought. Differences in students mean scores on both instruments were also generally weak. Moderate negative correlations between language anxiety and classroom achievement comparable to that found in previous research were shown.

Most of the aforementioned studies revealed a negative relationship between test anxiety and students' academic achievement.

C. Study Habits and Achievement:

Since the 1920s a wide variety of research has been conducted to improve study skills. These include various strategies such as paraphrasing, note-taking, summarizing and mapping. These strategies have been examined by many Arab and foreign studies. (Al-Lababidi ; 1976; Al-Salem, 1988; Houston, 1987; Ralph and Charles, 1980).

Al-Lababidi (1976) investigated the relationship between the study habits and attitudes of Jordanian University students on one hand and the students' academic achievement on the other. The sample consisted of (625) first year students distributed among five faculties. The results showed a positive and statistically significant correlation between performance and measures of academic achievement.

Yousef (1979) conducted a study to investigate the relationship between study habits and academic achievement. The scale used to measure study habits was a translated version of Gilbert Wrenn's Habits Inventory. The scale of achievement used in this study was the average of the students in the General Secondary Certificate Exam. The sample consisted of (1208) students in the third academic secondary class. The results showed that there was no significant difference between the mean scores of males and females on the inventory.

Houston (1987) studied the predictive validity of study habits for first semester undergraduates. The sample consisted of (30) males and (52) females at Rutgers University in New Jersey. The results showed

significant correlation between the academic variables on one hand and the study skills Inventory variable on the other.

Al-Salem (1988) investigated the relationship between study habits and academic achievement of community college students in Jordan. The subjects were (80) science majors and (120) literary majors. A T-test was used to investigate the differences between the mean scores of study habits of high achieving students and those of low- achieving students. In addition, the literary stream students showed higher mean scores on the inventory than the science- stream students showed higher mean scores on the inventory than the science- stream students. High- achieving literary stream students also surpassed significantly high- achieving science stream students.

Collins (1993) conducted a study whose sample consisted of (23) students from University of Newcastle who had taken bridging courses in English and another (23) students who had not. The results showed that bridging programs can enhance student performance, inculcate study habits and improve confidence.

Wesley (1994) studied the effects of ability high school achievement and procrastinatory behavior on college performance. Subjects were (194) women and (54) men. Ability was operationalized by total scholastic Aptitude Test Score, achievement by average grade earned in high school and procrastination by score on the procrastination Assessment Score. It was hypothesized that procrastination could account for variance beyond that explained by ability and high school achievement in predicting college grade point average. Results showed that procrastination does account for a significant portion of variance in college grades beyond that explained by ability and high school grades. For men high school

achievement was the strongest predictor of college performance. But for women, ability was the strongest predictor.

Onwuegbuzie (1995) administered a study to investigate the antecedent correlates of library anxiety. The following factors were considered: gender, age, native language, year of study; academic achievement; course load; number of earned credit hours, number of library instruction courses, computer experience, study habits; employment status. Students from two universities (n = 493) were administered the library Anxiety scale. Data indicated that students with the highest levels of library anxiety tended to be male, undergraduate who do not speak English as their native language, have high level of academic achievement.

Norton (1996) investigated the relationship between test preparation and academic performance on a high school graduation test using data from the 1995 -96 Louisiana Graduation Exist Examination (GEE). Test preparation was measured based on students' responses concerning whether they prepared well for the test or not. Academic performance was measured through live subjects: English language Arts, Mathematics, written composition, Science, and Social studies. Each subject was examined based on two test uses: students' passing status and students' scaled scores. A series of chi square tests were used for each subject to examine the relationship between test preparation and passing status. In addition, Pearson correlation analysis was used for each subject to examine the relationship between test preparation and scaled scores. Results showed that there is a significant relationship between preparation and academic performance.

D. Gender and Achievement:

Sex and its role in the acquisition of language has been a matter of great controversy. Some consider females better achievers than males whereas others have different claims.

Thomas (1975) investigated the effect of race and sex on students' academic achievement. The sample of his study consisted of white and black male and female students enrolled in an educational program. The results of the study showed significant differences in students' scores due to race, whereas they showed no significant differences in students scores due to sex variable. The results also showed that race is a predicting factor in students academic achievement.

Lindgren (1976) observed that females usually learn to talk earlier than males . He also found that females are linguistically more capable at an early age .

Mukattash (1977) supported the previous studies. He emphasized that females were better achievers in foreign language learning than males were. He again supported the results he arrived at in his second study (1980).

Sprinthall (1977) has almost the same outlook. He emphasized that females score higher on verbal tests than males.

Chapell (1979) studied the relationship between sex, self confidence, Socio-economic status on one hand and students academic achievement on the other. The subjects were (112) tenth grade male and female students in south west of virgenia, USA. Students' academic level was determined by an achievement test and by students' marks at school.

The results of Chapell's study showed that there is a correlation between students' Socio-economic status and their academic achievement. He also found that female students are better achievers than male students.

Shoff (1980) proved that men do better than women on a scale designed for reasoning level. The sample of the study was 56 men and women equally distributed with their ages ranging between 22 and 30 years. The subjects were asked to complete requirements in one hour. These requirements were: -

- A. The Reflective Judgment Interview (a measure of reasoning level).
- B. The wonder lie (a test of ability to learn).
- C. A biographical information form. The results showed that sex had a major effect. She found that men scored higher than women on the level of reflective Judgement.

Siebzener (1980) tried to find out whether females as opposed to males tested on written tasks would:

- A. use more words on the basis of the total words used.
- B. use fewer unnecessary words.
- C. use few sentences.

The results of her study showed that:

- A. Females did indeed use more words and fewer unnecessary words.
- B. Females exhibited significantly greater variability than males in the number of words used but significantly less variability in the number of the unnecessary words used.

Mezhir (1980) found that females outperformed males in achievement in the 9th grade, but males scored slightly higher on the General Secondary English Certificate Examination.

The findings of the previous studies do not actually give a fixed outlook in respect of the superiority of males or females. The contradiction in these findings doesn't give a comprehensive consensus on the role of sex.

