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**The Role of School and Home Environment in Boosting
Students' Learning Achievement:**

**The Case of Third Year Middle School Teachers and Students at
Ahmed Zayed Middle School –Biskra–**

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for the Master Degree in Sciences of Language

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Dedication

Firstly, I would like to thank and praise God above all, Allah the Almighty,
for granting me light, patience and stamina to accomplish my research.

A thousand thanks, I am very pleased God. Hamdolilah

To the ones who illuminate my path, to my amazing father and great mother
who offered me all the things I need and more and supported me on this day

This is also dedicated to my two brothers and sisters.

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A deep thanks to my friends who stand with me especially the ones
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For all people who help me a lot without forgetting any one
and without exceptions.

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Abstract

This research is an attempt to explore and describe both the school and the home environment factors that affect the students' learning achievement. Hence, that learning is the only process that is followed from the beginning of individual's life to acquire and explore new skills, behaviours and knowledge; it starts inside the home with parents, who are the first path and main responsible for their child's learning. However, school environment is also considered as an essential factor as well, the teachers and the peers are other effective factors on child life especially in the adolescence stage. This research aims to confirm or disconfirm some hypotheses of previous researches about the effects of home environment factors which consists of the parents' encouragement, the family size, the literacy level of parents and their financial side, and the school environment factors as the teachers, the school administration, the students' peers, the classroom and the scheduled lessons on students' learning achievement. To collect data we chose the questionnaire and interview as tools, the interview is administered to the teachers of Ahmed Zayed Middle School Biskra. However, the questionnaire which contains two parts, one about the school environment while the second deals with the home environment, is administered to the Students of Third Year Middle School. The findings of the students' questionnaire and teachers' interview confirmed that the school environment factors (the school itself, the classroom, the teachers and the peers) and the home environment factors (financial status, parents' occupation, parents' literacy level and parents involvement and motivation in the learning process) have a great impact on the students' learning achievement.

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GENERAL INTRODUCTION

Introduction

Through the development and the globalization, the world becomes interconnected so, learning, mastering education and being cultivated person is classified as one of the most important human requirements in all world societies.

Our children are growing up in a new generation differs from the old one, in a society that requires technology, skills, languages, and knowledge, in order to get the proper and high social class. For all that, learning and achievement would open doors to many opportunities and give them the chance to enrich their selves' fulfillment and academic success. Home and school environment are indispensable and influenced factors in the learning achievement of students' however through support them to learn better and achieve, or diminish their desire and abilities about learning and dispirit them.

1. Statement of the problem

Achievement cannot be come with just little efforts, it influences by many factors home environment, school environment and also students' attitudes and beliefs about learning. Parents and family conditions have a substantial role in increasing their children abilities and desires to learn and achieve more and more, whereas the same for teachers whose their role has the much importance as the parents role.

2. Research questions

These questions were asked to obtain the objectives of the study:

1. To what extent the home environment factors and conditions influence the learning achievement of students?
2. To what extent the school environment factors influence the learning achievement of students?

3. Hypotheses

These hypotheses were formulated to achieve the objectives of the study:

1. We hypothesize that home environment factors affect extensively students' learning achievement either it reduce or increase their ability to learn and achieve.
2. We hypothesize that school environment is an affective factor that influence the students learning achievement either negatively or positively.
4. **The general aim of the study**

The aim of this study is to find out the effects of home environment factors which consist of the parents' encouragement, the family size, the literacy level of parents and their financial side, and the school environment factors as the teachers, the students' peers, and the classroom on students' learning achievement.

5. Specific aims of the study

1. Explore the main school factors such as the school itself, the classroom, the teachers, and the peers.
2. Explore the essential home and family factors which are family financial status, parents' occupation, parents' literacy level, and parents' encouragement.
3. Confirm that the home environment factors and conditions affect the students' learning achievement
4. Confirm that the school environment factors and conditions affect the students' learning achievement

5. Research methodology

The nature of this research needs the use of the qualitative method. It intends to use two main tools in order to gathering data: the first is a questionnaire to the third year students of Ahmed Zayed middle school –Biskra-. While the second is an interview with the teachers in the same Middle School Ahmed Zayed –Biskra- during the academic year (2015/2016)

a. Population

The population of the study consists of four classes of Third Year Students of Middle School Ahmed Zayed -Biskra-. The number of the students tends to be more than 130 students. All the Third Years Students in the school is concerned, and we dealt with each class separately. In addition, the sample is composed for the third year teachers at the same middle schools, and the English teachers are the ones who have been questioned.

6. Structure of the study

This dissertation is divided into three chapters:

Chapter one is an overview about learning process, while chapter two is an overview about school and home environment factors, however the third chapter is the interpretation and the analysis of the collecting data.

CHAPTER ONE

1.1 Introduction

In this chapter, we are going to understand what really mean when we use the word learning, as well, we will deal with all its aspects as learning styles, types, strategies and approaches. Hence each learner has his/her own personal way in learning, this chapter will identify the learners' differences by mentioning types of each one, in addition to that, learning achievement will take a part in this chapter because mastering the learning process allow learners' to a better scholar achievement.

1.1 Learning

Obviously, individuals learn in diverse ways that is why “learning” is polymorphs term, according to researchers' different views in defining “learning”. If you check the definition of the word “learn” in a dictionary, you will expect to find the following definitions: 1/- to acquire knowledge of a subject or skill through education or experience, 2/- to gain information about somebody or something, or 3/- to memorize something, for example, facts, a poem, a piece of music, or a dance (Karl & Dexter, p.10).

Taking different views, Researchers as (Shunk, 2009, p. 3) said: “*Learning is an enduring change in behavior, or the capacity to behave in a given fashion which results from practice or other forms of experience*” as cited in (Rowena, eds 103 theories of learning) Moreover, it was defined as” *a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making change in ones knowledge, skills, values, and world views*”(Illeris, 2004; Ormrod, 1995) cited in (E-LEARNING DAD LEARNING SOLUTIONS). However, others (Simon 1996) indicated that “*the purpose of learning has recently shifted from being able to recall information (surface learning) to being able to find and use it (deep learning)*” (Karl & Dexter, p.10).

So, learning is complex, relating cognitive processes that are not completely understood and which is differs according to many aspects such as context, place, time, and types of learners. It is a process that learners fellow all their lives in understanding and performing different activities.

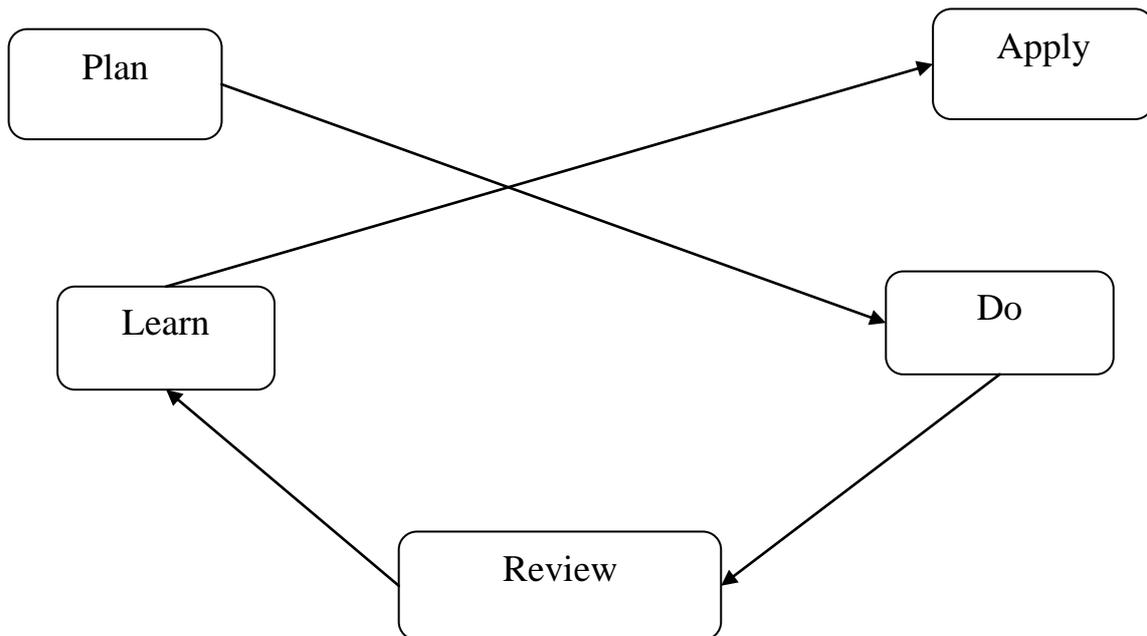


Figure 1.1: A model of the activities involved in a learning process (Chris, Eileen & Caroline, p. 77)

1.1. Learning theories:

Learning theories tend to be described by researchers as conceptual frame work and efforts used to explain individuals learn. There are several divers learning theories based on their differences on the different suppositions and how it explains learning and different learning concepts. Learning theories are sorted out as: behavioral, cognitive, and constructivist.

1.1.1. Behaviourism:

Behaviourist is the most used theory founded first by Watson and by Thorndike, Pavlov and principally Skinner. Behaviourists focus on their definition of learning on the change of human behavior. They tended to define learning as the enduring changes in human behavior. Behaviourism is the most powerful theory of learning that states a scientific basis. This is because, like the most useful theories in any field, it is worldwide and strengthened by only a few principles. From its name, this theory focuses on behavioural changes in individuals. Therefore, behaviourists define learning as a relatively permanent change in behaviour as the result of experience. This change in

behaviour is constantly visible, with some behaviourists suggesting that if no clear change happens, no learning has occurred. Even behaviourists do not refuse that learners think, they generally decide to ignore remote mental processes and focus on observable behaviour. Early behaviourist used animal in their experiments, which detained observations to external behaviour, possibly will have supported and added force to the behaviourist exclusion of cognitive activity (Anne, Orison, Annetta, p. 21)

1.1.2. Cognitivism

It is an answer to the behaviorist; founded by and it came to encourage the mental process which means that they look at learning that is an internal procedures however behaviorist refused to deal with and ignored it. Cognitivism entails the study of mental processes such as sensation, perception, attention, encoding and memory which behaviourists were hesitant to study, since cognition takes place in the interior of the 'black box' of the brain Cognitivists consider that learning results from arranging and processing information effectively. If teachers comprehend how learners develop information, they be able to create learning experiences that correspond to this activity. For example, an awareness of how learners transfer short-term memories into meaningful knowledge is likely to be useful in the classroom (Anne, Orison, Annetta, Jordan, p.36)

1.1.3. Constructivism

Constructivism founded by Piaget, Brunner, and Vygotsky, this theory has another belief about learning and give much important to the active participation and interest in producing information, and creating new conceptions and thoughts based on the recent information and their experiences. More than being one theory, constructivism is a wide set of theories that clarifies knowledge acquisition and learning. It has relations to other field consists of social science, philosophy, politics and history, each of which distinguishes that learners interpret and make their own sense of experience and the knowledge they receive. The diverse kinds of constructivist thinking are in

general categorized according to their main emphases. At one intense, there is a common-sense belief that individuals create and process their private understandings and comprehensions of the world based upon what they already know (Anne, Carlile, Annetta, p.21)

	<u>Behaviorism</u>	Cognitivism	<u>Constructivism</u>
View of knowledge	Knowledge is a repertoire of behavioral responses to environmental stimuli.	Knowledge systems of cognitive structures are actively constructed by learners based on pre-existing cognitive structures.	Knowledge is constructed within social contexts through interactions with a knowledge community.
View of learning	Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners.	Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information.
View of motivation	Extrinsic, involving positive and negative reinforcement.	Intrinsic; learners set their own goals and motivate themselves to learn.	Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community.
Implications for Teaching	Correct behavioral responses are transmitted by the teacher and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation.	Collaborative learning is facilitated and guided by the teacher. Group work.

Table1.1: Overview of some of the instructional methods promoted by the theory is presented
(Berkeley Graduate Division, 2016)

1.4. Types of learning

As we define learning as cognitive relating processes using to obtain and add new skills and competences every day and any place at home, in schools or even outside both, from this

researchers distinguished three different types of learning formal learning, informal learning and non-formal learning.

1.4.1. Formal learning

This type of learning is organized and controlled by formal syllabus and program as (Heather, Sarah, p. 14) said:

“This type of learning is intentional, organized and structured. Formal learning opportunities are usually arranged by institutions? These include credit courses and programs through community colleges and universities. Generally there learning objectives and expected outcomes. Often this type of learning is guided by a curriculum or other type of formal program”

1.4.2. Informal learning

Informal learning is a type of learning whereas it possibly guided by a prepared program or curriculum or possibly not.

“This type of learning may or may not be intentional or arranged by an institution, but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non formal learning situations” (Heather, Sarah, p. 14)

1.4.3. Non-formal learning

However this type of learning never organized and in no way it does not controlled by specified and formal curriculum or program

“This type of learning is never organized. Rather than being guided by a rigid curriculum, it is often thoughts of as experiential learning. Critics of this type of learning argue that from the learner’s viewpoint, this type of learning lacks intention and objectives. Of the three types of

learning, it may be the most spontaneous”

(Heather, Sarah, p. 14)

1.5. Learning Styles

The differences in learners’ learning styles come from the different learners’ background and it is varied because of the different psychological factors such as different types of personality, learners’ desires and attitudes and the degree of intelligence and comprehension. Learning styles has been defined from different views by many researchers. According to Molightbown (2006, p. 59) *“Learning style has been used to describe an individuals’ natural habitual and preferred way of absorbing, processing, and retaining new information and skills”*. In the same view, it was defined by Hewitt (2008, p.50) *“as the qualitative difference among individuals’ habits, preferences, or orientation towards learning and studying”*. On the other hand, *“Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others”* (Dunn & Griggs, 1988, p. 3) **cited in** (Rebecca, 2003, p.2). While, Schluchlenz, (2003, p.27) suggested that: *“...the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment... Learning style is a consistent way of functioning that reflects underlying causes of behavior”*. However according to (Oxford, 1990, p. 08) leaning styles *“make learning easier, faster, more, enjoyable, more self-situations”* (Rebecca, 2003, p.9)

From all those suggested definitions of researchers’ different views, we notice that leaning styles are different for each individual ; hence, being knowing what is the learners learning style make the learning easy for them and for the teacher too in order to present the appropriate activities during each session.

Researchers classify learners as Visual, Auditory and Kinesthetic. This classification is an explanation to the learners’ way of taking information.

Just about 20 to 30 percent of the school-aged inhabitants memorizes what is listened to; 40 percent reminds in a good way visually the things which are observed or read; numerous should note down or use their fingers in several controlled manner to help them commit to memory essential facts; others cannot internalize information or skills except if they use them in real-life tasks and situations such as in reality writing a letter to learn the correct format (Maria, Rita, Kenneth, 1986, p. 13) as cited in (Terry, 2012).

1.5.1. Visual learners

Are the learners who like being informed by seeing and using visual equipments. This means that they remember and save information and things in pictures, photos, graphs, maps... and so more. *“Visual learners can incorporate two different learning strategies. They can use the written form of the language (left-brain technique) or pictures (right-brain technique) and drawings to help in language learning.”* (Johnson, J. Orwij, 1991, p. 13)

1.5.2. Auditory learners

Are the learners who take and save data through interacting and listening to explanations, stories and by hearing to audio materials. *“Auditory learners have the advantage of being able to understand what they hear and to say what they mean. They find it easier to cope than visual learners do in a society where the language is not written or where literacy does not have a high functional value.”* (Johnson, J. Orwij, 1991, p. 12)

1.5.3. Kinesthetic learners

Are the learners who learn and save information by touching moving and practicing. Kinesthetic learners like most experiments, role plays and doing activities. *“While language skills are largely visual and auditory, tactile or action learners can use their preference for hands-on learning as a bridge to language skills.”* (Johnson, J. Orwij, 1991, p. 11)

Visual	Auditory	Kinesthetic
<p>These learners will respond to and use phrases such as:</p> <ul style="list-style-type: none"> • I see what you mean. • I get the picture. • What's your view? 	<p>These learners will respond to and use phrases such as:</p> <ul style="list-style-type: none"> • That rings a bell. • I hear what you're saying. • That sounds OK to me. 	<p>These learners will respond to and use phrases such as:</p> <ul style="list-style-type: none"> • That feels right. • How does that grab you? • Let me try.
<p>Engage visual learners by using diagrams, charts and pictures.</p>	<p>Engage auditory learners by stressing key words, and telling stories and anecdotes.</p>	<p>Engage kinesthetic learners by including physical activities and "hands-on" tasks.</p>

The table 1.2: Strategies you can employ to appeal to people's different learning styles (Mind Tools Ltd, 1996-2016)

1.6. Types of learners

Researchers tend to categorize people according to individual differences, behaviors and characteristics that are the crucial concepts of personality. Many studies proved that there is a strong relationship between learning achievement and personality types, which are introversion vs. extroversion, sensing vs. intuiting, thinking vs. feeling and Judging vs. Perceiving.

