

ABSTRACT

This study examined certain factors affecting the performance in English of selected students at the College of Arts, Science and Technology. The chief factors were attitude to English and self concept. The main null hypotheses proposed that:

- (1) no relationship existed between attitude to English and performance in English;
- (2) no relationship existed between global and academic self concept and performance in English; and
- (3) no relationship existed between global and academic self concept and attitude to English.

Other characteristics of the sample - course pursued, sex, place of residence and socio-economic level - were also investigated in terms of the relationships they had to English performance, attitude to English and self concept.

Testing was carried out on 335 students by means of four researcher-designed instruments. Some of the null hypotheses were rejected while others were upheld. The major findings revealed positive correlations between English performance and English attitude, and English attitude and self concept. The sample means of attitude

to English and self concept were unexpectedly high. Female students showed significantly better attitudes to English and higher English performance than males. The results showed no significant differences between socio-economic groups of the sample. Finally, the course studied had significant effects on performance and attitude to English, but no noticeable effect on self concept of students.