Wenstein (1981) investigated the differences between boys and girls in their performance on the Bender Visual Motor Gestalt Test (reading test). This study hypothesized that boys and girls would differ in their style of approach to the kindergarten Bender Visual Motor Gestalt Test, with girls showing superior ability. It was also expected that females would surpass males in early reading. The study the researcher conducted on 60 kindergarten children in a New York city public school showed that boys and girls didn't differ in their pattern of approach to the Kindergarten Bender Visual Motor Gestalt Test Performance.

Hogrebe (1985) investigated the relation of gender to reading achievement at the high school level. The data were drawn from the high school and Beyond (HSB) national survey that was sponsored by the national center for education statistics in Missouri, USA. Information on 23,362 seniors and 24,678 Sophomore was analyzed by examining the amount of variance in reading achievement accounted for by general differences. The results indicated that gender accounted for less than 1% of the variance in reading achievement. These findings suggest that by the time students reach high school, the magnitude of gender differences in reading achievement is small.

Marsh (1985) conducted a study to investigate the effect of sex on self concept. The sample consisted of (559) fifth grade students. Measures were collected to assess multiple dimensions of self concept and academic achievement. Factor analyses of the self Description

Questionnaire clearly identified its factors, including a new general self factor.

Girls had significantly higher achievement scores than did boys in both reading and math, as well as higher self- concepts in reading, but had lower math self- concepts than did boys.

Hussein (1986) conducted a study to compare the effect of the educational TV programs and the lecture method on the achievement of geographical concepts generalization and skills offered to first secondary grade students .The results showed that there were statistically significant differences between the achievement of the male and female students in favor of the male who showed higher mean .

Jayousi (1988) conducted a study to compare the effect of the instructional television group (ITV) to the conventional classroom instruction on the achievement of the Jordanian third secondary literary students in English conditional sentences and phrasal verbs. The sample consisted of (406) students (male and female).They were divided randomly into two groups - the experimental group learned conditional sentences and phrasal verbs by (ITV) tool, while the control group learned the same material by the CI (conventional Instruction). The results showed that there was no statistically significant difference in the achievement mean score of the (ITV) group and the (CI) group due to sex.

Kirchner (1993) studied gender as a moderating variable in predicting success in a Master of Arts in teaching program. The purpose of the study was to explore further the relationship between gender and scores on the Graduate Record Examination and success in a Graduate program. Subjects were 103 students, (80) females and (23) males, who were

pursuing Master of Arts in teaching degrees at a small private liberal arts institution during the academic year 1990 – 1991. Results demonstrated a significant main effect for the set of academic predictors, but no significant interaction was found between gender and the academic predictors.

Stumpf and Stanely (1996) conducted a study, which aimed to explore gender-related differences in participation and scores on the College Board's Advanced Placement program and Achievement Examinations. In both sets of tests, the number of male and female high school students were unequal for several subject areas. The French, Spanish and Modern Hebrew examinations attracted many more female than male students, whereas many more male students took the physics, chemistry and computer Science examinations.

Shakshir (1996) in a study carried out on secondary school students in Nablus district, found a relation between achievement and students' attitude toward learning English. She also found that female students were found to score higher than males in learning English.

The results showed that male students had moderately higher scores on the physics, chemistry and computer science tests, whereas, female students had a slight advantage on some of the language examinations. Although the patterns of gender related score differences were stable, there were some indications that gender differences are narrowing, especially in the areas of American History and Computer science.

Summary:

Having surveyed the literature, the researcher would like to indicate that few studies were comprehensive in investigating the influence of one or two variables on achievement, whereas this study tackles the impact of four variables on achievement. In addition, the researcher believes that no studies have been conducted in the Palestinian setting where these variables Socio-economic status, study habits and test anxiety – have their peculiar reference or context. The bulk of the previous studies had the student in a western culture or semi-western culture kind of setting. It is expected that the findings of this study will be much more applicable to a Palestinian setting than any of the aforementioned studies.

Chapter Three

Methodology

Introduction:

The researcher in this chapter presents the design and the procedure used in confirming the hypotheses of the study. In other words, this chapter respectively includes the study purposes questions and hypotheses, the population and the sampling procedures, instruments as well as their validity and reliability procedure, and the statistical analysis. The researcher used the descriptive method taking into account the real situation as it is.

Population:

The population of this study consisted of all English Major students who are registered in the English Department at An-Najah University during the academic year 1999 – 2000. The total number of these students is 238 (65 males and 173 females).

The Sample:

The sample of this study consisted of 94 students (25 males and 69 females) – that forms nearly 45 percent of the total population. The sample was chosen randomly. The subjects came from different areas of the West Bank. They also represent different social classes and various socio-economic backgrounds.

The sample was distributed according to the study variables as follows: -

Table (1)

Sample distribution according to Father Education.

Father Education	Frequency	Percent
Illiterate	5	5.3
Elementary	22	23.4
Preparatory	13	13.8
Secondary	27	28.7
University	27	28.7
Total	94	100.0

Table (2)

Sample distribution according to Father Career – Variable: -

Father career	Frequency	Percent
Employer	24	25.5
Worker	23	24.5
Services	28	29.8
Unemployed	19	20.2
Total	94	100.0

Table (3)

Sample distribution according to Mother Education Variable: -

Mother Education	Frequency	Percent
Illiterate	16	17.0
Elementary	20	21.3
Preparatory	14	14.9
Secondary	34	36.2
University	10	10.6
Total	94	100.0

Table (4)

Sample distribution according to Mother Career Variable: -

Mother Career	Frequency	Percent
Employer	4	4.3
worker	2	2.1
services	3	3.2
Housewife	85	90.4
Total	94	100.0

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Table (5)

Sample distribution according to Monthly Income Variable: -

Monthly Income In NIS	Frequency	Percent
Less than 1500	37	39.4
1500 – 2500	16	17.0
2500 – 3500	14	14.9
More than 3500	27	28.7
Total	94	100.0

Table (6)

Sample distribution according to Residence Variable: -

Residence	Frequency	Percent
city	60	63.8
village	34	36.2
Total	94	100.0

Table (7)

Sample distribution according to Gender Variable: -

Gender	Frequency	Percent
male	25	26.6
female	69	73.4
Total	94	100.0

Instrumentation: -

As stated earlier, this study was conducted to investigate the relative contribution of the following variables to the variance in English department students' academic achievement at An-Najah University:

- a. socioeconomic status; b. Test Anxiety; c. Study Habits; and d. Gender.