1.6.1. Introversion vs. Extroversion

Introverts: are the kind of learners who prefer to learn by themselves, they like privacy and individual work and they do not prefer starting communication and groups interaction, as well they think before they take steps.

Extroverts: extrovert learners are the type of learners who like group work and classroom participation. They feel more comfortable on their surrounding with others. Moreover, they like

discussions, interactions, and expressing their thoughts. In contrast with introverts, extroverts initiate performing on thinking.

1.6.2. Sensing vs. Intuiting

Sensing: are concrete, realistic and practical learners; interested to experiences more than theories. They live in the present and prefer to benefit from their lives without thinking in changing the surroundings.

Intuitive: are abstract quick and careless learners, they are often like and interested in theories and potential ideas. This type believes in the sixth sense and their ideas are subconscious, they imagine and focus in the future rather than live in the present.

Thinking vs. Feeling

Thinking: thinkers are critical, logical and objective learners; they have the yes or the no, they do not believe in between, they are strict in work and with others, however, their interaction tends to be brief and concise. They do not take things impersonal, like the truth, and when they take decisions, they take it using their brain and based on facts.

Feeling: in contrast to thinkers, feelers are subjective, emotional and sympathetic learners, they live their lives using and believing in human values and take in consideration others' emotions and feelings. Their decisions are based on feelings because they are conducted by heart and emotions, they are easily hurt and they take things personal.

Judging vs. Perceiving

Judging: this type of learners are decisive, responsible and organized, they tend to finish their work in time. In addition, they are closure and think sequentially in taking decisions. They live by making plans and structured schedules to order and control their life to realize and get into their objectives and needs.

Perceiving: perceiving learners are flexible, think randomly, and spontaneous. They are disorganized; they working on several works and do not finish any of them. They do not make

opportunities and like to let thing and options open because they dislike routines and see the plan as barrier for them and may it changes.

Where a person focuses his or her attention	Extraversion (E)	(I) Introversion
	People who prefer Extraversion tend to focus on the outer world of people and things	People who prefer Introversion tend to focus on the inner world of ideas and impressions
The way a person gathers information	Sensing (S)	(N) Intuition
	People who prefer Sensing tend to focus on the present and on concrete information gained from their senses	People who prefer Intuition tend to focus on the future, with a view toward patterns and possibilities
The way a person makes decisions	Thinking (T)	(F) Feeling
	People who prefer Thinking tend to base their decisions primarily on logic and on objective analysis of cause and effect	People who prefer Feeling tend to base their decisions primarily on values and on subjective evaluation of person-centered concerns
How a person deals with the outer world	Judging (J)	(P) Perceiving
	People who prefer Judging tend to like a planned and organized approach to life and prefer to have things settled	People who prefer Perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open

Table 1.3: Personality Types Preferences (Myers, Briggs & Jung, 2008)

1.7. Learning Strategies

We could define learning strategies as techniques and procedures used by learners in order to develop their own learning. As Wenden (1987, p.7, 8) reported “*Learning strategies are the various operations that learners use in order to make sense of their learning*” cited in (CHIEN K,2010) in addition, it defined as “*Specifications, behaviors, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task --*

used by students to enhance their own learning”(Scarcella&Oxford,1992,p. 63) (Rebecca, 2003, p.2). However, as cited in (Joseph R, 2009)

“A Learning Strategy is a person’s approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful”

A new definition of Rubin (1987, p.19) *“Learners strategies include any set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval and use of information...that is, what learners do to learn and do to regulate their leaning”* (Cynthia, 1993, p.5). On the other hand, Willing (1988, p.147) explained the goal of learning strategy *“The goal of a learning strategy is the comprehension, internalization, storing, and setting up of data accessible to the learner; whereas the focus of communication strategies is the successful transmission and receiving of messages”* (Cynthia, 1993, p.6).

1.8. Competency Based Approach

Competence has the meaning of sufficiency being good enough, DeSeCo(Definition and Selection of Competencies) defines competence as *“a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context”* However, Hedge(1996, quoted by Hyde) defines a competency as” *superior performance. It is a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance”* (p.4) While, Armstrong (1995) upholds and says *‘competence as a fully human attribute has been reduced to competencies – a*

series of discrete activities that people possess, the necessary skills, knowledge and understanding to engage in effectively” (p. 45) (Chelli, 2010)

Competence can be defined as an ability to perform and behave using various skills and information in different positions and conditions.

CBA was first initiated in the US by the 60s, however, In the 70s, it went to be in Germany and United Kingdom, and Australia in the 90. July 2002, Algeria established an international transformation in its system of education which is The Competency Based Approach, this system of education was appeared because of the changes and the new layout in syllabuses and textbooks in all the levels of education. Mohamed Sadek Fodil said “seeks to develop learners’ autonomy and self-development by laying claim for the necessity to redefine the roles of both learner and teacher, hence the argument for the adoption of methodology centred on the learner (2005, p38) (Aimeur, 2010, p.1)

Therefore, the CBA persuades teachers to put the learner as the essential centre of the teaching and learning process. This means that pupils learn through practicing and build their own knowledge base. As a result, they are assumed to be responsible for their education. Beyond that, the teacher is claimed to become: “*a mediator between the pupil and knowledge... His task is to guide, help, simulate, accompany and encourage the pupil throughout this training*” (Programme of English as a Second Foreign Language, 2003:6) (Senoussi, 2012, p.30)

Competency Based Approach necessitates the teacher to adjusts himself with a new role which is represented in acting as a helper and facilitator of his/her learners

“ learning process to enable them to achieve a number of targets; namely: play an active role in their learning; make themselves feel responsible for their training by giving them opportunities to find answers to questions resulting from their daily experience; and adopt increasingly autonomous conducts and responsible behaviours. The

learners” role in the CBA (Programme of English as a foreign language, 2003:5) (Senoussi, 2012, p.31)

Moving to the learning approach “*Constructivism is a theory – based on observation and scientific study- about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences*”.

Constructivism has took with it a total new set of terms –learning has become ‘knowledge construction’; a class of students has become a ‘community of learners’; learning by doing has become a ‘process approach’ or ‘experiential learning’, they define leaning as a building and structured procedure of constructing knowledge rather than acquiring it through collecting and accumulating it. So, learning is looked as the result of practicing activities, and they affirmed that learners are their proactive of their own knowledge. (Chelli, 2010)

In a comparison between Competency Based Approach and Constructivism, as cited in (Chelli, 2010) social constructivism as it mentioned is one of the characteristics of CBA.

Comparing the CBA with previous approaches of education, the dissimilarities between them is elucidated in the subsequent diagrams:

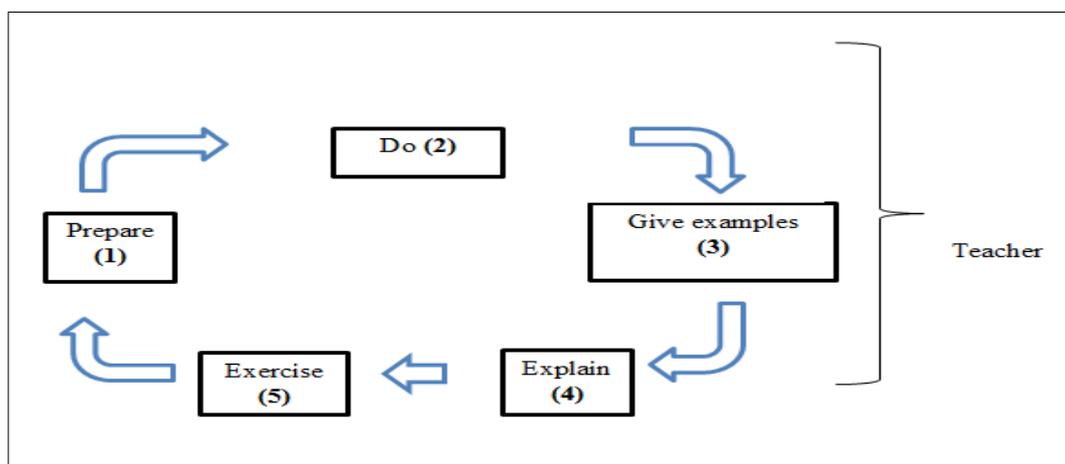


Figure 1.2: The Ancient Algerian Educational System

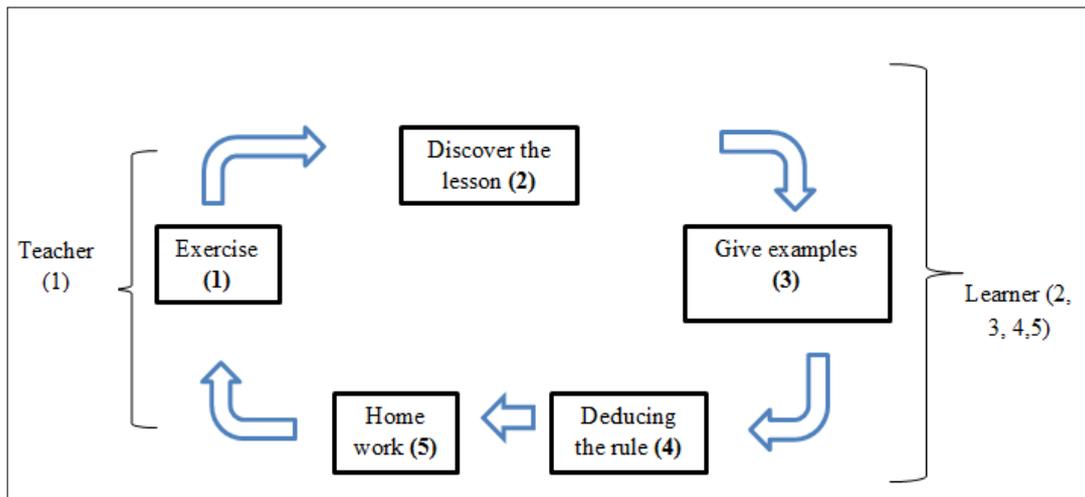


Figure 1.3: The New Algerian Educational System

CBA approach is established as a procedure used to press on the learners develop their thinking, it will give the learner the support and allow him to increase his ability to think and perform better and attain the highest level in performance and communication.

1.9. Conclusion

In this present chapter, we talked about learning and its aspects as learning styles, types, and approaches. Each learner has his/her own personal way of learning and this chapter will identify the learners' differences by mentioning types of each one. In order to help learners enhancing their level, teachers and parents must play a big role when it comes to those previous aspects because when they can really master them, learning's level will be better especially in Algeria. Besides this, learning achievement will take a part in this chapter because mastering the learning process leads learners to a better scholar achievement. As we dealt with the term "learning" because we would speak about pupils' problems and how can we solve them.

CHAPTER TWO

1.2.Introduction

This chapter is a general survey that is consecrated to investigate the main school and home environment's factors in boosting students' learning achievement. It attempts to identify the role and the effectiveness of school, teachers, classroom, peers, parents and the most known family conditions and draw attention for their importance in the educational life of the student.

2.2. The Role of School Environment

2.2.1. School Environment

School environment is referred to the building itself, the administration, the teachers, curriculum, the classroom and also the students, all those are variables that have a relation with the school. Hence, many studies tend to describe School environment. Firstly, School environment refers to the public, educational and emotional frameworks of a school—the “personality” of the learning context— and how it is understood by students, staff and society. This environment is affected by wide sorts of factors, from disciplinary policies to instructional quality to student and teacher morale (Robert, 2005, P.2). However, ”The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc are variables has role to play when it comes to students' academic achievement”(Ajayi, 2001 and Oluchukwu, 2000) (<https://eduresearchhome.wordpress.com> 2016).

Students' scholar achievement is deeply affected by the type of school they attend. The school that students go to is the institutional environment that puts the main constraints and bonds of a students' learning experience. Since schools are faced with further public responsibilities for student educational performance, school level proprieties are being studied to uncover procedures of obtaining superior achievement for all students. Large research has been done on teaching skills, climate, socioeconomic conditions, and student achievement (Hoy, Kottkamp & Rafferty, 2003) as cited in (Daniel & Felix, 2014, p.240).

Moving forward to the role of school environment in enhancing students' achievement, (Barry, 2005) stated that: "*Depending on the environment, schools can either open or close the doors that lead to academic performance*" as cited in (Daniel & Felix, 2014, p.240), he asserted that the school is the first responsible environment for the students' achievement. As (Crosnoe et al., 2004) confirmed "*If a school is able to accomplish a feeling of safety, students can have success regardless of their family or neighborhood backgrounds*" (Daniel & Felix, 2014, p.241). In addition, (Byoung-suk, K. 2012) and (Arul Lawrence A.S. 2012) stated that children spend most of their time (6 to 8 hours) in the school, that make the school environment that consists of teachers, peers, curriculum and the classroom conducts an important and serious responsibility in child development as cited in (Mudassir & Norsuhaily, 2015, p.252).

Most of researchers focus on the school environment more than other factors which can affect on the students well performance, because they distinguished that if a school environment contains of the necessary and appropriate equipments and healthy conditions, the student will not affect by his social and family background.

2.2.2. Classroom Environment

Classroom environment is a one of the essential school environment variables, we could define it as the specific place containing chairs, tables, teacher's desk and blackboard, in which students follow their lessons.

Researchers tended to define the classroom environment and clarified the most essential characteristics that must be inside it, (Fisher, 2008) defined Classroom environment as the material room where the teacher and the students are the foremost component as well as its locative equipments like floor, windows, walls as well as other classroom materials as desks, chairs, chalkboards, and computer equipment nevertheless boundless to these things (Qaiser & Ishtiaq, 2014, p.72, 73)

Researchers in discussing the effect of classroom environment, they tended to talk about the influence of unfavorable and the favorable classroom environment. Researchers such as Halstead

(1974): said that favorable environment has an important constructive consequence on the effectiveness of any organization and plays as stimulate factor to give a direct way for achieving preset purposes of an organization. But unfortunately, environment in our classroom is not contributed for smooth teaching learning process ensue from weariness and disappointment between the students (Qaiser & Ishtiaq, p.72, 73 .2014). However, classroom environment is able to influence students' relief and their ability to learn to certain level. Students who are relaxed and comfortable are expected to acquire much information in contrast to those who are uncomfortable. In addition, the physical environment may distress the morale of the students. Unfavorable classroom environment is able to discourage the students and they will not interested about learn (www.enotes.com) as cited in (Qaiser & Ishtiaq, p.73 .2014).

So, when students do not feel comfortable and relaxed in their classroom, they will become confused and perplexed, and this confusion and fear will cause to them many learning problems that lead them to fail and get lower performance.

2.2.3. Classroom Management

Classroom management is a decisive element of efficient and successful teaching. Successful classroom management that starts with well-ordered and proficient lesson planning preparation aids the teacher to educate and students to study and learn (Qaiser & Ishtiaq, p.72 .2014). It defined as the broad selection of methods, procedures and skills used by teachers in the class during the lesson to take the attention of the students on the task and involve them to understand and participate in a way that keep the class attentive, organized and creative during the session as cited in (The glossary of education reform (2014),

Researchers agreed that classroom management is a basic and needed procedure for a success and advantageous education.

Emmer, Evertson, and Worsham (2003, p.17) demonstrated the need for methods and rules by elucidating that:

....vary in different classrooms, but all effectively managed classrooms have them. It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt the teacher and one another. Furthermore, inefficient procedures and the absence of routines for common aspects of classroom life, such as taking and reporting attendance, participating in discussions, turning in materials, or checking work, can waste large amounts of time and cause students' attention and interest to wane. (Jana, Jana, Debra, 2003, p.13)

Classroom management which is a set of methods, basics and procedures is very significant to make students involving in the classroom plan and participation. “*Classroom management refers to anything that would create effective student learning in the classroom*” (191) (Daniel & Felix, 2014, p.241).

Oredein and Oloyede (2007) reported that the classroom management which is teacher's supervision of students' homework and assignments has a wide influence on the student achievement, particularly when it is explained, consulted and corrected in class and used as an opportunity to the students' feedback. (Daniel & Felix, 2014, p.241). However, Gettinger (1988) concluded that successful classroom management needs interacting prevision that consists of avoiding problems better than making a reaction, also spotlight on the organization of all the classroom better than each student's behavior individually, and support some specific students' behaviors with giving them instruction that encourage them to succeed and achieve their goals. (Seyithan, 2014, p.192).

2.2.4. The Role of Teacher

The significant role of the teachers in the teaching-learning process is absolutely effective. Teachers should cover and use specific abilities that influence positively their students' achievement. And also they have to use suitable instructional techniques in order to help their students transfer what are learned in school and apply it in their real life to solve problems (Daniel & Felix, 2014, p.241). However, researchers in general are agreed that the school variables, that contain teachers play a serious and significant role in learning achievement more than other factors. (Patrick, 2005) as cited in (Daniel & Felix, 2014, p.241).

