

**Al-Quds University**

**Education Department**

**The Relationship Among Test-Anxiety, Attitudes Toward  
the English Language and Achievement among UNRWA  
College Students (Men and Women) at Ramallah District.**

**Master Thesis**

**Submitted in Partial Fulfillment of the Requirements of the  
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## Abstract

### **The Relationship Among Test-Anxiety, Attitudes Toward The English Language and Achievement Among UNRWA College Students (Men & Women) at Ramallah District.**

The importance of the English language stems out from the role it plays and the accomplishments it has in the various fields and aspects. That's why it is taught in all educational stages, and efforts are devoted to create positive attitudes toward studying it, side by side with reducing the level of anxiety. The researcher implemented this study to examine whether there is a relation between test-anxiety, attitudes toward the English language and achievement regarding the English language.

The sample of the study was selected according to the stratified random sample category and consisted of (250) students males, and females from all sections at Ramallah Women's Training Center and Ramallah Men's Training Center.

The researcher applied the study instrument, the Anxiety Questionnaire which consisted of five dimensions, and the Attitude Questionnaire which consisted of six dimensions. Also, the student's average for the two semesters for the first academic year 1998-1999 were regarded as the English score (achievement).

In order to ensure the content validity of the questionnaire, the researcher sought the advice of various instructors to judge the validity of the items and their relevance. The reliability of the questionnaires of the study were calculated using Cronbach-alpha. The reliability coefficients for the Anxiety Questionnaire was Alpha, 0.93 and for the Attitude Questionnaire was Alpha 0.91.



The researcher developed twenty-four hypotheses, and they were analyzed using the Program of Statistical Package for Social Sciences (SPSS). Also the hypotheses were tested by using t-test, Correlations Coefficient and One Way Analysis of variance.

The results revealed the following:

1. There was a significant difference between males and females for the females got higher achievement scores.
2. There were no statistical differences between males and females in test anxiety.
3. There was a significant difference in favour of the females in the attitudes toward the English language.
4. There was a significant difference in favour of the government schools due to anxiety.
5. There was a significant difference in favour of the private schools in achievement.
6. There were no statistical differences in the attitude toward dimensions between private and government school graduates.
7. There was a significant difference in favour of the camp residents in the English score.
8. The south residents proved to have the highest scores in the English language.
9. The last member in the family gained the highest scores in the English language.
10. The first member in the family developed more positive attitudes.
11. There was no statistical difference in the English language anxiety due to the birth order in the family.



12. There was a significant difference in the attitudes toward the English language due to the preparatory father education.
13. There was a significant difference in the English language anxiety in favour of the elementary father's education.
14. There was a significant difference in favor of the university or above father's education.
15. There was a significant difference in the English score in favor of the secondary mother's education.
16. The elementary mother education students were more anxious.
17. There were no statistical differences in attitudes due to the mother's level of education.
18. There were no statistical difference in anxiety due to the area of residency.
19. There was a significant difference in favour of the north area of residency regarding attitudes.
20. There was a significant difference in camp residents in relation to anxiety.
21. There were no significant differences in attitudes due to the place of residency.
22. There was a significant negative relation between the English language anxiety and the English score or achievement.
23. There was a significant positive relation between the attitudes toward the English language and achievement or English score.
24. There was a negative relationship between attitudes, anxiety, and English score or achievement.

The study ended with certain recommendations.

## Table Of Contents

	Page
<b>Dedication</b>	iii
<b>Acknowledgement</b>	iv
<b>English Abstract</b>	v
<b>Table of Contents</b>	viii
<b>List of Tables</b>	x
<b>List of Appendices</b>	xiii
<b>Chapter One (Introduction)</b>	
Introduction	1
The Importance of the Study	8
Purpose of the Study	10
Study Hypotheses	11
Study Limitations	14
Operational Definitions of the Terms	15
<b>Chapter Two (Literature Review)</b>	<b>16</b>
Definition of Attitude	17
Classification of Attitudes	23
Attitudes Characteristics and Features	24
Attitude Measurement	25



	Page
The Main Factors that Affect Forming and Modifying Attitudes	25
Changing Attitudes by Changing Behavior	29
Cognitive Dissonance Theory	29
Persuasive Communication and Attitude Change	30
How Can Negative Attitudes Toward Learning a Foreign Language be Changed?	32
Attitudes and Achievement	34
Studies Related to Attitudes	36
Summary	54
Anxiety	56
Studies Related to Anxiety	59
Conclusion	72
<b>Chapter Three (Methodology)</b>	
Population	73
Instrumentation	76
Data Distribution and Collection	78
Validity of the Questionnaires	78
The Reliability of the Questionnaire	78
Analysis	79

<b>Chapter Four (Results)</b>	<b>80</b>
<b>Chapter Five (Discussion of Results and Recommendations)</b>	<b>120</b>
Recommendations	130
References	133
Appendices	140