The researcher used the following instruments to measure these variables:-

1- Socioeconomic Status Questionnaire: -(Appendix I)

The researcher used a questionnaire prepared by Khateeb (1981).

This questionnaire has six domains: -

- a. Father's education
- b. Mother's education
- c. Father's career
- d. Mother's career
- e. The family's monthly income
- f. Residence .

Khateeb requested ten judges from different specializations to identify the relative importance of the above domains As a result, he got the following: -

- a. Family's income: 23%
- b. Father's education: 20%
- c. Mother's education: 18%
- d. Father's career: 15%
- e. Mother's career 12%
- f. Residence 12%

2- Yarmouk Test Anxiety Inventory: (Y – TAI): - (Appendix II)

Test Anxiety Inventory (TAI) was originally developed by Spielberger and his collaborators in 1980. It is an effective instrument and easy to apply for the assessment of test anxiety in various situations and cultures. It measures the individual differences in test anxiety as personality trait. It consists of 18 likert- type statements which are rated over a three point rating scale (Never, Rarely, Almost Always). These items measure the magnitude of anxiety the participant experiences before, during and after

academic examinations. The (Y-TAI) has two separate factors – worry and emotionality. Worry refers to cognitive concern about performance and consequences of failure, whereas, the emotionality refers to psychological arousal and upset as heart racing and upset stomach, Shannaq (1989). The eighteenth items are distributed as follows: -

- a. Seven emotionality.
- b. Seven worry.
- c. One is concerned with confidence and relaxed state.
- d. One is concerned with continued state of test anxiety even when the test is over.
- e. One is concerned with psychological symptoms of test anxiety.
- f. One is concerned with the wish to get rid of test anxiety.

The present inventory was translated from Arabic to English by the researcher himself (see appendix I P-67).

Reliability of the Y-TAI

The Alpha coefficient of the present version was found to be 0.86. Inter- item correlations ranged from 0.03 to 0.51 with a mean of 0.31 and variance of 0.006. Item remainder correlations ranged from 0.39 to 0.67. Item means varied from 1.60 to 2.73 with mean 2.27 and variance 0.09. Item variances ranged from 0.67 to 1.49 with mean 1.05 and variance 0.03.

3- Study Habits (SH) Inventory: - (Appendix III)

This instrument was originally developed by Brown and Holtzman (1983). The present version was developed and modified from the original one by Shannaq (1989). This scale has the following sub-scales: -

- 1- Delay Avoidance (DA): which indicates promptness in completing academic assignments, lack of procrastination, and freedom of wasteful delay and distraction.
- 2- Work Methods (WM): which characterize the use of effective study procedures, efficiency in doing academic assignments and how to study various skills.
- 3- Educational Acceptance (EA): which deals with the learners approval of educational objectives, practices and requirements.
- 4- Teacher Approval: (TA) which indicates learner's opinions of teachers and their classroom behavior and methods.

Reliability of Study Habits Questionnaire: -

Alpha formula conducted for this instrument was found to be 0.84 in total. As for each one of the four domains taken separately the reliability coefficients were 0.95; 0.93, and 0.84 respectively for the DA, WM and EA.

The present version of the present study was translated from Arabic to English by the researcher.

Validity of the Instruments: -

The questionnaires of the study were given to four juries – two in the faculty of Education and two in the English Department – at An-Najah University and they judged that the items were valid and appropriate for the purpose of the study. However, they made some corrections and offered some suggestions which were taken into consideration. Here are examples of some of the modified items: - item

10, 16, 20 of Study Habits Questionnaire and items 10 and 18 included in Y-TAI.

Data Distribution and Collection: -

The questionnaire copies were distributed to the subjects and later collected by the researcher himself. The ratio for the returned copies was (83.3) for males and (76.6) for females. The questionnaire copies were written in English because the subjects of this study are English majors and they are supposed to understand them.

Achievement Criterion: -

In this study, students' accumulative averages in the English department of the academic year 1999 – 2000 were taken as indicators of their academic achievement in the same year. Keith (1982) asserted that even though a standardized test score is used as a reliable criterion for achievement, "grades in schools are the most frequent indicators of such achievement and are the most frequent means used by parents, students, and schools in assessing students' progress."

Statistical Analyses: -

For analysing data and testing the hypotheses of the study, the researcher used the (SPSS) program which included the following statistical procedures: -

- 1- One-Way Analysis of Variance (ANOVA) and Scheffe's Post-hoc Comparison Test between means.
- 2- Independent T-test
- 3- Pearson Correlation Coefficient.
- 4- Alpha Formula.

Summary:

The researcher in this chapter has discussed and described the population of the study, sample, research design and the procedures used in confirming or rejecting the hypotheses of this study. The researcher also devoted some sections for the measures used in the assessment of the study variables. Validity and reliability procedures as well as the statistical analysis used in this study were also described in this chapter.

Chapter 4

Results

Introduction:

This chapter presents first the hypotheses, then followed by testing each hypothesis separately using the aforementioned statistical analyses. Means of students' academic achievement were calculated and were explained by tables. Finally, ANOVA results were provided in the form of tables.

First hypothesis States, "There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to father education variable.

For testing this hypothesis, One-Way analysis of variance (ANOVA) was used. Table (8) shows the means of students academic achievement according to father education variable, while table (9) shows the results of using (ANOVA).

Table (8)

Means of students achievement according to father education variable

Illiterate	Elementary	Preparatory	Secondary	University
73.80	76.03	75.56	75.68	69.13

Table (9)

ANOVA results according to father education

Source of variance	Sum of squares	Df	Mean squares	F value	Sig.*
Between groups	829.48	4	207.37	1.38	0.24
Within groups	12985.74	87	149.26		
Total	13815.22	91			

* significant at ($\alpha=0.05$)

The results of table (9) revealed that there is no significant difference at ($\alpha =0.05$) of English department students' academic achievement at An-Najah National University due to father education variable.

The Second hypothesis states, "There is no significant difference at ($\alpha=0.05$) of English department students' academic achievement at An-Najah National University due to father career variable.

For testing this hypothesis, one way analysis of variance (ANOVA) was used Table (10) shows the means of students' academic achievement according to father career variable, while (11) shows the results of using (ANOVA).

Table (10)

Means of students' achievement according to father career variable

Employee	Worker	Services	Non
68.49	74.80	75.63	76.41

Table (11)

ANOVA results of English department students' academic achievement at An-Najah National University according to father career variable.