In their research, Wright, Horn and Sanders (1997) confirmed that the essential factor that affects the student learning is the teacher, because he has the first and the interface position in the transmission of information, principles, values and skills in the learning process. Nevertheless, if the teacher is unproductive and incompetent, students will achieve less and do not obtain the good estimate (Daniel & Felix, 2014, p.241). Berliner (1989) indicated that teachers' behaviors and their management experiences have a significant effect on achievement, motivation and students' self esteem and behaviors during their learning progress (Seyithan, 2014, p.193).

2.2.5. The Effective teachers

Concerning the influence of the teacher on the students' achievement, (Afe, 2001) in his studies proved that teachers have wide and crucial effects on students' achievement. They play an essential role in learning realization the same as they have taking the responsibility of explaining and interpreting policy into action and principle based on practice through communication with their students (Daniel & Felix, 2014, p.241).

Researchers are differed in determining the most important characteristics of teachers in influencing the students' achievement, as cited in (Daniel & Felix, 2014, p.241) Akiri and Ugborugbo (2008) reported that the students' achievement has an essential relationship with the teachers' gender. Yala and Wanjohi (2011) and Adeyemi (2010) declared that the qualifications

of the teachers and their teaching experience are the principal forecasters of students' achievement. While, Rivkin et al. (2005) were disagree about Yala, Wanjohi and Adeyemi estimation that is cited before. Whereas, Perkins (2013) pointed out that the students' attention during the classroom is contributed by the teacher's, as the same, Adesoji and Olatunbosun (2008) demonstrated that teacher characteristics is the significant influential determinant on student's attitude.

Effective and Characteristics both are described a teacher who have the major personal successful and special qualities in boosting and helping learners to learn and achieve (Robert, 2008, p.63).

(Robert, 2008) formulated twelve professional and identifiable characteristics for the effective teacher: the first characteristic is that the teacher must be prepared, which means before coming to school, he must prepare his lessons, make a plan, and know what he have teach his students. However, he must control the session time, through starting the class in its time, avoid the large and unuseful comments and try to make students involve in learning. Being positive is another character for the effective teacher. Having optimistic attitudes means having techniques used them to aid students acting positively like reward, praise and congratulate them, also when they have to punish them, they must chose the words, the situation and how, not as a way of punishment but as a way of blame and advice. Moreover, teachers should hold high expectations; they have to make students believe in themselves that they can achieve and succeed through encourage and support them to work hard and believe in themselves, because the teacher is one of the factors that can help students build their selves confidence or destroy it. Being fair and cultivate a Sense of Belonging are two other characteristics, being fair mean that teacher should give each student opportunity to succeed, and allow them equal privilege, however, his requirements must be clear and for all the class. And the necessary point that teacher has to understand that not all the students have the same abilities in learning and comprehension, on the other hand, the effectiveness of teachers is demonstrated in making students feel comfortable and

belonging to their classroom. Because most of students like their class when they like their teacher and feel that they are belonging to the class. Other than the characteristics we dealt with, being creative and display a personal touch are two personal characteristics concerning the relation with the students and the presentation of the lessons. Teacher should connect and chair his experiences with their students, and try to be with their students more than a teacher through discussing with them their problems and concerns. While creativity, which is belong to construct and create new techniques in introducing lessons, giving and discussing activities, also, the use of technology during the session is a very effective process for the explanation of the some lessons.

Being compassionate and have a sense of humor make students belong and like their teachers, cause they will not being afraid of talking to them, these two characteristics are delimit the sense of fear and anxiety between teachers and students. The only way teacher could make students belong to him is giving his students care and attention. Moreover, successful teacher should not take everything seriously, and also he must not let the students take learning as a fun, he must be flexible and in between. He should give a sense of humor to all his class and use this as way to control difficult situations which need the teacher's humor. Otherwise, teacher must be forgiving as the same he must admit mistakes. Students in a specific age will be difficult and could not be controlled with punishment or unforgiving because they think that their teacher dislikes them. So, they will behave wrong as much as they would or even if they would not. Forgive the students for specific behaviors, and start with them each time with a clean slate, make the students time after time blame themselves and feel shame and indignity for their behaviors, this way teacher could avoid problems with difficult students and give all the students the feeling of safety, belonging, and a desire to change to be best than they are. Admit mistakes is not easy for a teacher position as we think but when we see it from another side, it is a useful way to attract the students when it used in right and specific situation of course. It creates a sympathetic relationship with students. Finally, respect students do not mean that the teacher should forgive

every mistake, or degrade from himself when students misbehave with them. The real meaning of respect students, is when teachers care about their students life and achievement even in education or daily life and speak with them about their grades, level and concerning issues (p. 64, 65, 66, 67)

2.2.6. Adolescence

As cited in (Caroline & Marold, 2010, p. 49) The motivation of adolescents to learn and achieve is classified as a significant concern of educational research in the last 20 years (Nicholls, Patashnick, & Nolen, 1985; Pajares & Urdan, 2002), because, researchers such as (Evanthia, 2004) confirmed that “*Adolescence is an intriguing stage of development filled with many physical, cognitive, social, and emotional changes*” <http://www.hfrp.org/publications-resources>.

Concerning the adolescence stage, according to “(Moss, 1969) *the middle school students are the best characterized by nature of transition and changes they experience during their early development*” (Seyithan, 2014, p.192). The majority of researchers concerning the adolescence’s researches chose middle school students as a sample of research, because the adolescence stage begins from the age of twelve or thirteen when the teenagers will be a middle school students. Researchers such as (Jung, Gunn, 1990) said that the purpose of the middle school education affirms that teenagers proceed to a widened social and educated world contains new and unprecedented information, values, perceptions and educational probabilities, new relations and friendships, and several socio-communication (Seyithan, 2014, p.192). While (George et al, 1992) proposed that middle school students should feel that they are esteemed by the adults, they will succeed socially and academically (Seyithan, 2014, p.193).

Adolescence self esteem is influenced by the environment they live in and the people they interact with, hence that the school is the environment that the teenagers pass most of their time in, and communicate much with different kind of people, it consider as the main factor that influence the students’ self esteem through teachers’ behaviors, interaction with them and way of

teaching and education also because of peers relationships and their influence. Therefore, teachers have a role in aiding adolescents raise psychologically, emotionally and socially. Research implies that creating stability in applying regulation processes and rules is important, because students can distinguish the confusion between the teachers' speech and their actions (Seyithan, 2014, p.192).

(Lunenburg, 1983) said that Scholar achievement needs many necessities such as healthy growth and progress of adolescents in middle school. Teachers should be conscious and consecrated for their students' requirements (Seyithan, 2014, p.193).

2.2.7. Peers

Peer stress and peer influence refers to the effects used by a peer group in supporting an individual transforms his/her thoughts, worth and beliefs to be conventional to group customs (Kirk, 2000), also he declared that only few researches are established to prove that the peer influence and pressure has an impact on the students' achievement. generally, the majority of teenagers stratify to peer influence on quite trivial things like music, clothing, or hairstyles. However, coming to most significant problems such as moral values, parents stay the essential effective ones rather than the peer group (Black, 2002). Many students look to their peers as an ideal and this may affects students behaviors, because they will change their behaviors, opinions, and some personal characteristics to a new ones differ from their owns throughout seeing and following others' specific behaviors. According to Howard (2004) peers may affect most of things from what a teenager selected and prefers to be dressed in, to whether or not a teenager connects to drug related or other criminal behaviors (Daniel & Felix, 2014, p.243).

2.3. The Role of Home Environment

2.3.1. Home Environment

A home is a place where individuals live with their parents and guardians, it is a place where the children start learning norms, values and rules of the society. However, the family is a social

unit in any society and it is the main foundation of first inspiration and experience in children personality (Collins, 2007) (Egunsola, p.46).

Many writers (Harris & Gibbon, 1996; Hofferth & Sandberg, 2001; Jameson, 1997; Wallis & Cole, 1998) talked about home environment factors that affect children through learning instruments needed to success academically (Jerome, 2012, p.2)

(J. M Muola, 2010, p. 214) said ***“the term “home environment” refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally”***. So, the home environment is affected the child at the early age of his life when his mind is most receptive. The child rarely sees that the parents and different things in his instant environment are significant and they promote or reduce his self worth and learning performance (Ekanem, 2004)

Otherwise, the family is classified as the dominant influenced factor on the child, as it is classified as the primary instrument of socialization that could either boost or decrease the achievement of the child during his school career, and this upon the environment of the family. Psychological issues are prospective sources of problems with education. So, many studies tend to establish the influence of home environment on the academic performance (Egunsola, p.46, 47). However, (Ajila, Otutola, 2000) pointed out that parents should understand the substance of learning. They also stated that diverse families make an environment that affects children’s scholar progress and learning motivation in several ways. The role of the family between others contains rearing, defending, caring and educating the children and each role can be performed in the home, for that, the home is a vital instrument of learning. (Anthonia, 2014, p. 141)

As cited in (Anthonia, 2014, p. 141), (Nanalee, 1997) stated that ***“a positive home learning environment provides social interaction, attention and activities which promote the development of positive attitudes to learning, as well as the acquisition of physical, intellectual, language, social and emotional skills”***

Home environment as an influenced factor, has consist of many other effective factors such as family socio-economic status, parents' occupation, literacy level of parents and more.

2.3.2. Family Socio-economic Status

As an affective factor that influences the learning achievement of the students, the family socio-economic status is an essential factor in increasing or decreasing the students' achievement and ability to learn as it affect their daily life. Many studies dealt with this determinant as others which are related to the achievement and the ability of learning of the students in school and at home.

“A study conducted by Sum and Fog (1991) found that poor students are ranked in the 19th percentile on assessments while students from a mid-upper income family are ranked in the 66th percentile on assessments” (Misty & Laura, 2011, p525)

Each year students go to schools that represent a diversity of socioeconomic backgrounds. Socioeconomic status is a general term that include in its meaning the level of education, income, and professionalism of an individual or group. While both students of higher and lower socioeconomic statuses go to school, the influence of lower socioeconomic status on student achievement is harsh to ignore. Students of a lower socioeconomic status habitually deal with further challenges and difficulties including lack of learning resources and needed instruments, hard learning circumstances and reduced motivation that influence their learning performance negatively (Lucy & Demand).

According to (Asikhia, 2010) Socio-economic situations could influence learning performance in several ways. For example, parents with superior and good socio-economic status are able to afford their children the usual essential financial needs and home equipments for individual learning. While (Aikens et al., 2008) said that family socioeconomic status is an essential reason that affects the students' performance in school and their regulation to life. To a large extend, home financial requirements for the students needs, that are connected with

parents' occupation and learning achievement, habitually boost learning opportunities at home and in school (Linus, 2015, p.70)

Family that has a lower socio-economic status is suffered with their children because they could not provide them with most learning supports. The lack of financial requirements create many difficulties for the parents to afford a comfortable home for learning, they miss to afford many needed instruments books, technology materials, and other tools. So, the lack of positive learning environment at home affects negatively the child achievement in school. This lower in their socio-economic status make students feel lonely and they do not belong in school, this feeling of loneliness pressure the decision of giving up and drop out for several students (Lucy & Demand)

2.3.3. Parent occupation

Vellymalay, (2012) reported that a child's ability to achieve in school depends on how successfully the child is managed by his/her parent in the environment (Mudassir & Norsuhaily, 2015, p.112)

According to Marnot, (2004) Occupations are categorized as the high-status occupation and lower-class occupation. The prestigious and high-class occupations are physicians, surgeons, lawyers, chemical & biomedical engineers, and communication analysts. While lower classing occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The work has been considered as high status in classification makes several challenging works, capability and larger organize over working conditions. As cited in (Mudassir & Norsuhaily, 2015, p.112) that "*Gachathi (1976) indicated that occupational prestige is a component of socioeconomic status encompasses both income and educational attainment*". For him, professional grade reveals to the educational level that is achieved to attain an occupation and proceeds degrees. So, if parents obtain a good occupation, they create sufficient

conditions for their children learning. They afford economic, social, psychological and emotional requirement to their children, and this would help their children to learn better and achieve.

Concerning the impact of the parents' occupation on the students' learning achievement, Memo, et al (2010) in their research reported that there was importance connection among parents' occupation and students' achievement in matriculation examination. Students whose fathers have good job are doing well in matriculation examination than those students whose fathers have a lower occupation. Fathers who work in high occupation are classified as an increasing condition in encouraging and supporting their children because they are able to provide their children by what is considered necessary for their learning and achievement from all the sides academically, morally and psychologically (Mudassir & Norsuhaily, 2015, p.112)

However, parents that work in lower occupation because of instability and financial problems cannot give and afford enough needed facilities in order to improve their children level. The impact of parental job carries on taking the attention of several researchers. As the same with this assertion (Qaiser, Hassan, Ishtiaq, Muhammad, Farid & Zaibun (2012) a study on the effect of parental socioeconomic status on the academic achievement of secondary school students in Karak district, Pakistan. is conducted. The research identified that parents with higher occupation afford essential needs and requirements used for the improvement of their children learning and achievement. In addition, they give them encouragement to enforce them work better and achieve (Mudassir & Norsuhaily, 2015, p.112)

About mother's occupation as cited in (Mudassir & Norsuhaily, 2015, p.112) it has an impact on students' learning achievement. It was saw that students who have worked mother with good job have performed well in matriculation examination rather than their classmates who have mothers with lower occupation

As a result from the above views, that parental occupation plays and has a great impact on the students' ability to learn and achieve. Students who have parents with higher occupation are learned and achieve better than students who have parents with lower occupation.

2.3.4. Literacy level of parent

As cited in (J. M. Muola, 2010, p. 214) that *“Atkinson and Feather (1966) observed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high”*

Researchers tend to make several studies on the effect of parents on their children performance and achievement. Parents have different essential impacts on their children’s educational level for numerous causes, nevertheless the main significantly because they consider as the first teachers for their children. (Joseph Sclafani, 84) wrote that:

“The influence of teachers is actually reciprocal and to some extent dependent on what your child brings to the classroom...These same teachers also form impressions based upon other information such as your child’s previous year’s grades and test scores, and his or her family background and the family’s level of involvement” as cite in (Jen, 2006, p 2, 3)

In the first years of the children lives, their brain are like sponges, they absorb and take in everything around them. Hence, all thing and information they take from their parents during their early age will influence them for all their lives. For that, it is necessary to make children excited and interested about learning. Before children attend school, parents are the first official person who has to put in and grow the excitement and interest inside the children. Research indicates that parents who have educated background can prepare their children for school rather than parent without learning background.

The knowledge that children obtain is matched the education that the parents acquired when they were children. Research indicates that the literacy level of parents has affected the education

of their children as (Teale 192) established in his studies that *“children experience literacy primarily as a social process during their preschool years.”* (Jen, 2006, p 2, 3)

Considering the mothers level of education, researches indicated that more literacy mothers have superior achievement in giving their children the cognitive and language skills which put in the way to early achievement in school (Sticht & McDonald, 1990). Also, children of literacy mothers continue in school and stay longer in contrast to children of illiteracy mothers (Benjamin, p.2). Another study of parental involvement (Tizard, Schofield, & Hewison, 1982) based on a model of children reading to parents had indicated that children who read to their parents had better results rather than children receiving an equal quantity of additional reading lessons by their teachers or specialist at school (Jen, 2006, p.3).

2.3.5. Parent encouragement and learning involvement

Academically, encouraged achieving children parents have warm relationship with their children. Study proves that students have a benefit in school when their parents motivate and hold their school activities.

Parents of grand success establish to more trusting, pleasing, loving and give more forgiveness towards their children than parents of small successes. Motivation will always include a helpful result. Victorious parents regularly use words of motivation and encouraging actions to explain for their children how to make enhancements. They show their care and cheer their children on to act at their top. Even when that act shortens, they offer back-up and carrying. And attempt to find out how to do better after that. Parental support is the level to which the child understands his parents as encourage (Sewel and Shah,1968). In motivation, the parents aid the child show him and flatter him so that he may not sense depressed at a particular phase complexity.

Investigation verified that high degrees of parental support, generally associated to parental involvement, calculated by awareness of the child’s activities in school and normal

touch with the school, have helpful consequences on children's academic accomplishments (Kaur, Jasraj, 2013).

The most successful parents are habitually dynamic in their children school life. They refer to the PTA (Parent-Teacher Association) attend School, sport, activities and events, go to parent meeting, help out with homework, and educate their children through slight troubles. Parental support is a major and essential predictor of accomplishment encouragement of advanced secondary students (Rasul and Kalita, 2007).

Successful parents motivate their children to extend their knowledge by joining in school club sport and activities. They support that partial work and society activities can be on useful technique to disclose their children to the real world.