Source of variance	Sum of squares	Df	Mean squares	F value	Sig.*
Between groups	923.73	3	307.91	2.14	0.10
Within groups	12899.59	90	143.32		
Total	13823.33	93			

* Significant at ($\alpha=0.05$)

The results of table (11) revealed that there is no significant difference at ($\alpha=0.05$) of English department students' academic achievement at An-Najah National University due to father career variable.

The third hypothesis states: "There is no significant difference at ($\alpha=0.05$) of English department students' academic achievement at An-Najah National University due to mother education variable.

For testing this hypothesis, one way analysis of variance (ANOVA) was used Table (12) shows the means of students' academic achievement according to mother education variable, while Table (13) shows the results of using (ANOVA).

Table (12)

Means of students' achievement according to mother education variable

Illiterate	Elementary	Preparatory	Secondary	University
78.03	75.31	76.15	74.02	59.49

Table (13)

ANOVA results of English department students' academic achievement at An-Najah National University according to mother education variable.

Source of variance	Sum of squares	Df	Mean squares	F value	Sig.*
Between groups	2456.77	4	614.19	4.75	0.002*
Within groups	11359.006	88	129.08		
Total	13815.77	92			

* Significant at ($\alpha = .05$)

The results of table (13) revealed that there is a significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to mother education variable. To determine the source of variance, Scheffe's post-hoc test was conducted and the results of Table (14) show difference in students' achievement due to mother education.

Table (14)

Results of Scheffe post-hoc test of English department students' academic achievement at An-Najah National University according to mother education variable

Mother education	1	2	3	4	5
1- Illiterate		2.72	1.87	4.00 8	18.54*
2-Elementary			-0.84	1.28	15.82*
3-Preparatory				2.12	16.66*
4-Secondary					14.53*
5-University					

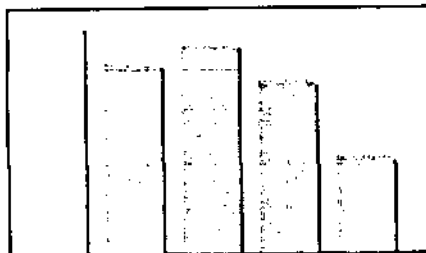
*Significant at ($\alpha = 0.05$)

The results of table (14) revealed the following:

There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to mother education variable between (Illiterate, Elementary, Preparatory, secondary, and University).

There is a significant difference at ($\alpha = 0.05$) of English department students academic achievement at An-Najah National University due to mother education variable between (Illiterate, Elementary, Preparatory, secondary) and University, in favor of (Illiterate, Elementary, Preparatory, secondary). Such results are clear in

figure(1).



The fourth hypothesis states, "There is no significant difference at ($\alpha=0.05$) of English department students' academic achievement at An-Najah National University due to mother career variable".

For testing this hypothesis, one-way analysis of variance (ANOVA) was used, Table (15) shows the means of students' academic achievement according to mother career variable, while Table (16) shows the results of using (ANOVA).

Table (15)

Means of students' achievement according to mother career variable

Employee	Worker	Services	Non worker
73.32	68.00	73.23	73.80

Table (16)

ANOVA results of English department students academic achievement at An-Najah National University according to mother career variable

Source of variance	Sum of squares	Df	Mean squares	F value	Sig.*
Between groups	103.43	3	34.47	0.22	0.87
Within groups	13719.89	90	152.44		
Total	13823.33	93			

* Significant at ($\alpha=. 05$)

The results of Table (16) revealed that there is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to mother career variable.

The fifth hypothesis states "There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to monthly income variable.

For testing this hypothesis, one way-analysis of variance (ANOVA) was used. table (17) shows the means of students' academic achievement according to monthly income variable, while table (18) shows the results of using (ANOVA).

Table (17)

Means of students achievement according to monthly income variable

Less than 1500 NIS	1500-2500 NIS	2501-3500 NIS	More than 3500 NIS
76.59	76.45	76.95	73.49

Table (18)

ANOVA results of English department students' academic achievement at An-Najah National University according to monthly income variable

Source of variance	Sum of squares	Df	Mean squares	F Value	Sig.*
Between groups	433.17	3	144.39	0.97	0.41
Within groups	13390.15	90	148.77		
Total	13823.33	93			

* Significant at ($\alpha = 0.05$)

The results of Table (18) revealed that there is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to monthly income variable.

The sixth hypothesis states "There is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to the place of residence variable.

For testing this hypothesis, independent t-test was used, and the results of table (19) show English majors' achievement due to place of residence.

Table (19)

Results of T-test of English department students' academic achievement according to the place or residence variable

City (n=60)		Village (n=34)		t. value	Sig*
Mea n	SD	Mean	SD		
73.09	14.66	74.95	5.69	0.70	0.48

*Significant at ($\alpha = 0.05$)

The results of table (19) revealed that there is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to the place or residence variable.

The seventh hypothesis states "There is no significant correlation at ($\alpha = 0.05$) between students' academic achievement and anxiety level of English department students at An-Najah National University.

For testing this hypothesis, Pearson correlation coefficient was conducted.

Table (20)

Pearson correlation matrix for the relationship between Students Academic achievement and anxiety

Variables	1	2	3	4
1-Academic achievement		-0.16	-0.14	-0.16
2-Emotionality domain			0.79*	0.95*
3-Worry domain				0.94*
4-Total anxiety score				

*Significant at ($\alpha = .05$)

The results of table (20) show the following:

- There is no significant correlation at ($\alpha = 0.05$) between students academic achievement and anxiety level of English department students at An-Najah National University.
- There is a significant correlation at ($\alpha = 0.05$) between anxiety domains and the total score of anxiety.

Table (21)

Means, T – Values, Standard Deviations of T- test for Males and Females level of Anxiety

Variables	Male		Female		T	Sig.
	Mean	SD	Mean	SD		
Academic achievement	72.64	15.75	74.17	10.72	0.53	0.59
Emotionality	1.81	0.38	1.83	0.28	0.32	0.74
Worry domain	1.97	0.36	1.96	0.27	0.09	0.92
Total	1.89	0.36	1.90	0.25	0.12	0.90

The results of table (23) indicate that the computed t-test values for achievement variable and test anxiety domains for both males and females were respectively (-0.53, -0.32, 0.09, and -0.12). All these T values are less than the critical T value (1.98). This means that there are no significant differences between males and females due to test anxiety domains – emotionality and worry. This also means that males and female students' showed the same level of anxiety.

The eighth hypothesis states, "There is no significant correlation at ($\alpha=0.05$) between students' academic achievement and study habits level of English department students at An-Najah National University.

For testing this hypothesis, Pearson Correlation coefficient was used. Results of Table (21) show the correlation or lack of correlation between students' achievement and study habits level .

Table (22)

Person correlation matrix for the relationship between students' Academic achievement and study habits.

Variables	1	2	3	4	5	6
1-Academic achievement		-0.08	0.03	-0.06	0.14	-0.01
2- delay avoidance			0.44*	0.22*	0.46*	0.78*
3-Work method				0.28*	0.51*	0.71*
4-Education acceptance					0.33*	0.65*
5-Teacher Approval						0.73*
6- Total score of study habits						

*Significant at ($\alpha = .05$)

The results of table (22) show the following:

- There is no significant correlation at ($\alpha = 0.05$) between students academic achievement and study habits level of English department students at An-Najah National University.
- There is a significant correlation at ($\alpha = 0.05$) between study habits domains and the total score of study habits.

Table (23)

Results of T-test indicating, Means, Standard deviations, and T-values of study habits domains.

Variables	Male		Female		T-value	Sig.
	Mean	SD	Mean	SD		
Delay Avoidance (DA)	3.75	0.72	4.00	4.00	-1.43	0.15
Work Method (WM)	3.43	0.52	3.45	3.45	-0.24	0.81
Education Acceptance (EA)	3.88	0.62	3.89	3.89	-0.09	0.92
Teacher Approval (TA)	3.25	0.46	3.28	3.28	-0.22	0.81
Total of Study Habits	3.58	0.42	3.65	3.65	-0.81	0.41

Results of table (23) indicated that the computed T-test values for study habits domains for both males and females were respectively: (-1.43, -0.24, -0.09, -0.22, and -0.81). All these T values are less than the critical T-value (1.98). This means that there are no significant differences at ($\alpha = 0.05$) between males and females due to Study habits domains – Delay avoidance (DA), Work Method (WM), Education acceptance (EA) and Teacher Approval (TA).

The ninth hypothesis states “there is no significant difference at ($\alpha=0.05$) of English department students academic achievement at An-Najah National University due to gender variable.

Table (24)

Results of T-test of An-Najah National University students' academic achievement according to gender variable.

Male (n=25)		Female (n=69)		t. value	Sig.*
Mean	SD	Mean	SD		
72.64	15.75	74.17	10.72	0.53	0.59

*Significant at ($\alpha = .05$)

The results of table (24) revealed that there is no significant difference at ($\alpha = 0.05$) of English department students' academic achievement at An-Najah National University due to gender variable.

Summary:

The researcher in this chapter has presented the findings and results of statistical analyses. These results have been displayed in term of answers to the nine hypotheses of the study. One way analysis of variance (ANOVA), Pearson Coefficient Correlation, and Independent T-test were used in the analysis of data collected for this study.

Chapter Five

Discussion conclusions and Recommendations

Introduction:

This study attempted to investigate the relative influence of socio-economic Status, Test Anxiety, Study Habits and Gender on English Majors' achievement at An- Najah National University. The results of this study indicated no sex differences on the independent variables Study Habits and Test Anxiety. They also showed no significant correlation between the independent variables and students' achievement in English. Therefore, the results will be discussed under separate categories.

A- Results related to Socio- economic Status Domains: -

As stated, this variable has six domains or sub-scales. The first was Father Education. One – Way Analysis of Variance (ANOVA) showed no significant difference in English Department students' academic achievement due to father education as shown in table (9). The means of students' academic achievement scores due to this variable were distributed as follows: (-Illiterate: 73.80; Elementary: 76.03; Preparatory: 75.56; Secondary: 75.68; and University: 6.13) See table (8 – p 34).

Although no significant difference was shown at ($\alpha = 0.05$), but what draws attention is that students whose fathers got low and moderate education scored higher (76.03) than those whose fathers got University education (69.13) see table (8). This astonishing result may be attributed to the fact that students whose fathers received low and moderate education usually get constant encouragement and advice from their fathers. Such students usually tend to work hard to

accomplish what their fathers were deprived of. They are also eager to prove themselves. Above all, such students tend to be self-reliant.

The second finding of this study is related to the second domain of Socio-economic status- father career. Again One-Way Analysis of variance "ANOVA" showed no significant difference in achievement due to father career as shown in table (11). The means of students' academic achievement scores due to this domain were distributed as follows: - Employee: "08.49"; Worker: "74.80"; Services: "75.63" None: "76.41" as shown in table "10". Though no significant differences were shown, students whose fathers haven't got any kind of work scored higher on the inventory. Another point is that those students suffering from poverty usually tend to have stimulants to make a positive change in their life; whereas students who are more fortunate usually tend to be dependent and have the opportunity to be involved in distracting activities.

Result three is related to the third domain of socio-economic status which is mother education. One-Way - Analysis of Variance "ANOVA" showed significant differences in the means of students' achievement scores due to this domain as shown in table "13". The means of students' achievement scores were distributed as follows: - (Illiterate: "78.03"; Elementary: "75.31"; Preparatory: "76.15"; Secondary: "74.02" and University: "59.49") as show in table (12).

The differences were in favor of students whose mothers got low and moderate education as shown in figure "1". However, we can't overemphasize the role of mother education variable in achievement because there are always other variables i.e. the teacher, the methods of teaching, the textbook, the interests.... etc. A superficial look at these figures might be surprising. Is it reasonable that students whose mothers are illiterate, are higher achievers than those whose mothers got higher

education?! The logical justification for this result may be that students whose mothers are housewives usually receive more spiritual support from their mothers. Moreover, such illiterate mothers – mostly housewives – usually have enough time to meet their sons' / daughters' various needs. In addition, illiterate mothers mostly try to encourage their sons to study hard to compensate what they've missed.

Result four is related to the fourth domain of socio-economic status which is mother career. One- Way- Analysis of Variance showed no significant differences in achievement in English Due to this variable – “mother career” as shown in table (16).