The influence of fathers' manners of treating their children at home had encouraging important relationship with their children's success (Kazmi, 2011). According to Adetya and Kiadese parental involvements are the predictors of student's accomplishment in economic accounting (Kiadese, 2011). The students who get elevated parental motivation are better at academic act than the students who get less parental support (Kumar, 2013). Every victorious person after getting his aim finds that his achievement is because of the aids of his parents. The support given by parents applies major impact on their interests, ambition and success of the children (Bindu & P. K, 2014, p.100).

2.4. Conclusion

Most of studies that researchers conducted about school environment and home environment, and their effects on influencing or reducing the students' level of achievement, and ability to learn and educate are confirmed that as they reported that the home and the school environment are two main and essential factors, have a wide impact on the students achievement negatively or positively.

School environment includes the school itself, the classroom, the students, as well as the teachers who consider as the most effective determinant in the school according to his special

role and relation with the students. School environment either be comfortable or uncomfortable and this has a relation with school factors and whether the school contains the necessary and needed equipments and materials used to make the learning process easy and successful for the students.

However, home environment is classified as a crucial determinant in learning because the home is the first place where child start learning. Several studies proved that home environment factors affected the learning achievement according to many reasons. The family socio-economic status, the parents' literacy level, parents' occupation, parents' encouragement are all essential factors that impact on the students' achievement.

To conclude this chapter, students' learning achievement is affected by wide important and different factors which their influence should be positive, because they control the students' achievement and succeed in their learning and social life.

CHAPTER THREE

3.1. Introduction:

In trying to find out the effects of the main factors of home and school environments in enhancing students' learning achievement, we transacted this current practical work, as the previous theoretical chapters to make well-clear and understand the major issues that our students are dealing with in their scholar learning process.

This practical work is divided into two main tools. Firstly, a questionnaire which is distributed to the students of the school, trying by this to give them the opportunity to say and express what they miss and need. Secondly, an interview administered to teachers of this school.

3.2. The Student's questionnaire:

3.2.1. Description of questionnaire:

The questionnaire is considered for Third Year students of Ahmed Zayed Middle School Biskra of the academic year 2015/2016. The questionnaire is divided into three parts. The first is concerning the personal information of the student. However, the second and the third are going directly to the topic and their questions are about the home and the school environment factors.

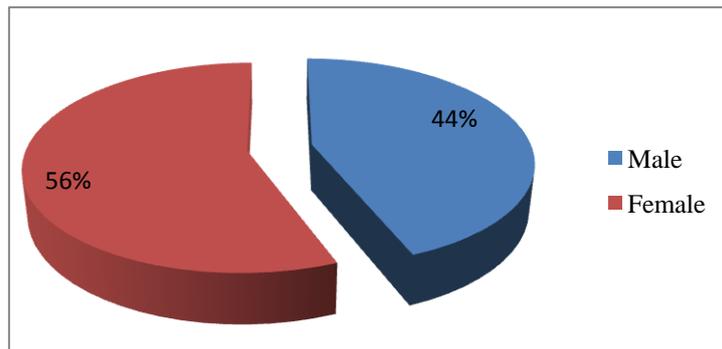
The total number of the copies of the questionnaire that we made was 140 copies for four classes, we prepared at first the questions in English, after that we translated them into Arabic because as we think that Third Year Middle School could not understand those questions in English and that is what really happened, we attended a session with each class in order to help them understood the real meaning of the questions and we faced big problems with them. From the total number, only 80 students answered the copies as it must be, however, the other copies has not contained good and reliable answers, also, other students refused to answer, but they did not show that directly, they gave us an idea that they are afraid about answering questions that has relation with their lives at home or with their teachers, while, their teachers confirmed to us that among those students, there are many who have different problems we are already dealing with them in the questionnaire.

3.2.2. The Analysis of questionnaire:

Personal Information:

Gender	Number of Students (N)	Percentage (%)
Male	35	44%
Female	45	56%
Total	80	100%

Table 3.1: Students' Gender



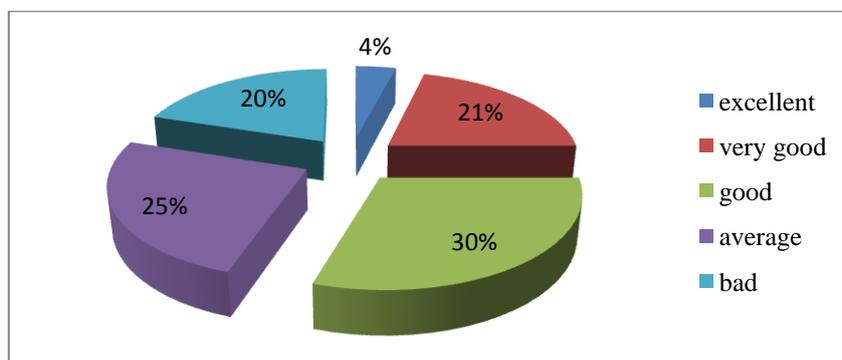
Pie-chart 3.1: Students' Gender

The results imply that 56% of the sample is females, however 44% is male. This statistics are obviously determined the differences between the number of the two genders in learning. In general, we distinguish always that girls' numbers are elevated than boys' numbers in education.

Your grades last term:

Options	Excellent	Very good	Good	Average	Bad	Total
Number	3	17	24	20	16	80
Percentage	4%	21%	30%	25%	20%	100%

Table 3.2: Students' Last Term Grades



Pie-chart 3.2: Students' Last Term Grades

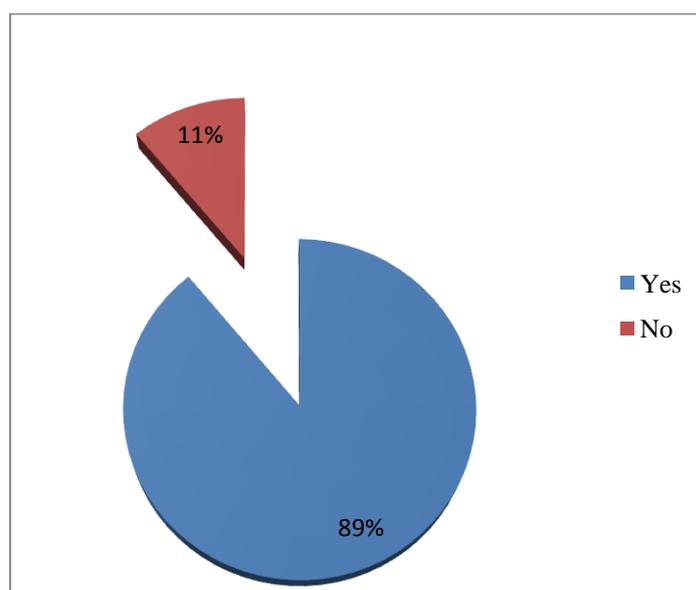
The pie-chart above shows that the percentage of the students' grades are in between very good, good, average and bad, while students whose grades are excellent are only 4% from the total sample. 21% of the students got the grade very good, it increased to 30% of them who gained the grade good. The number of students reduced to 25% who obtained the grade Average; however the students who got the Bad grade are 20%. And this is clearly proves that the most of the students of this school are in average level.

Part 01: School Environment:

1) Do you like your teachers?

Options	Number (N)	Percentage (%)
Yes	71	89%
No	9	11%
Total	80	100%

Table 3.3: Students' Likelihood of Teachers.



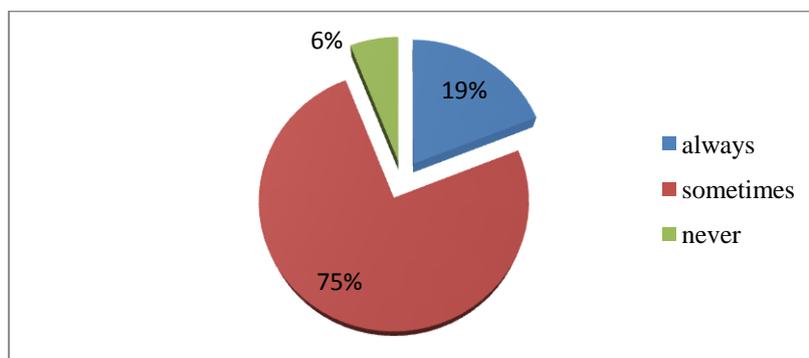
Pie-chart 3.3: Students' Likelihood of Teachers.

The results of the table above show that the majority of students (89% of students) like their teachers, while only 11% of them dislike their teachers. From this we notice that the students are in good relationship with their teachers and this point also was confirmed from the teachers. The rest of the students dislike their teachers because of the teachers' remarks, behaviors, maybe punishment to them when they make mistakes. Those students do not accept that punishment as a behavior act out of interest from their teachers.

2) Do you find the way of teaching of your teachers appealing to you?

Rating scales	Always	Sometimes	Never	Total
Number	15	60	5	80
Percentage	19%	75%	6%	100%

Table 3.4: Students' Views about The way of Teaching



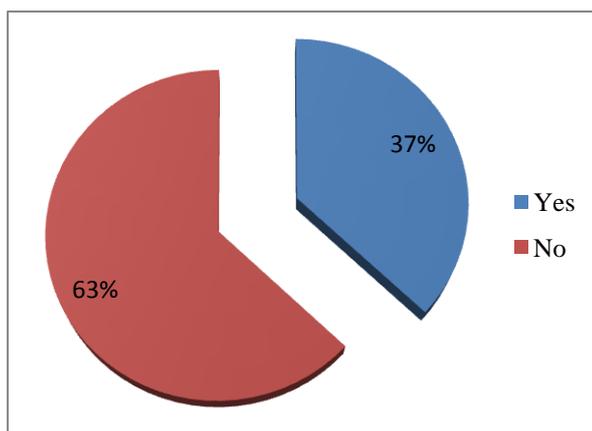
Pie-chart 3.4: Students' Views about The way of Teaching

The findings show that, the majority of students whose are 75% were not fully pleased with their teachers' way of teaching. 6% of them revealed to choose some times, however; only 19% tended to say always. After the discussion with the students specially who chose sometimes, they answered that they were thinking to choose never but because as they saw there had some teachers who do their bests with them in trying to present the lessons as it must be well clear, with simple ideas and motivated manners to encourage them involving in the course and asking when they do not understand. This view from the students is not concerned all the teachers only few of them. For example a teacher we talked with and she has a very good relationship with most students, she said that she tried always to create new ways and sometimes bring concrete tools and explains the lesson using plays, games and more.

3) Are your lessons clear and well organized in a way that facilitates your comprehension?

Options	Number (N)	Percentage %
Yes	30	37%
No	50	63%
Total	80	100%

Table 3.5: Students' Views about Lessons' Clear and Organization



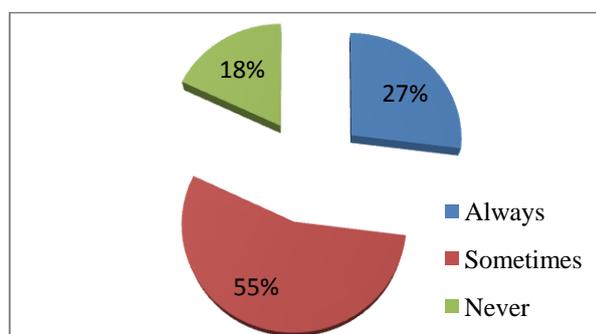
Pie-chart 3.5: Students' Views about Lessons' Clear and Organization

The results of this table are regarding the students' attitudes about the preparation and the organization of the lessons and to what extent this facilitates their comprehension and learning. We find out that the majority 63% of the students are not satisfied and find problems with their teachers' lesson plan. However, only 37% of them are pleased and understood. And this disagreement between them is because of there are teachers who prepare their lessons as it must be before presenting them and trying to create and use new techniques to make students understand and involve in the course. While, other teachers present their lessons in a random way without any preparation or pre-organization, so this way the students will have difficulties in comprehension, they do not understand the beginning from the end of the lesson.

4) Do your teachers encourage you to achieve more than you ever thought you could?

Rating scales	Always	Sometimes	Never	Total
Number	22	44	14	80
Percentage	27%	55%	18%	100%

Table 3.6: Students' View about Teachers' Encouragement



Pie-chart 3.6: Students' View about Teachers' Encouragement

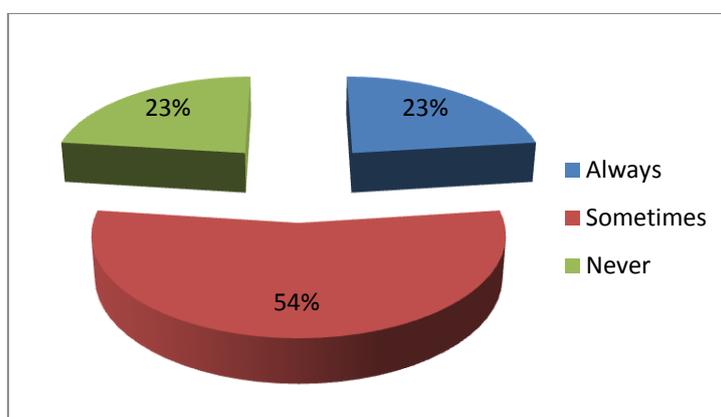
The findings of the table above indicate that more than the half of the students (55%) find encouragement and support from their teacher but not always and not from all teachers, however,

27% answer that their learning desire are rises with their teacher reassurance and cheer. While 18% of them are in contrast of that and do not believe that teachers are interest to induce and support them to learn and achieve more.

5) Do you receive enough carefulness from the part of your teacher during and after the lesson?

Rating scales	Always	Sometimes	Never	Total
Number	18	44	18	80
Percentage	23%	54%	23%	100%

Table 3.7: Students' View about Teachers' Care



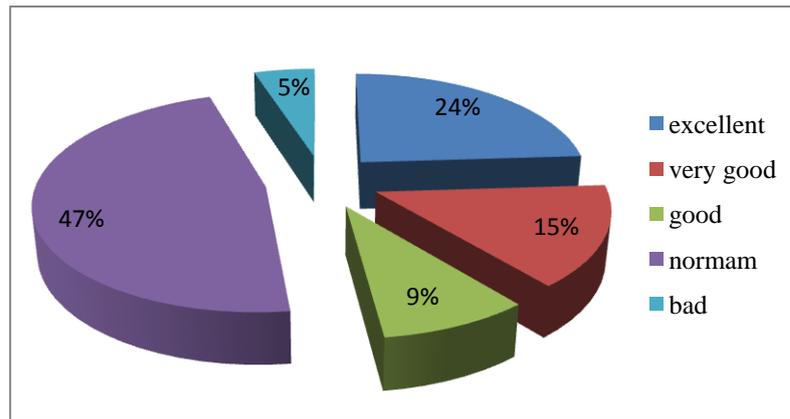
Pie-chart 3.7: Students' View about Teachers' Care

The results that we find indicate that 54% of the students answer that they find little care and attention from their teachers. While 23% of the students answer that their teachers are fully cared and looked after them. Whereas, 23% of the students think that they are not receive enough care from their teachers. Here, we can say that the relationship between teachers and students is almost limited.

6) How closely do you find your relationship with your teachers?

Options	Excellent	Very Good	Good	Normal	Bad	Total
Number	19	12	7	38	4	80
Percentage	24%	15%	9%	47%	5%	100%

Table 3.8: Students' View about Their Relationship with Their Teachers



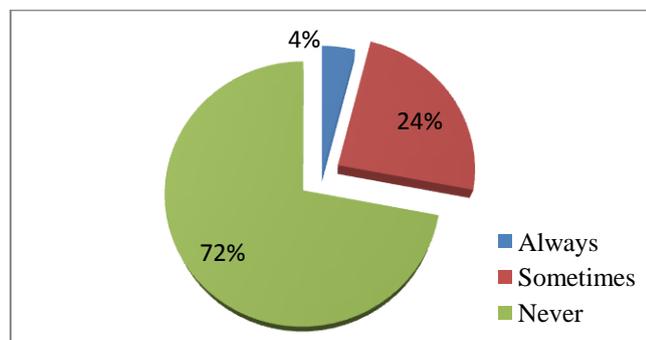
Pie-chart 3.8: Students' View about Their Relationship with Their Teachers

From the table above, 24% of the students describe their relationship with their teacher with excellent, while; 15% from the students their answers are very good, 9% of the students answer with good, When the choice of bad is chosen by 5% of the students. However, the majority of the students 47% tend to choose normal. From this we notice that only some of the students had a strong relationship with their teachers; built on respect and appreciative, we can define it as an unlimited relationship, they interact and communicate with their teachers freely and with honesty in any topic or problem not only learning issues. While, a small number of students declare that they have a very limited relationship with their teachers, perhaps they do not even have interaction with their teachers only in very necessitate situations. The rest of students whose are the larger part affirm that their relationship with teachers is based on respect, and normal communication. Their communication is only about learning issues or some essential topics no more.

7) Do you talk to teachers openly and freely about your concerns and problems?

Rating scales	Always	Sometimes	Never	Total
Number	3	19	58	80
Percentage	4%	24%	72%	100%

Table 3.9: Students' Perception toward Talking Freely with Their Teachers



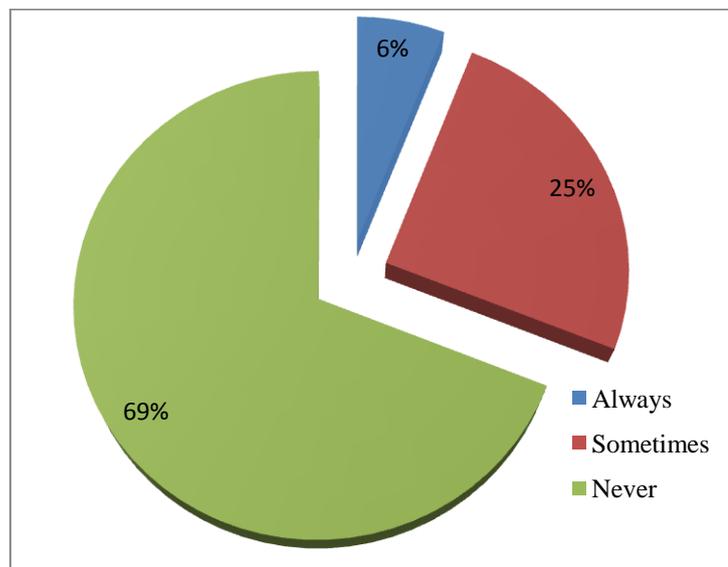
Pie-chart 3.9: Students' Perception toward Talking Freely with Their Teachers

The table above explain that the majority of the students' 72% of them are not communicating freely with their teachers, however, only 4% of them have this opportunity of freedom in communicating and discussing things with their teachers, the rest 24% of the students are answer with sometimes which they mean by it that they have a specific teacher they can talk to. From this we can understand that most of the students are have a limited relation with their teacher.

8) Does your teacher give you help in solving problems at home or school?

Rating scales	Always	Sometimes	Never	Total
Number	5	20	55	80
Percentage	6%	25%	69%	100%

Table 3.10: Students Perception about Teachers Help



Pie-chart 3.10: Students Perception about Teachers Help

From the two tables above, the introduced results from the table one which are the answers for the questions number 7 and 8. The results of the question 7 show that only 4% speak to their teachers openly about their problems and concerns, however, 24% of them are infrequently talk to their teachers about subject they matter. While, the large number of students 72% do never discuss with their teachers any personal, family or even scholar subjects or problems.

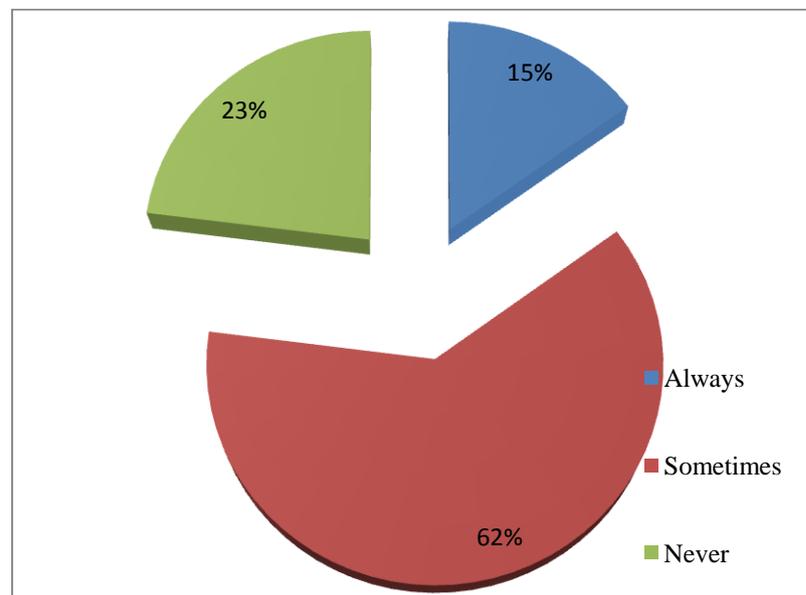
Going to the results of question N°8 we find that 6% of the students answer that their teachers aid and help them solving their different psychological, family, friendship, scholar and personal problems. 25% of them declare that they find the help but not always or not in all situations, just sometimes and from not all the teachers. While the majority of students 69% of the students disclaim that they have never find such kind of help from their teachers.

In general, from both results of the tables above, we perceive that the minority of the students their relationship with their teachers is an open relation, in discussing, helping and solving problems. Whereas, the majority of them they deny that assumption of being helped by teachers or having free discussing. Even there are numbers of them who are seeing that their teachers' relation is good and find them in situation they need

9) Do you feel comfortable in the classroom?

Rating scales	Always	Sometimes	Never	Total
Number	12	50	18	80
Percentage	15%	62%	23%	100%

Table 3.11: Students' Feeling Comfortable inside Classroom



Pie-chart 3.11: Students' Feeling Comfortable inside Classroom

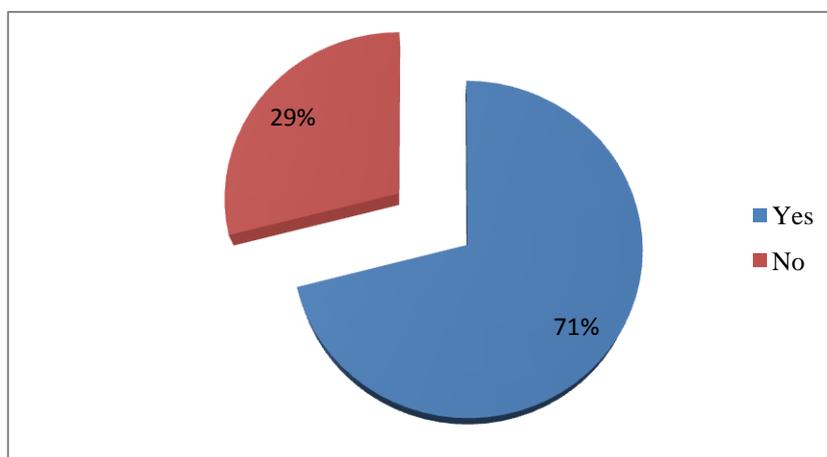
As the table indicates that the majority (62%) of students accepts the classroom situation. They do not feel relaxed too much, but they do not feel uncomfortable as the same time. So, that means that they take all classroom conditions and problems at ease and do not give it too much care. However, 23% of the students are never feeling comfortable in their classroom, while, only 15% of them feel comfortable and like their classroom conditions. So, we understand that the majority of students do not care about classroom conditions, they accepted it and do not take them as problems, they come from home to attend their learning sessions, but they do not think about more amelioration in their class, however, the others feel comfortable, they say that there are no classroom problems for them, and they pass their learning sessions good. But also we have those

who declare that they do not like definitely their classroom and feel nervous in their classroom because of many problems.

10) Do you believe that the organizations of the class and its size influence your ability to learn and achieve?

Options	Number (N)	Percentage %
Yes	57	71%
No	23	29%
Total	80	100%

Table 3.12: Students' Perceptions toward Classroom Organization



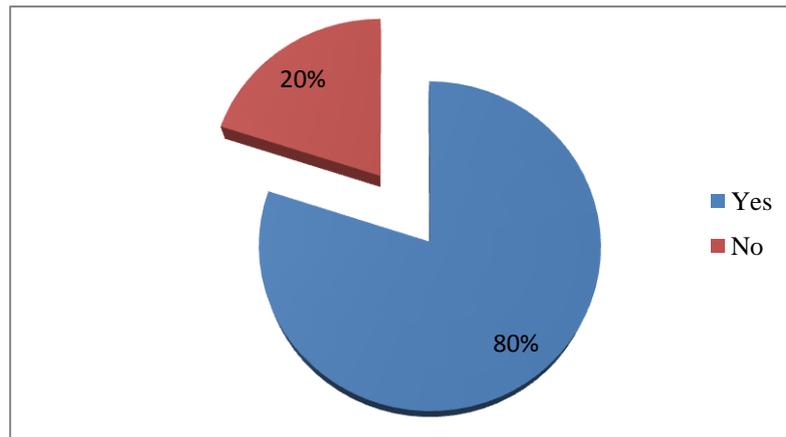
Pie-chart 3.12: Students' Perceptions toward Classroom Organization

The table above show that the majority of the students (71%) indicate that their achievement and ability to learn and understand are influenced by the organizations of the class and its size, while only 29% of them say No, they declare that the classroom size and its organizations do not constitute a problem or a barrier for them to achieve and learn. However, the teachers indicate that this factor (classroom size and organization) is an obstacle in learning achievement.

11) Do you think that the teacher uses techniques that could enhance your achievement?

Options	Number (N)	Percentage %
Yes	64	80%
No	16	20%
Total	80	100%

Table 3.13: Students' View about Teachers' Teaching Techniques



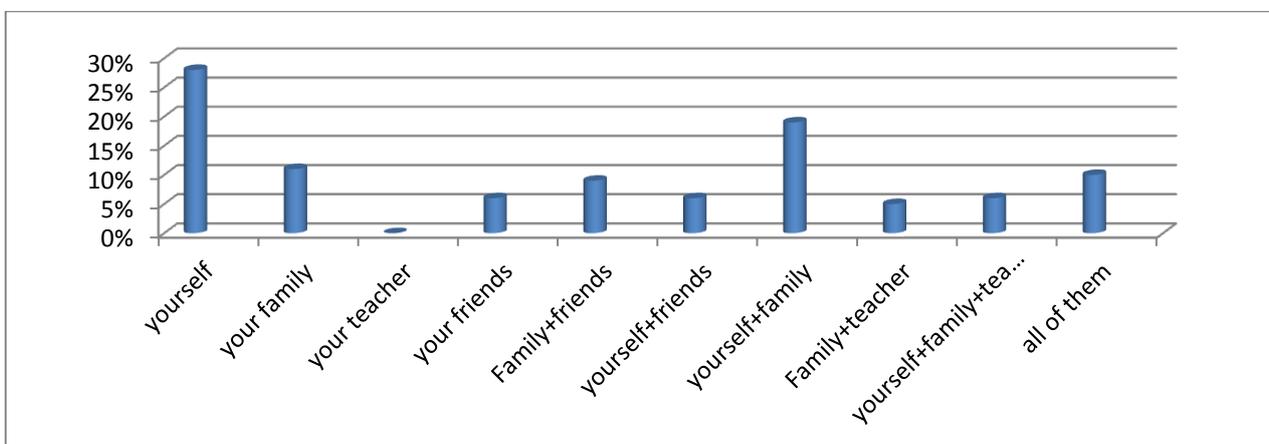
Pie-chart 3.13: Students' View about Teachers' Teaching Techniques

The results of the table above confirm that the use of different and specific techniques could enhance the students' achievement. 80% of the students' answers show that, their achievement and ability to learn are affected by teachers' way, and techniques used in introducing the lessons. In contrast, only 20% of the students said that they are not interested by the using of different techniques in their lessons comprehension and accept the lesson as it presented.

12) What are the sources of your achievement?

Options	Yourself	Your family	Your teacher	Your friends	Friend+ famili	Yourself+ friends	Yourself+ family	Family+ teacher	Yourself+ family+ teacher	The four	Total
Number	22	09	00	05	07	05	15	04	05	08	80
Percentage	28%	11%	00%	6%	9%	6%	19%	5%	6%	10	100%

Table 3.14: Students' Perception about Their Sources of Achievement



Bar-graph 3.14: Students' Perception about Their Sources of Achievement

The results of the table above about students' source of achievement are given different answers, the majority of the students 28% consider themselves as their own source of achievement, while 11% indicate that they achieve because of their family, also the friends are chosen as an answer from 6% of the students.

However, other students tend to choose many answers in the same time, 19% of them answer that their sources are themselves and their family, 9% of them consider their friends and their family as an achievement source. 6% of them choose their friends and themselves as the achievement source, 5% their answer is their family and their teacher. 6% of them choose three choices themselves, their family and their teacher, while 10% indicate that the four choices are considered as sources of achievement for them.

13) What are other factors that may affect negatively your advancement in learning?

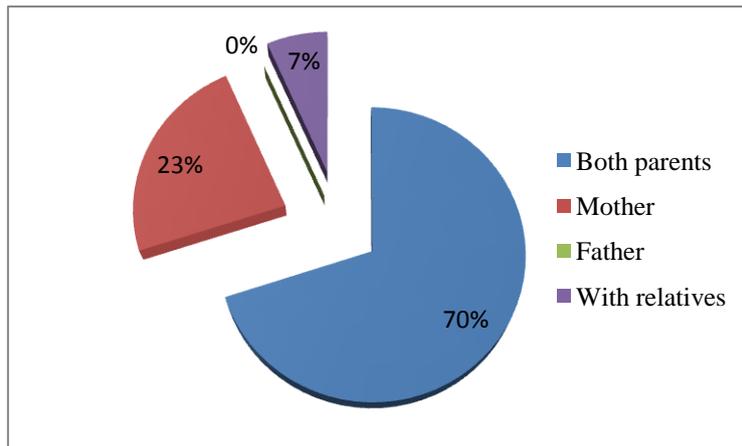
Students answer that the barrier behind their negative achievement are many, several students declare that the bad peers and classmates are the main reasons after their drop of and fail. While many others indicate that they have family problems and bad peers influence. Some of the students, are affected by the bad use of the internet specially the Facebook, others are suffered from some disease when others have difficulties in understanding. The lower literacy level and bad financial status of the parents is another issue for a few the students. The teachers' behaviors with the students inside and outside classroom, the techniques and methods they used in presenting the lessons, the additional hours that teachers give to the students and the large number of homework are other factors that reported by the students as a negative causes for their failure and bad achievement.

Part 02: Home Environment:

1) With whom do you live most of the time?

Statements	Number (N)	Percentage %
Both Father and Mother	73	91%
Father	00	00%
Mother	05	7%
With relatives	02	2%
Total	80	100%

Table 3.15: People who Live with Students



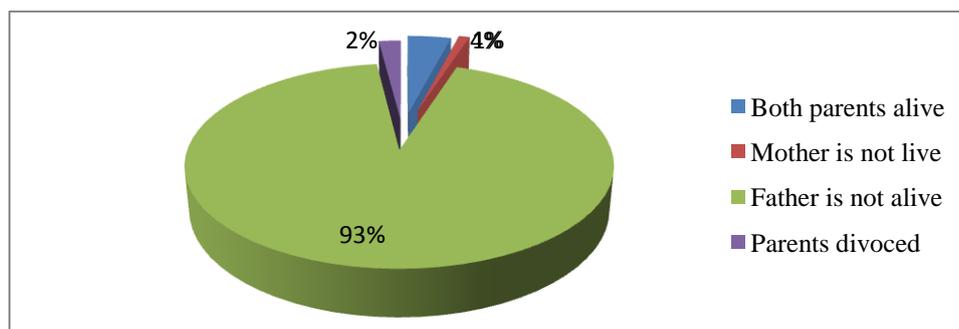
Pie-chart 3.15: People who Live with Students

The results of the table above show that the majority of the students (70%) point out that they live with both parents (mother and father) while 23% of them indicate mothers only, 7% lives with relatives, when, only 1% indicates that they live with their fathers. The results give the idea that most of students come from environment with both parents, however, only a few come from milieu with one parent or with relatives. And this affect the student achievement cause it is one of the most important aspect that support and influence students’ achievement. (Parental support)

2) Which of these statements is true of your family?

Statements	Number (N)	Percentage %
Father is not alive	03	4%
Mother is not alive	01	1%
Both parents alive	74	93%
Parents (divorced)	02	2%
Total	80%	100%

Table 3.16: Family Statement



Pie-chart 3.16: Family Statement

The table shows that the majority of students (93%) declare that their parents (both) are alive. When, 4% indicate that they father is not alive, only 1% their mothers are not alive, however, 2% of them, their parents are divorced. This result implies that they come from stable families.

3) Depending on your answer in (2) above answer the following questions.

A. What kind of work does your father do?

The answers of the students in the questionnaire show that 5% of the students' fathers do not work, 16% are working as teachers, another 16% are working as merchant or dealer, and 10% of them are retired. 20% of them are working in high jobs such health observer, contractor, lawyer, military chef, engineer, director and more. 29% of them work in simple works as taxi driver, guard, building, worker in a cafe and in car-wash. When 4% of the students indicated their fathers are dead.