The means of students' achievement scores according to this variable were distributed as follows: (“Employee”: “73.32”; Worker: “68.00”; Services: “73.23”; None: “73.80”) see table (15).

In spite of the fact that no differences were shown, students whose mothers have no work – housewives -scored a little bit higher than those whose mothers have different occupations. The justification of result three can apply here. In other words, students whose mothers have low and moderate education rarely manage to get jobs. And as stated earlier those housewives usually have enough time to meet their sons / daughters' different needs. Therefore, students in such family conditions have the chance to develop their personalities through successful learning. Such students usually tend to seek better opportunities and lead a better life.

Result five is related to another domain of Socio-economic Status which is “Monthly Income”. One-Way-Analysis of variance showed no significant differences due to this variable – see table (17).

The means of students' achievement scores according to monthly income were distributed as follows: (Less than “1500 SK: “76.59”; 1501

– 2500 SK: “76.45”; 2501 – 3500: “76.95”; more than 3500 SK: “73.49) as shown in table (18). Such a result is congruent with result two which has to do with father career variable.

No significant differences at ($\alpha = 0.05$) were shown, still students whose families' income is low and quite moderate scored higher on the inventory than those whose families' income is fairly high.

As stated earlier, students who are economically less lucky usually struggle hard to cause a positive transformation in their social and economic status.

Result six is related to the last domain of Socio-economic Status which is “place of residence” variable. Independent T-test showed no significant differences due to this variable as shown in table (19).

Although no significant differences were shown, we notice that villager students scored a little bit higher than students of city background. The mean of villager students scores was “74.95”; whereas that of city students was “73.09” as shown in table (19).

This result might be attributed to the fact that villages are less noisy than cities. Villages usually have quiet climate and atmosphere which could make them more suitable for home studying. Moreover, villages in general rarely have places of distraction that may have negative influence on teaching and learning situation.

To sum up the six results concerning the six domains of the first main variable –socio-economic status, it has become clear that “ANOVA” and the Independent T-test showed no significant differences in English Department Students' achievement due to father education, father career, mother career, monthly income and place of residence. The only domain which had a contribution to achievement in English was “mother education” which was justified logically earlier in this chapter.

Anyhow, these findings support the conclusions arrived by Sokamolson (1993). This study showed no significant differences in achievement in English due to Socio- economic Status Variable.

However, the findings of this study contradicted the findings of Thorolfur (1979) Pollard (1981) and Majoribanks (1982-) whose studies showed significant differences in achievement in English due to the aforementioned variable.

The researcher of this study believes that this contradiction might be partly attributed to differences in culture and teaching and learning situations taking into account that the previous studies are mostly foreign.

B-Results Related to Test Anxiety: -

Finding seven is related to the second main variable which is Test Anxiety. Pearson Correlation Coefficient showed no significant differences between students' academic achievement and Test Anxiety as shown in Table (20). However, there was a significant correlation between anxiety domains – emotionality and worry –on the one hand and the total score of anxiety on the other. The size of achievement on Pearson Correlation Matrix chart was -0.16 , while the levels of anxiety's both domains were 0.95 and 0.94 for emotionality and worry respectively. From the given figures, we notice that students scored a little bit higher on emotionality domain than they scored on worry domain of anxiety though no significant differences were shown.

This result contradicted a bulk of studies conducted to investigate the effect of test anxiety on achievement. For example, it contradicted Abu-Sabha (1974), Deffenbacher, (1977), Zaghal (1982), Ahlawat (1984), Hunsley (1985) and others. All these studies emphasized a significant correlation between students' achievement and anxiety.

However, this contradicting finding may partly be attributed to the fact that the subjects of this study are university students. This means that they are usually mature and self-confident. In addition, subjects of the studies which showed significant correlation between test anxiety and achievement were mostly school students. Such subjects are more likely to become the direct targets of their parents' anger and frustration. Another possible explanation is that achievement in English may be negatively affected by other variables e.g the teacher, the cultural differences, teaching methods, the syllabus.... etc

Having no significant correlations between achievement and test anxiety, the researcher –so eagerly- tried to investigate differences between the domains of anxiety- emotionality and worry- due to sex. Contrary to the researchers expectations, T-test again showed statistically insignificant differences between the means of males and females. Students' mean scores were distributed as follows: (1.81) and (1.83) for males and females respectively- see table (21). This finding can be attributed to the fact that both male and female students of this study undergo the same educational circumstances.

C- Results Related to Study Habits: -

Pearson Correlation Matrix revealed no significant correlation between achievement and the four domains of study habits which are:

- a: Delay Avoidance .b: Work Method .c: Education Acceptance and
- d: Teacher Approval.

The size of correlation between achievement and the aforementioned domains were respectively as follows: (-0.03, 0.03, -0.06, 0.14 and – 0.01) as shown in table (22). These ratios are all much less than Pearson Correlation Coefficient –“1”. This means that there is no

significant correlation between the dependent variable – “achievement” and each domain of study habits variable.

Moreover, the researcher investigated significant differences due to sex between the domains of Study Habits. But again T-test showed no significant differences between means of both males and females. Students mean scores according to sex were as follows: Delay Avoidance (3.75) for males and (4.00) for females; Work Method: (3.43) for males and (3.45) for females; Education Acceptance: (3.88) for males and (3.89) for females; Teacher Approval: (3.25) for males and (3.28) for females- as shown in table (23). These figures showed that female students scored a little bit higher than male students on the inventory. But still, this difference was not significant at ($\alpha = 0.05$).

This finding contradicted the findings of studies conducted by Zughoul (1979), Wardat (1980), Houston (1987)), Ralph and Charles (1980) and Voughan and Hudes (1987). These studies reported that scholastic beliefs have been shown to be highly correlated with high achievement in a foreign language.

This result could be attributed to the following: -

- a. Most of the studies which showed significant correlations between Study Habits and achievement were conducted on different streams – literary and scientific; whereas subjects of this study are enrolled in the same field of study which is English language.
- b. The sample of this study comprised a small number of students – (95); while samples of the other studies consisted of hundreds or even thousands of students. Hence, it was difficult to pursue significant correlations between variables.

c. As stated earlier, the subjects of this study undergo the same educational circumstances which to some extent justify having no correlations.