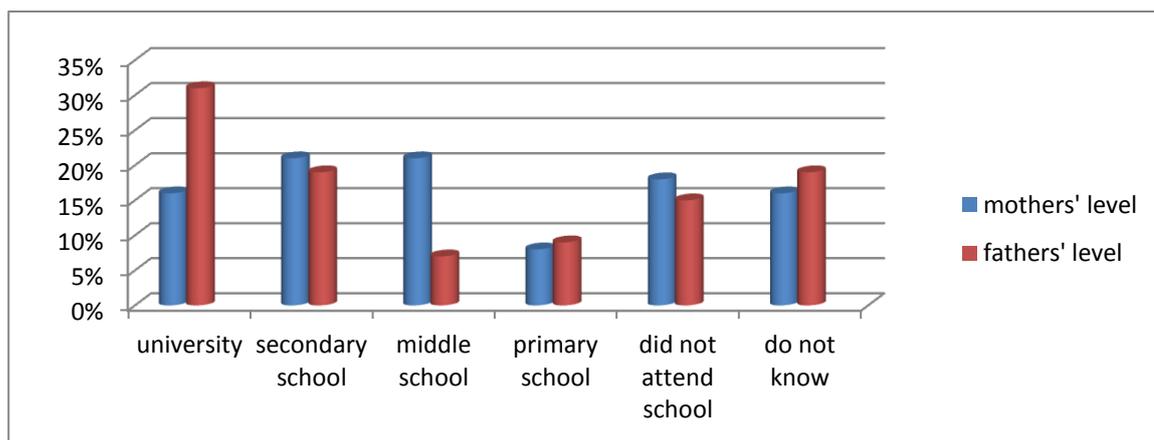
B. What does your mother work?

The results in the questionnaire answers are differentiate, only 17% from the students have a worked mother, the majority of the worked mothers' students are teachers in secondary school and middle school, however, two of them are worked as nurses. While, another two mothers their job is a lawyer. Two others are working a free works as a candy maker and dress maker. While the rest of the students answer that their mothers are just housewives.

4) Some parents went to school while others did not. What level of education has your parents reached

Education level	Fathers' education level		Mothers' education level	
	Number (N)	Percentage %	Number (N)	Percentage%
University	13	16%	25	31%
Secondary school	17	21%	15	19%
Middle school	17	21%	06	7%
Primary school	06	8%	07	9%
Did not attend school	14	18%	12	15%
Do not know	13	16%	15	19%
Total	80	100%	80	100%

Table 3.17: Parent's Level of Education.



Bar-graph 3.17: Parent's Level of Education.

The findings above clarify the parents' level of education; most of mothers 31% were graduate university while fathers who were graduate university were fewer than mothers' number (16%). Fathers who reached secondary level are 21% while mother were 19%. The number of mothers who attended middle school is 7% while fathers' number is 21%. Mothers whose level is primary level is 7%, when fathers 8%.

There parent who did not even attend school, mothers in the rate of 15% when fathers up to 18%. Some students do not know their parents level of educations, 19% do not know their mothers' level, while 16% do not know their fathers' level. Students with educated and college parents are better achieve and learn and tend to have highest grades.

5) How much does your father earn per month?

The answers of the students are varied. 20% of them indicate that they do not know their fathers salary. 22% of the students indicate that their fathers earn from 5 to 7 million and report that the pay is very good and sufficient. When 12% report that the father salary is just average for their family, 26% of the students see that their father salary is not even average and indicate that it is weak.

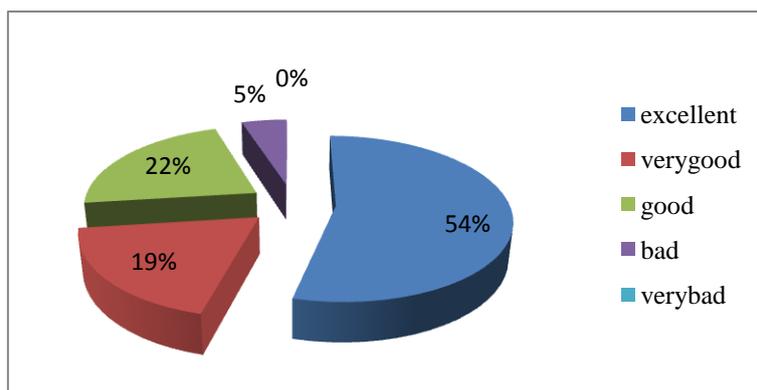
6) How much does your mother earn per month?

The answers about the mothers salary indicate that are from 13 worked mother, 8 of them their children indicate that they earn from 4 to 6 million by moth, while 5 of them indicates that they do not know but they know that they earn money.

7) How do you find your relationship with your parents?

Options	Excellent	Very Good	Good	Bad	Very bad	Total
Number	43	15	18	04	00	80
Percentage	54%	19%	22%	5%	00%	100%

Table 3.18: Surdents' Parents Relationship



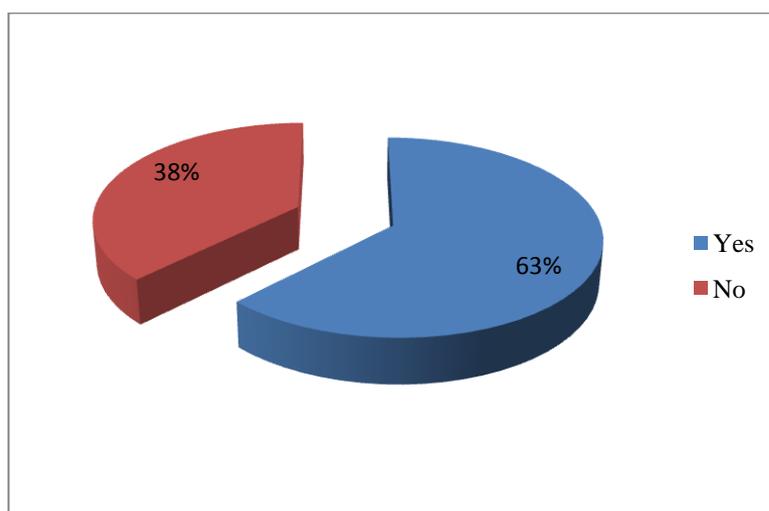
Pie-chart 3.18: Students' Parents Relationship

The results of students' parents relationship is shown in the table above, the highest number of students describe their relation with their parents by excellent, when 19% their relation with parents is very good. 22% of them have a good relation with their parents. And only 5% have a bad relationship with their parents. We notice that most of students have no big or insolvent problems with their parents.

8) Do your parents punish you when you do not revise or do your school works at home?

Options	Number (N)	Percentage %
Yes	50	62%
No	30	38%
Total	80	100%

Table 3.19: Parents' Punishment about School Works



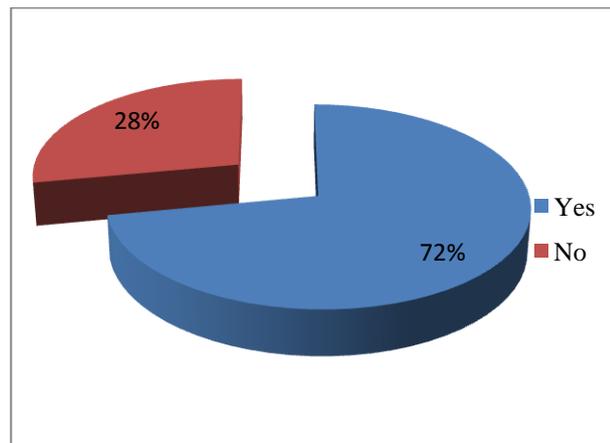
Pie-chart 3.19: Parents' Punishment about School Works

The answers above declare that 62% of the students their parents punish them when they do not revise or do their school works at home. While 38% their parents do not care about their home works or their revising. This explains to what extent the parents are involving and caring about their children school works.

9) Does your parents' punishment motivate you or make you ignore learning?

Options	Number (N)	Percentage %
Yes	58	72%
No	22	28%
Total	80	100%

Table 3.20: The Effects of Punishment on Students' Achievements



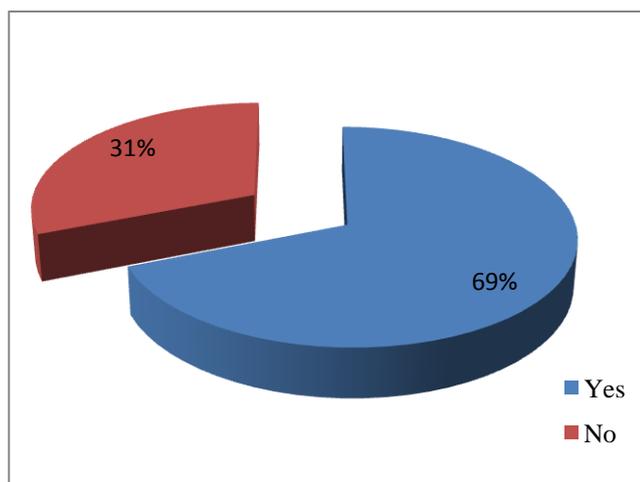
Pie-chart 3.20: The Effects of Punishment on Students' Achievements

The table above is about parents' punishment if it motivates their children or not, the results say, 72% of them their parents punishment motivate them to better achievements while 28% they do not motivate with their parents retribution. From the question N° 8 and N°9 we understand that parents care about their studies, homework and their punishment, are factors that motivate their children to learn and achieve.

10) Do you have a quiet place at home where you can do your private studies without being disturbed?

Options	Number (N)	Percentage %
Yes	55	69%
No	25	31%
Total	80	100%

Table 3.21: Private Place for Studies



Pie-chart 3.21: Private Place for Studies

The findings show that 69% of the students have private and quite place to study while 31% do not have a quit place, they share a place maybe with brothers or sisters. Others are study in the kitchen, the reception room. While others in their parents' room.

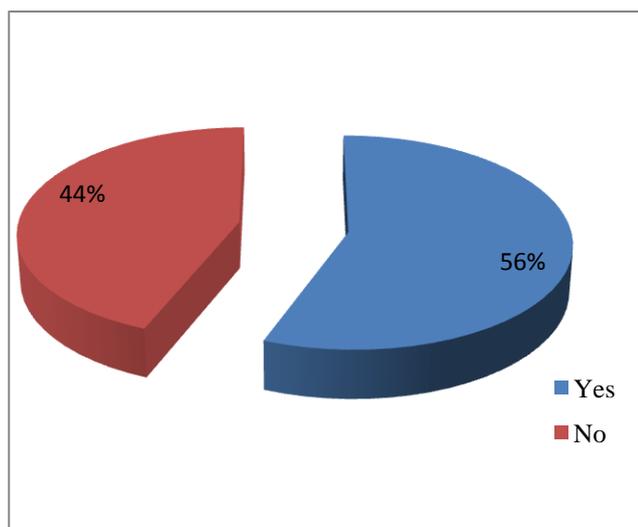
If No in (10) above, where do you do your private studies?

The students who answer with “No” that they do not have private or special place at home to do their works and studies, have others place to do them. The answer show that the majority of students share a room with their sisters and brothers, some of them study in the kitchen. While, others study in the reception room, however, other students indicate that they have no quit place, they do their works in their parents' room.

11) In addition to the recommended school books, does your parent/guardian buy you other books so that you can improve on your school work?

Options	Number (N)	Percentage %
Yes	45	56%
No	35	44%
Total	80	100%

Table 3.22: The use of Additional Books for Learning



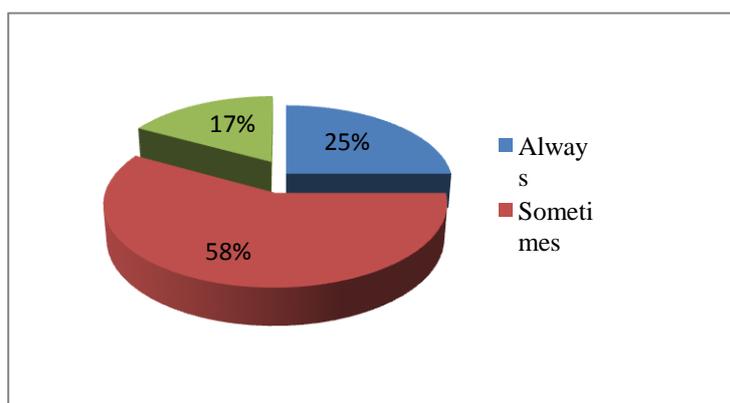
Pie-chart 3.22: The use of Additional Books for Learning

The results of the table above indicate that 56% of the students their parents interest in buying to them additional book in addition to the recommended school books, in order to help them improving their school work, while 44% of them their parents do not do that.

12) Do your parents/guardians give you a gift when you do well in your examinations?

Rating scales	Always	Sometimes	Never	Total
Number	20	46	14	80
Percentage	25%	58%	17%	100%

Table 3.23: Parents' Rewards toward Their Children Achievement



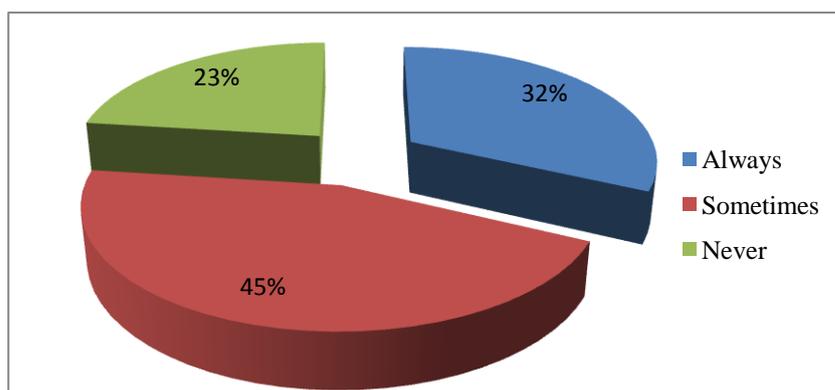
Pie-chart 3.23: Parents' Rewards toward Their Children Achievement

The results in the table above declare that 25% of the students are gifted when they do well in their examinations while 14% of them their parents are never reward them for any work, 46% from time to time their parents give them a gift for a good work.

13) How often do your parents/guardians praise or congratulate you for doing well in school?

Rating scales	Always	Sometimes	Never	Total
Number	26	36	18	80
Percentage	32%	45%	23%	100%

Table 3.24: Parents' Congratulations to their Children Achievement



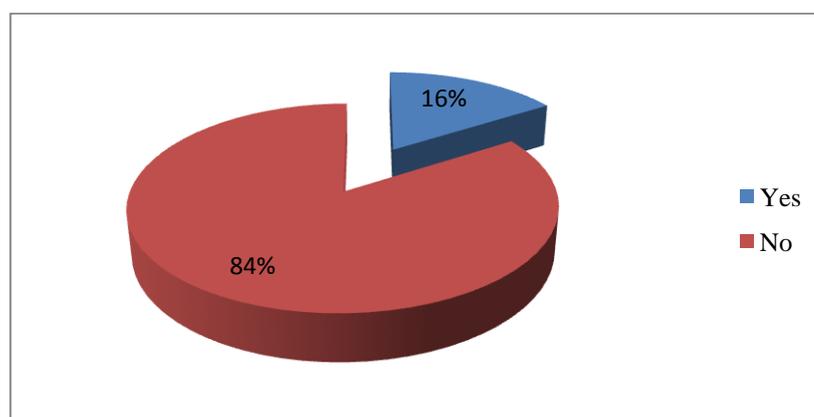
Pie-chart 3.24: Parents' Congratulations to their Children Achievement

The table above shows that 32% of the students are praised or congratulated for doing well in school. While, 23% report that their parents never congratulate them for any work. 45% of the students say some times in some work; their parents admire and praise them.

14) Have you ever been sent away from school?

Options	Number (N)	Percentage %
Yes	13	16%
No	67	84%
Total	80	100%

Table 3.25: Students' Sending Away from School



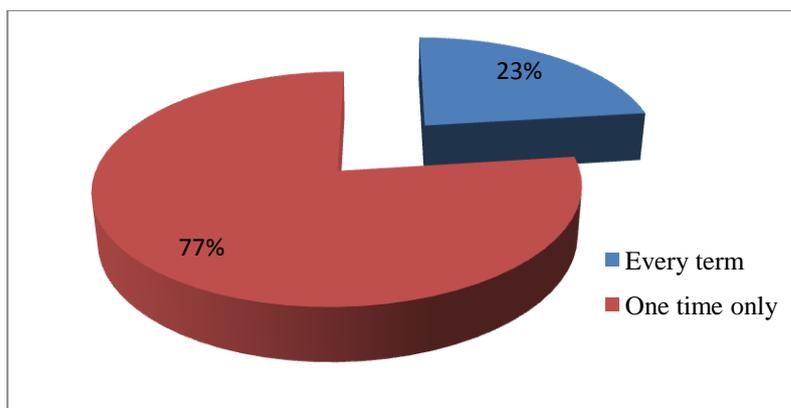
Pie-chart 3.25: Students' Sending away From School

The findings of the table above declare that 84% are never been sent away from school while only 16% are sent away from school not for important reasons as they think.

If yes in (14) above, how often are you sent home?

Rating scales	Every term	Only one time	Total
Number	03	10	13
Percentage	23%	77%	100%

Table 3.26: How Often Students' Expelled from School



Pie-chart 3.26: How often Students' Expelled from School

The results of the table above show that 23% of the students who sent away from school are sent every term, while 77% are sending home only one time.

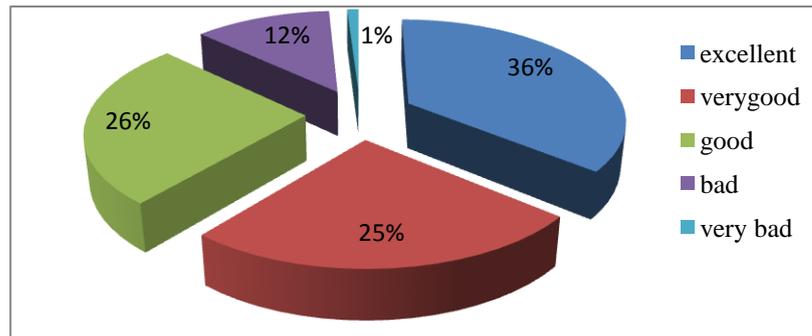
If yes in (14) above, indicate for what reason you sent you sent home

The students who were sending home from school indicate that most of them are sending home because they did not wear their school uniform, when some because of bad reaction with their teachers. Another reason is reported by students because they came late to school.

15) How can you describe your life inside your home?

Options	Excellent	Very Good	good	bad	Very bad	Total
Number	29	20	21	09	01	80
Percentage	36%	25%	26%	12%	1%	100%

Table 3.27: Students' Lives at Home



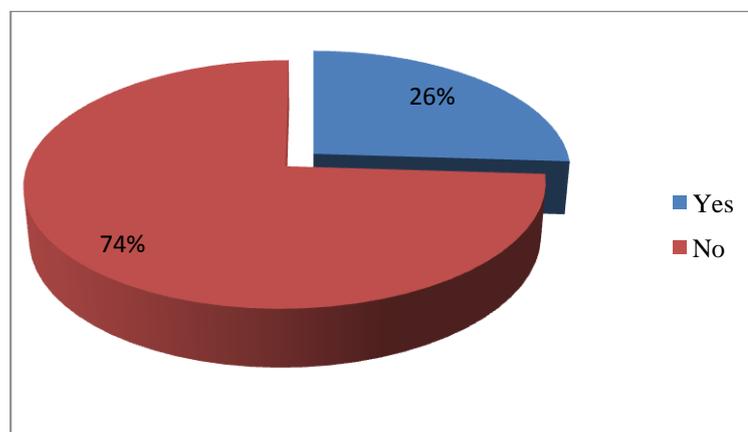
Pie-chart 3.27: Students' Lives at Home

The results of table above show that 36% of the students have an excellent life in their home, 25% describe their lives inside their home by very good, while 26% only with good. However, 12% describe their lives with bad and only 1% with very bad. This variation in the life description is because of the different home conditions and problems.

16) Do you have any family problems that build troubles for you in your achievement?

Options	Number (N)	Percentage %
Yes	21	26%
No	59	74%
Total	80	100%

Table 3.28: Students' Family Problems



Pie-chart 3.28: Students' Family Problems

The finding of that question is that 74% of the students say that they have no family problems that build troubles for them in their achievement. While, 26% of them answer with yes, they have family problems that make troubles for them in their education.

If yes in (16) above; what kind of this problems

From the discussion with the teachers we understood that most of students have problems, but when they answered, they felt afraid about told us those problems, only a few of them reported their

issues. From those concerns and issues, the family problems were defined by the students by the scuffles between the parents and with the brothers and sisters. Moreover, the lower financial side of the family is affected students achievement negatively, because students reported that they need many tools and things but their parents could not bring them. Also, declared that the salary of the parents is not sufficient for them at the home. Another problem that worried the students and make difficulties for them are parental illness, their deaths, and the student disease in itself as “Epilepsy”.

Student answered that they have a separated family; they live with each other but with no connections and understanding, so, there is no happiness. As they have illiterate parents which is another family problem.

17) Do your parents call your teacher and you school administration to know about how you are doing at school?

Rating scales	Always	Sometimes	Never	Total
Number	03	37	40	80
Percentage	4%	46%	50%	100%

Table 3.29: Parents' Connections with Their Children School

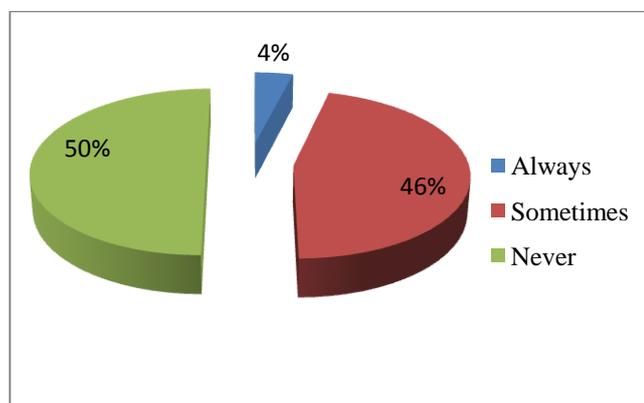


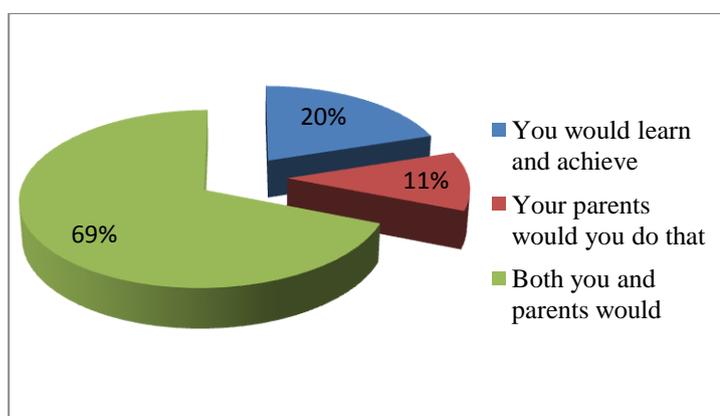
Figure 3.29: Parents' Connections with Their Children School

The answers from the table above clarify that only 4% from the parents are always interest and call the teachers of their children and school administration to know about how they are doing at school, while 50% of them are never call the administration or even a teacher just when they call them for a problem concerning their children. However, 46% from them call the teachers and school administration from time to time.

18) For what reasons you attend school courses to learn and achieve? Because of

Statements	Number (N)	Percentage %
You would learn and achieve	16	20%
Your parents would you do that	09	11%
Both you and your parents	55	69%
Total	80	100%

Table 3.30: Students' Reasons for Attending School



Pie-chart 3.30: Students' Reasons for Attending School

The results of that table is make clear for what reason the student would learn, what 20% of the students answer by because they would learn and achieve, while 11% they would learn and achieve because of their parents willingness. However, 69% of the students because they would learn and achieve as they parents would that too.

3.3. The Teachers' Interview

3.3.1. Description of the interview:

This interview is given to the teachers of Third Year in Ahmed Zayed Middle School Biskra, for the purpose of knowing the main factors that affect students' learning achievement, and what role plays both teachers and parents in enhancing and improving students' achievement. Moreover, to understand the relationship between the teachers and parents and what suggested solutions could they fellow together to fix and repair the students' problems. The interview is composed of fifteen (15) questions; the majority of the questions are opened questions, which need explanation and clarification.

3.3.2. The Interview analysis:

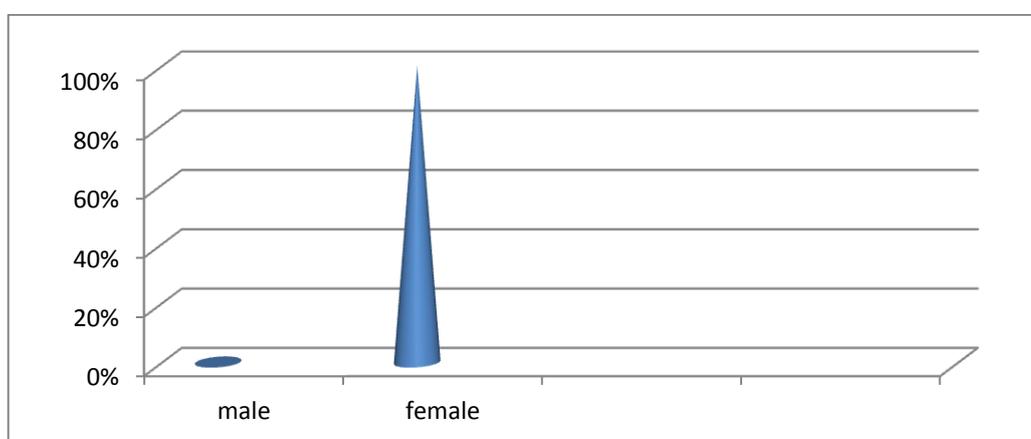
Background Information

Please complete this part of the questionnaire first:

School name: Ahmed Zayed-Biskra

Teachers' Gender	Numbers	Percentage
Male	00	00%
female	03	100%
Total	03	100%

Table 3.31: Gender of teacher

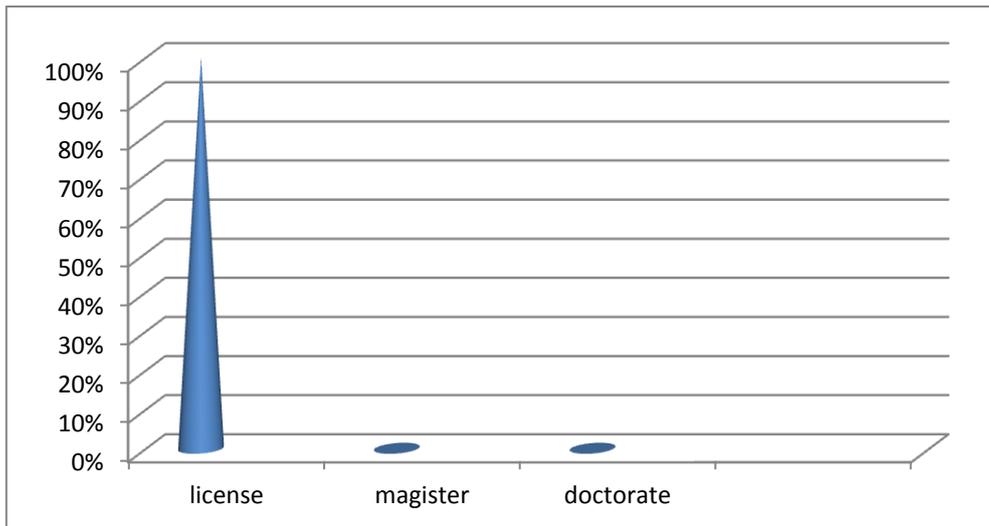


Bar-graph 3.31: Gender of Teacher

The results of the table above show that all the teachers we take as a sample are female.

Teachers' Grade	Numbers	Percentage
License	03	100%
Magister	00	00%
Doctorate	00	00%
Total	03	100%

Table 3.32: Teachers' Grade

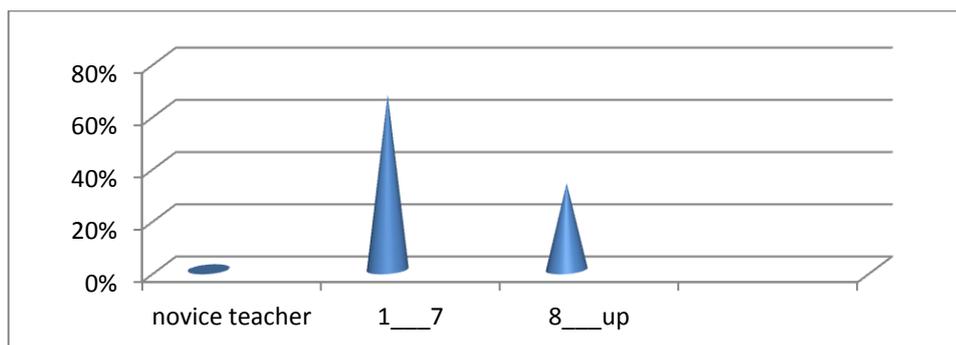


Bar-graph 3.32: Teachers' Grade

The table above indicates that all the teachers that we made the interview with are from Biskra University, they hold the License Degree.

Teachers' teaching experience	Numbers	Percentage
Novice teacher	00	00%
1__7	02	67%
8__up	01	33%
Total	03	100%

Table 3.33: Teachers' Teaching Experience



Bar-graph 3.33: Teachers' Teaching Experience

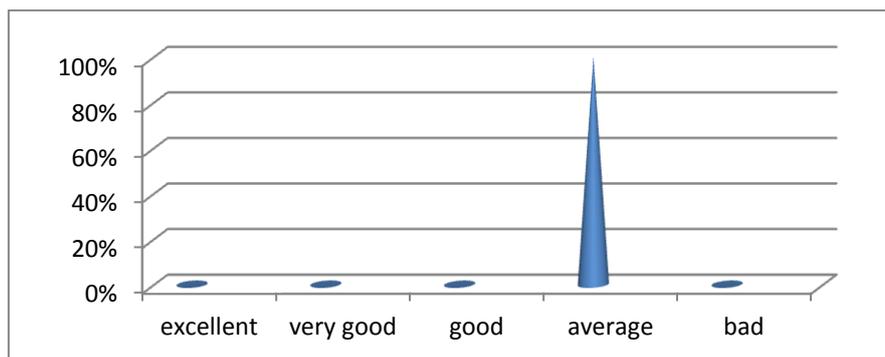
The findings indicates that Two teachers from our sample have from one to seven years of teaching experience, while the other teachers spends more than 8 years in teaching.

Item one:

1. How would you rate the general achievement of students in your school compared to other schools?

Options	Excellent	Very good	Good	Average	Bad	Total
Number	00	00	00	03	00	03
Percentage	00%	00%	100%	00%	00%	100%

Table 3.34: Teachers' Perception toward Their School Students' Achievement



Bar-graph 3.34: Teachers' Perception toward Their School Students' Achievement

The results of the table show that, the three teachers are agree about their school students' average achievement, as they think the level of their school students are average.

Item two:

2. What are the main factors influencing the achievement of your students?
 - A) The student's capacities and competences - the family – the environment – the teacher – the number of pupils in the classroom.
 - B) In general, students are affected by the adolescence and the length of the other courses programs but specifically to English and timing coefficient.
 - C) Classroom instruction – the student's abilities and competencies, the teacher, the role of family.

We deduce from the answers of our sample above that the main factors that affect the students' achievement are various, the family and specifically the parents, the teacher, the student's competences and ability to learn, and the classroom environment including peers, the teachers' methods in learning, the number of students in the class. While two teachers, indicate that there is another important factors which is that the students' Middle School are adolescents.

Item three:

3. To what extent do you think that the role of family is important in learning students' achievement?

- A) One of the most important function of the family (parents) is to build learner personalities and styles.
- B) It is very important if not the most important one.
- C) The family types (mother, father are important in learning student's achievement.

The answers of the three teachers are corresponding, all of them indicate that the family is the most important factor for students' achievement, because the first impression, the first features of child personality are coming and building from his home.

Item four:

4. To what extent do you think that the role of teacher is important in learning students' achievement?
 - A) Teacher should be flexible. He should try to create a good relationship with and between learners. Teacher should be good: planner, manager, observer...to get good students
 - B) It is of a paramount importance.
 - C) Teachers are sometimes the best source of help for students facing emotional, interpersonal problems.

All the teachers of the sample are agree that the role of teachers is not less important than the parents' role, the teacher should be flexible in behaving with students in order to make the relationship with the student good and based on honesty, respect, and of course love. Also, the teacher must be a guide for the students and a helper for them in solving problems.

Item five:

5. Do you think that classroom environment (classroom size, number of students, the organization of the class and students' behavior influence your student's achievement?
 - A) If the classroom is clean, well decorative, the number of students is appropriate and the student's behaviors are good, the learning and teaching process will be organized and will run smoothly.
 - B) Yes, of course. (At this period of age from 11-16h) (Their effect is unbelievable!!!).
 - C) The main task of a teacher is how to create social and physical environments for learning; classroom management, and the collaboration between students.

The above results demonstrate the point views of the teachers; from their answers we conclude that the classroom environment, size, number of students, are important in the learning process as it is necessary for the achievement of the students, because creating a favorable and propitious environment encourage and motivate students to learn and achieve.

Item six:

6. What do you suggest for schools to improve students' achievement?

- A) The number of the students in the classroom don't be more than 25, reword The good pupils.
- B) Decrease the number of students in class, More organization, More coordination between school and family, Sport, leisure, activities.
- C) To avoid the large classes, organization of the class.