D- Results Related to Gender:

The last result is related to gender variable. Surprisingly, and contrary to expectations of the researcher, the gender variable was found to have statistically insignificant contribution to the variance in achievement in English. According to Independent T-test results, the means of students' scores due to gender were (72.64) for male and (74.17) for females – as shown in table (24). However, Results of this table revealed that female students scored higher than male students on the inventory though no significant differences were shown.

This result contradicted the major findings of a lot of research studies on the issue as those of Lindgren (1976, Sprint hall 1977, Mezhir 1980 and Stanely1996). These studies consistently concluded that girls are better achievers than boys in language learning. However, the findings of this study supported the conclusions arrived at by Thomas (1975) and Kirchner (1993). Those studies reported no significant differences in achievement between males and females.

Anyhow, this result could be attributed to cultural differences or backgrounds between the subjects of this study and those of the others. In addition, both male and female students of this study encounter the same institutional and educational conditions including the same courses, teachers and may be methods of teaching.

Unusually, nearly all the variables of this study were found to be not correlated. But this doesn't mean that these factors would not contribute to students achievement, but rather it could mean that students perceived the effect of these factors on achievement in a similar manner.

Recommendations

In the light of the findings of this study, the researcher recommends: -

- 1- Test constructors (especially teachers) should develop tests that allow each examinee to perform up to his/her potential. Therefore, courses on testing and measurement evaluation are needed.
- 2- Teachers can train students on the effective study habits and at the same time explain the shortcomings of bad study habits e.g delay in doing assignments and missing lectures.
- 3- Bridges of confidence between teachers and parents should be strengthened for the benefit of the students which will save time, effort and money.
- 4- Individual differences and real expectations of the learners according to their level of thinking should be taken into consideration .
- 5- Teachers should be aware of the importance of tests on developing anxiety and the task of test development might be more complicated than it seems at face value. Therefore, teachers are advised to offer suitable examination settings. Furthermore, instructional objectives should be given in advance to students in order to be aware of what they are expected to perform.
- 6- Researchers should be aware of the confounding effect of sex if they use combined males and females sample to investigate factors which influence achievement in English language.
- 7- Further studies should be conducted to investigate other factors that may have more direct effects on achievement in English. e.g. educational factors, logical thinking, intelligence, self-concept.... etc.

- 8- The researcher recommends that this kind of research should be carried out on a wider scale including the secondary and the university stages. It should also be more comprehensive in the sense that it should cover larger number.
- 9- Socio-psychological studies provide an opportunity to improve the teaching / learning process of foreign languages. They reveal the learner's purposes of studying a new language, purposes which should be provided for in designing a foreign language course. In syllabus design, a match should be achieved between the objectives of language teaching and the learner's motives.

Summary:

The researcher in this chapter has discussed the findings of the study after they have been displayed respectively. The findings were also compared with the findings of a bulk of other studies in the field. Then some recommendations were suggested by the researcher.

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Dear Respondent,,

This questionnaire is administered for pure research purposes.

It consists of three parts:

- 1) Yarmouk Test Anxiety Inventory.
- 2) Brown and Holtzman Study Habits- Scale
- 3) Socio-economic Status.

Each of the previous parts contains several items. Please read each item carefully and respond accurately.

Personal Data:

Name:

Registration No.

Gender

Average:

Part One

Appendix I

Yarmouk Test Anxiety Inventory

(Y-TAI)

Note: Read each item thoroughly and put (x) where appropriate:

		Never	Rarely	Almost always
1	I feel self-confident while performing exams			
2	I feel completely depressed during the exams.			
3	Thinking continually about marks determines my performance in the exams.			
4	Being scared of exams makes me completely confused.			
5	I concentrate my thinking on results while taking exams.			
6	The more I am ready for the exam, the more I am confused.			
7	Concentrating on my bad performance affects my concentration on the exam itself.			
8	I feel disturbed while taking exams.			
9	I am so tense while taking exams even when I am ready for them.			
10	I feel bad just before getting my grades			
11	I wish I were not so worried about exams.			
12	I feel desperate while taking exams.			

13	I feel so scared while taking exams.			
14	I feel so anxious while taking exams.			
15	While taking exams, thinking of failure puzzles me.			
16	My heart beats quickly while performing exams.			
17	Consistent thinking of exams accompanies me even when they are over.			
18	I do not answer some questions because I am so tense.			

Part Two

Brown and Holtzman Study Habits Scale: 1983

Instructions:

This questionnaire aims at measuring your study habits. It has been prepared for pure research purposes.

The questionnaire consists of **50 Likert-type** statements, which are rated over a five-point rating scale (Never, Often, Frequently, Usually and Always).

Please read each statement thoroughly and respond accurately put the mark (X) in the allocated space and where appropriate.

EXAMPLE:

The statement: I prefer to study early in the morning.

Rarely	Often	Frequently	Usually	Always
	X			

Appendix II

Brown and Holtzman Study Habits Scale: 1983

		Rarely	Often	Frequently	Usually	Always
1	I do certain parts of my assignment when they are difficult.					
2	I make sure that I understand my assignments before doing them.					
3	I do not do some assignments because I do not like the teacher of the course.					
4	I am not punctual in handing in my assignments.					
5	Consistent thinking of the future negatively affects my desire to study.					
6	I do my best to get high grades in all courses even in those subjects that I do not like.					
7	I do my assignments even when they are boring and difficult.					
8	The best way to get high grades is to accept whatever the lecturer offers.					
9	I feel bored just few days after the beginning of the semester.					

10	I learn some lessons by heart without comprehension.					
11	Whenever I run into any ambiguous concept, I ask for clarification.					
12	I feel shy whenever I ask twice about the same concept.					
13	I do not correct my mistakes whenever I get back my exam papers.					
14	I can not answer questions well because I feel scared and nervous.					
15	I do not concentrate while studying because I am not interested in learning.					
16	I keep the place where I study clean and tidy.					
17	While writing I encounter difficulties in grammar and sentence structure.					
18	I do not study hard on courses, which I am not interested in.					
19	I do not prepare lessons or courses which I am less attracted to.					
20	Telephone calls and noises negatively affect my concentration.					

21	I take notes during the lecture.					
22	I do not have clear instructional objectives.					
23	I spend much time to get prepared for studying.					
24	I am less motivated to study boring topics.					
25	While studying I ignore means of clarification e.g.: tables, diagrams, graphs ... etc.					
26	I do my assignments in the last moment.					
27	I fail to memorize main concepts just after reading them.					
28	I concentrate less when I am bad-tempered and exhausted.					
29	When I prepare myself to study, I feel tired and sleepy.					
30	I find it difficult to identify the most important ideas while studying					
31	Reading newspapers, watching TV, listening to the radio, decrease my interest in studying.					
32	I prepare my lessons haphazardly "without planning:.					

33	I revise the main ideas while reading a long chapter.					
34	During the lecture, I am busy drawing, writing letters and thinking about other things.					
35	Non-class activities, e.g., clubs, sport, negatively affect my studying.					
36	I study during breaks between lectures so that I can be free in the evening.					
37	I copy all tables, diagrams and graphs that the teacher draws on the board.					
38	I do my best to increase my interests in all courses.					
39	I do my assignments on time.					
40	I like to study while the radio is on.					
41	While studying for an exam, I arrange various bits of information well.					
42	My studying and reading depend on my psychological status.					
43	While answering various items of an exam I do not care for sentence structure.					
44	I study two or more hours daily outside the class.					

45	I revise my exam paper before handing it in.					
46	I have a headache when I study hard.					
47	I prefer to study alone.					
48	I like to miss some lectures.					
49	I forget facts such as names, dates while taking exams.					

Part Three

Appendix III

Socio-Economic Status Questionnaire

Instructions:

Please fill in the blank spaces with appropriate information. Put the mark (x) in the allotted space.

The given information is for pure research purposes and will be confidential.

Registration No.: University:

Residence: Level:

1. Father's job:
2. Mother's job:
3. The family monthly income:
4. Residence.
5. Father's education:

Illiterate	Elementary	Preparatory	Secondary	University
()	()	()	()	()

6. Mother's education:

Illiterate	Elementary	Preparatory	Secondary	University
()	()	()	()	()

ملخص

العوامل المؤثرة في تحصيل طلبة قسم اللغة الإنجليزية في جامعة النجاح الوطنية كما يراها الطلاب .

هدفت هذه الدراسة إلى استقصاء الأثر النسبي للعوامل التالية : الوضع الاقتصادي الاجتماعي، قلق الاختبار العادات الدراسية ومتغير الجنس على التحصيل الدراسي في اللغة الإنجليزية لطلاب قسم اللغة الإنجليزية في جامعة النجاح للعام الدراسي ١٩٩٩-٢٠٠٠ م . وتكونت عينة الدراسة من (٩٤) طالبا وطالبة (٢٥) طالبا و (٦٩) طالبة ، وقد استخدم الباحث أدوات القياس التالية في جمع المعلومات :

أ- مقياس جامعة اليرموك لقلق الاختبار ($\alpha = ٠.٨٦$)

ب- مقياس براون وهولترمان للعادات الدراسية ($\alpha = ٠.٨٤$)

ج- استبانة حول الوضع الاقتصادي الاجتماعي للطلاب

ولم تظهر التحليلات فروقا ذات دلالة إحصائية بين المتغير التابع وهو التحصيل الدراسي وبين المتغيرات المستقلة سابقة الذكر ، إلا أن التحليل الإحصائي أظهر فرقا ذو دلالة بين "تعلم الأم" وهو متغير ثانوي يندرج تحت المتغير الرئيسي - الوضع الاقتصادي الاجتماعي للطلاب وبين التحصيل الدراسي للطلاب .

وبعد استخدام اختبار Scheffe's post - hoc تبين أن الفرق كان لصالح الطلاب الذين حصلت أمهاتهم على درجة تعليم متدنية ومتوسطة، أي أن الطلاب الذين حصلت أمهاتهم على التعليم الابتدائي والإعدادي والثانوي كان تحصيلهم أعلى من الذين حصلت أمهاتهم على التعليم الجامعي حيث كان متوسط تحصيل الطلاب لأمهات حصلن على درجة تعليمية متدنية أو متوسطة هو (٧٥,٧) بينما كان متوسط التحصيل لأمهات حصلن على التعليم الجامعي هو (٥٩,٤) .

ونظرا لعدم وجود فروق ذات دلالة إحصائية بين المتغيرات الرئيسية المستقلة ومتغير التحصيل الدراسي ، قام الباحث باستقصاء فروقات بين أبعاد ومجالات المتغيرين المستقلين- العادات الدراسية وقلق الاختبار، وربط وذلك بمتغير الجنس. وقد استخدم الباحث اختبار (ت) لهذا الغرض ولكن لم تظهر أي فروقات ذات دلالة أيضا في هذا المجال حيث كانت قيم (ت) المحسوبة لكل من أبعاد قلق الاختبار " القلق والعاطفة " للطلاب والطالبات موزعة على النحو التالي : (-٠.٥٣ ، -٠.٣٢ ، ٠.٠٩ ، -٠.١٢) حيث أن هذه القيم أقل بكثير من قيمة (ت)

الجدولية وهي (١.٩٨). أما قيم (ت) المحسوبة لأبعاد العادات الدراسية فكانت موزعة على النحو التالي :

تجنب التلذذ - - ١٠٤٣ ، أسلوب العمل - - ٢٤. قبول التعليم - - ٠٩. ، استحسان المعلم - - ٢٢. ، إجمالي - (٠.٨١)) وجميع هذه القيم أقل من قيمة (ت) الجدولية وهي (١.٩٨) مما يدل على عدم وجود فروقات تعزى للجنس بين هذه الأبعاد .

والواقع أن نتائج هذه الدراسة جاءت مناقضة للعديد من الدراسات السابقة والتي أظهرت بمجملها فروقات ذات دلالة إحصائية بين المتغيرات الرئيسية وهي الوضع الاقتصادي الاجتماعي، قلق الاختبار ، العادات الدراسية ومتغير الجنس وبين المتغير التابع وهو التحصيل الدراسي للطلاب. وعلى أية حال قام الباحث بمناقشة هذه النتائج واقتراح بعض التوصيات ، فمثلا أوصى الباحث بضرورة تدريب الطلاب على اتباع عادات دراسية فاعلة ، وأن يصمم المعلمون اختبارات جيدة وفق معايير تربوية تسمح للممتحنين باستخدام أقصى طاقاتهم ، وكذلك أوصى الباحث بضرورة توفير أجواء مناسبة للامتحانات .