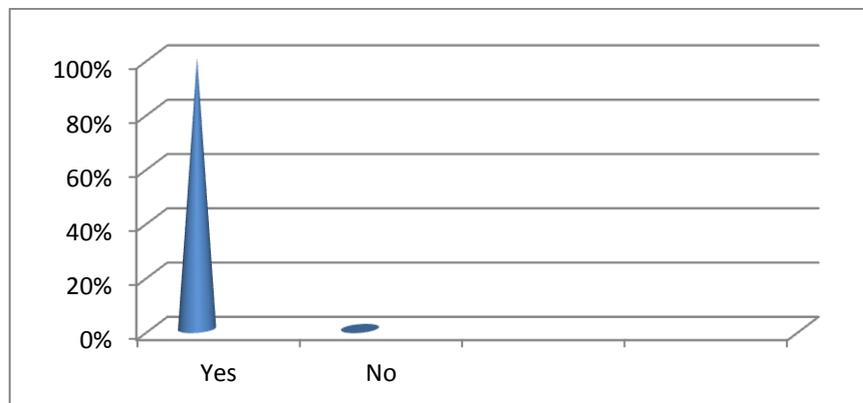
The analysis of the respondent answers of the three teachers reported that the teachers suggested some solutions for the school to confront the problems that affect negatively the students' achievement. Such as decrease the number of students in classes, and organize them in the way that could motivate and benefits from each other. Also, rewarding students and encouraging them when they get good grades to achieve more. Create a good relation with the students' family in order to make the teachers aware of the students' problems and the same for the parents. In addition, encouraging students to play sports, involve in cultural events and competitions. Therefore, these activities contribute the construction of the students' personalities and boost their psychological conditions and encourage them to study and achieve.

Item seven:

7. Do you think that you as a teacher can be one of the student's achievement sources?

Options	Number (N)	Percentage (%)
Yes	03	100%
No	00	00%
Total	03	100%

Table 3.35: Teachers' Perception about Consider Themselves as a Source of Achievement



Bar-graph 3.35: Teachers' Perception about Consider themselves as a Source of Achievement

The answers of the table declare that the question above is answered by “yes” from all the teachers; all the teachers see themselves as a main source for the students’ achievement.

If (yes) what are the main strategies you use with students during the session or after it?

- A) Organizing pair work and group work, rewarding and punishment –Motivating (language games, video...)
- B) The use of some pieces of advice appropriate to each one because every student is an independent case.
- C) Developing a particular kind of motivation / rewarding

After answering with “yes”, the teachers provide us with the own strategies of each one of them, motivating students is first and important strategy used by teachers, by creating new ways and techniques to reward or even punish the students but only for one reason which is improving them and enhance them to work more and achieve better. Among the methods used, the organization of group and pair work to allow students participate and discuss with each other and with their teacher two. The use of I.C.Ts in presenting some lessons or activities is a very good technique as most teachers said however students like it also. Being close to the students and choosing the right place, moment and words used to punish them, make students accept this punishment and think about it as an advice in his benefits and goodness and this encourage and motivate students.

Item eight:

8. How can you describe the relationship between you as a teacher and your students?
 - A) Teacher and students should exchange the respect and love. Teacher shouldn’t be very harsh, can be a father, a mother, a friend... Teacher should create a code of conduct.
 - B) I consider myself as a cool and kind teacher and I try not to be permissive (is full of interaction between teacher and students).
 - C) It is a good relationship based on respect, tenderness and love...

From the answers above, we can notice that the teachers we discuss with are consider that their relationship with their students is very good, they base in their relation with them on love, respect and the kind and cool behaviors and reactions. They try to gain their students, and being a member of their family in school, not only a teacher.

Item nine:

9. What do you see concerning the role of families' financial side in scholar achievement of students?

- A) In my point of view, the family financial side doesn't play an important role in scholar achievement of students
- B) It is very important (clothes- (school things)- extra courses) expect for a few girls they can overcome this point.
- C) It's not important.

This question is very important and interesting, the financial side of the family does it affect on students' success or not? Teacher A and teacher C reported that financial side of the family is not important for the achievement of the students and they gave me examples from their school, the students who obtained the high grades last terms are girls whose their family financial side is lower and bad, but they worked hard, had a strong desire to learn and get the excellent grades. While the teacher B indicated that the family financial side is very important specially in our days, because most of the children like to be modern, wear good and expensive clothes, have mobiles, computers and many good things, they do not take in their consideration their family conditions, they are only see what others have and this so many time allow them to make wrong things. However, not only that, but as we see the extra-courses which most of the students could not study without it; but unfortunately not all families have the good and appropriate conditions to give their children all those requirements and meet so many needs.

Item ten:

10. How can the literacy level of parents affect their children achievement?

- A) Normally the literate parents help their child in his education in good and successful way but I think that taking care about the child's learning is more important than the literacy level.
- B) Literacy level is very important because illiterate parents can't help their children at home
- C) Parental educational level is an important predictor of children's education.

The results of the question above is between yes and no, the teacher B and the teacher C insist about the literacy level of the parents and consider it as an essential factor for the success and the good learning of the students as they said that illiterate parents could not help their children in their lessons or works, while the teacher A is in contrast with them, she said that the literacy level is not important because she declares that being care and close to their children and interest with their needs and concerns are more helpful than the literacy level of the parents.

Item eleven:

11. To what extent do you think that the relationship between teachers and parents is necessary in enhancing students' achievement?

- A) The teacher informs the parents about the behavior, the positive or negative points, the level, the weakness, the psychological state of their child.
- B) It is very important (to make things clear between them).
- C) Teachers today are dealing with issues that once stayed outside the school. So the teachers educate learners

The results of the three teachers' answers show that they declare that their relationship with the students' parents is very important, because the teachers need to be aware about things that are in home of the students; to take the students' life conditions in consideration when they interact with them in the class or outside. Teachers assume that knowing the students' social lives is needful for them, for not be blamed for any behaviors will happen any time. However, the parents must know all information and positive and negative points about their children in the school or outside, and this will be possible only by the contact between parents and school.

Item twelve:

12. How do you keep parents aware of their son's or daughter's grades?

- A) By writing the grades in the correspondence book.
- B) Teacher should note their remarks on the correspondence book, and parents must check it frequently, we can receive the parents if there is a problem. Also we have the open doors.
- C) By the contact book

Concerning the students' marks and grades, teachers consider the correspondence book as the first tool of communication between them and the parents, but the majority of the teachers reportet that most of the parents do not check out the contact book. They only know about their children marks when they come and ask or when they attend what they call the open door which is done in the end of every term.

Item thirteen:

13. What course of action would you take if a student says he or she is being abused at home?

- A) I advised him, I send an invitation to his/her parents.
- B) If it is possible, I call them and discuss the point sometimes I write in the application that the reason is school things

C) I advised him, and I contact his family.

The results indicate that the teachers are interested about the students' home conditions and problems, their suggestions about this issue that they have to contact the parents of the student asking them to come but without telling them the truth of the invitation till they come, and discuss the matter in order to know the problem and try with them to find solutions to relieve the student and help him passes it. While teacher A and C said that they like to talk to the student himself trying to advice and support him, after that they will contact the parents.

Item fourteen:

14. During the sessions, do you bear in mind the family conditions of the students in teaching process?

A) Yes, of course.

B) I generally do; especially in making projects.

C) Yes, I do.

The teachers of our sample are confirmed that they take in consideration and bear in mind the family conditions of each student in the classroom and outside it. That is why in their answers of the above questions, they focus on the good relationship with parents and students.

3.3. Conclusion:

Based on the results of the questionnaire and the interview above, we can conclude by stating the main points that we dealt with in this chapter. The analysis of the students' questionnaire and the teachers' interview elucidates that the school and home environment are two factors that influence the students' achievement and their ability to learn.

The results show that the school administration, the students' peers, the classroom, and the teachers are the main elements in the school environment. However, the parents' encouragement, the family size, the literacy level of parents and their financial side are the home effects.

In analyzing the result extensively, the findings of the students' questionnaire indicate that the school environment, classroom environment, teachers and peers affected the students achievement

and ability to learn, each factor have its percentage in influencing. From the students answers, the teachers and the peers are considered as the effective school factors.

However, the home environment factors, financial status of the family, parents' literacy level, and their occupation have a wide impact on the achievement of the students, but they do not affect the students' achievement as the strong as the parents' care, encouragement, and their involvement in their children learning process do

On the other hand, the analyzes of the teachers interview indicates that students are influenced more by their teachers behaviors, how much they are interested about them, and teachers encouragement, also they indicates that students in the age of adolescences affected broadly by their peers. From the side of the family, most teachers believe that the family conditions and status affect on the students' achievement, the care, the encouragement and being in the children's lives, and sharing with them their concerns and thoughts are affected more than the financial status of the parents or their literacy level.

To conclude, the results of this chapter that regarding to the role of school and home environment in boosting students' learning achievement, has been confirmed that there are several factors from both environments, these factors are impacting and inspiring the learning level of the students. Furthermore, the findings reveal that the role of school is extremely significant as much as the role of the family.

GENERAL CONCLUSION

Learning which is a complex process of discovering and acquiring new knowledge, skills and behaviors, is considered as an interested studied subject for many researches. However, the results of involving in this process either are positive or negative. These outcomes will brought into being because of the impact of several factors. Therefore, home and school environment are both essential and effective determinants in affecting the achievement of students' learning either through giving them the strong desire and ability to learn better and motivating them to achieve more, or reduce their abilities and attitudes about learning and frustrating them.

Through this prepared research, we strive to determine and confirm if the students' achievement during their learning careers is affected by the environment where the students belong. Home and school environment are considered as the two basic surroundings which are responsible for the child's development and learning. Each environment includes several determinants; those agents influence excessively the students' achievement like their daily social and personal life too.

Our hypothesis that we suggested either to prove them or disprove are

1. We hypothesize that home environment factors affect extensively students' learning achievement either it reduce or increase their ability to learn and achieve.
2. We hypothesize that school environment is an affective factor that influence the students learning achievement either negatively or positively.

Our research includes three chapters; the first is general information about the learning process while the second chapter tends to be a collection of previous information and researchers studies about the role of school and home environment and their effects on the students' achievement.

However, the third chapter which is the practical part, first, we administrated a questionnaire to The Students of The Third Year of Ahmed Zayed Middle School. Biskra; while the interview is administered to the same school teachers. We use those instruments to test our

hypothesis that claimed that home environment factors affect extensively students' learning achievement either it reduces or increases their ability to learn and achieve. Moreover, school environment is an affective factor that influences the students learning achievement either negatively or positively. The gained results from the questionnaire are confirmed our hypothesis, the majority of students are affected by the school environment factors as the same for the home environment factors. However, the results of the teachers' interview, confirmed that both home and school environment influence the students' learning achievement.

Home environment and school environment factors are both the essential determinants that control the learners' lives, especially in their first life stages, and build inside them the ability and the desire to learn and achieve either in their learning career or daily life.

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-Table 1.3: (Myers, Briggs & Jung, 2008) from <https://redpillpolitics.wordpress.com/tag/obama-entp/>

-Figure 1.1. Chris W, Eileen C & Caroline L, Model of the activities involved in a learning process (p. 77)

APPENDICES

Appendix01: Students questionnaire

Dear student, you are nicely requested to fill in this questionnaire giving your opinions about some questions concerning your learning process, levels of achievement and the factors that may affect your achievement. I hope you would answer with full attention, honesty and interest. Please, tick () the appropriate answer or write full statements whenever necessary.

Personal information:

Age:

Sex: male ()

female ()

Your grades last term: Excellent () very good () good () average () bad ()

Part 01: School environment

1) Do you like your teachers?

Yes ()

No ()

2) Do you find the way of teaching of your teachers appealing to you?

Always ()

sometimes ()

never ()

3) Are your lessons clear and well organized in a way that facilitates your comprehension?

Yes ()

No ()

4) Do your teachers encourage you to achieve more than you ever thought you could?

Always ()

sometimes ()

never ()

5) Do you receive enough carefulness from the part of your teacher during and after the lesson?

Always ()

sometimes ()

never ()

6) How closely do you find your relationship with your teachers?

Excellent ()

Very good ()

good ()

normal ()

bad ()

7) Do you talk to teachers openly and freely about your concerns and problems?

Always ()

sometimes ()

never ()

8) Does your teacher give you help in solving problems at home or school?

Always ()

sometimes ()

never ()

9) Do you feel comfortable in the classroom?

Always ()

sometimes ()

never ()

10) Do you believe that the organizations of the class and its size influence your ability to learn and achieve?

Yes ()

No ()

11) Do you think that the teacher uses techniques that could enhance your achievement?

Yes ()

No ()

12) What are the sources of your achievement?

Yourself () your family () your teacher () your friends ()

13) What are other factors that may affect negatively your advancement in learning?

.....

Part 02: Home environment

1) With whom do you live most of the time?

Both father and mother () Father ()

Mother () With relatives ()

Others (specify)

2) Which of these statements is true of your family?

Father is not alive () Mother is not alive ()

Both parents alive () Parents (divorced) ()

3) Depending on your answer in (2) above answer the following questions.

A. What kind of work does your father do?

.....

B. What does your mother work?

.....

4) Some parents went to school while others did not. What level of education has your parents reached (tick one for each).

Father

Mother

a) University ()

a) University ()

b) Secondary School ()

b) Secondary School ()

c) Middle school ()

c) Middle school ()

d) Primary School ()

d) Primary School ()

e) Did not attend school ()

e) Did not attend school ()

f) Do not know ()

f) Do not know ()

5) How much does your father earn per month?

.....

6) How much does your mother earn per month?

.....

7) How do you find your relationship with your parents?

Excellent () very good () good () bad () very bad

()

8) Do your parents punish you when you do not revise or do your school works at home?

Yes ()

No ()

9) Does your parents' punishment motivate you or make you ignore learning?

Yes ,it motivates me ()

No, it demotivates me ()

10) Do you have a quiet place at home where you can do your private studies without being disturbed?

Yes ()

No ()

If No in (10) above, where do you do your private studies?

.....

11) In addition to the recommended school books, does your parent/guardian buy you other books so that you can improve on your school work?

Yes ()

No ()

12) Do your parents/guardians give you a gift when you do well in your examinations?

Always ()

sometimes ()

never ()

13) How often do your parents/guardians praise or congratulate you for doing well in school.

Always ()

sometimes ()

never ()

14) Have you ever been sent away from school?

Yes ()

No ()

If yes in (14) above, how often are you sent home?

Every term ()

one time only ()

If yes in (14) above, indicate for what reason you sent you sent home

.....

15) How can you describe your life inside your home?

Excellent ()

very good ()

good ()

bad ()

very bad ()

16) Do you have any family problems that build troubles for you in your achievement?

Yes ()

No ()

If yes in (16) above; what kind of this problems

.....

17) Do your parents call your teacher and you school administration to know about how you are doing at school?

Always ()

sometimes ()

never ()

18) For what reasons you attend school courses to learn and achieve? Because of

You would learn and achieve ()

Your parents would you do that ()

Both you and your parents would ()

الملحق 01: استبيان الطالب

عزيزي الطالب، هذا الاستبيان عبارة على مجموعة من الأسئلة طرحت بغرض معرفة آرائك حول بعض المسائل المتعلقة بعملية التعلم، ومستويات الإنجاز والتحصيل العلمي ومعرفة أهم العوامل التي قد تؤثر على ذلك. لذا أرجو أن تجيب على الأسئلة باهتمام ومصداقية. يرجى وضع علامة (√) أمام الرد الملائم أو كتابة البيانات الكاملة كلما كان ذلك ضروري.

معلومات شخصية:

- () العمر:.....
الجنس: ذكر () أنثى ()
درجاتك الموسم الماضي: ممتاز () جيد جدا () جيد () متوسط () سيئة ()

الجزء 01: البيئة المدرسية

1) هل تحب أساتذتك؟

- نعم () لا ()

2) هل تجد طريقة التدريس الخاصة بأساتذتك جذابة وملامنة بالنسبة لك؟

- دائما () أحيانا () أبدا ()

3) هل الدروس المقدمة لك واضحة ومنظمة تنظيما جيدا بطريقة ملامنة تسهل فهمك واستيعابك لها؟

- نعم () لا ()

4) هل تلقى دعم وتشجيع من طرق أساتذتك على تحقيق تحصيل دراسي أكثر مما تتوقع أنت لنفسك بأنك تستطيع؟

- دائما () أحيانا () أبدا ()

5) هل تتلقى الكثير من الاهتمام من جانب المدرس أثناء وبعد الدرس؟

- دائما () أحيانا () أبدا ()

6) كيف ترى علاقتك مع أساتذتك؟

- ممتازة () جيدة جدا () جيدة () عادية () سيئة ()

7) هل تتحدث مع أساتذتك بانفتاح وحرية حول همومك ومشاكل الخاصة بك؟

- دائما () أحيانا () أبدا ()

8) هل يقدم لك مدرسك مساعدة في حل المشاكل سواء في المنزل أو المدرسة؟

- دائما () أحيانا () أبدا ()

9) هل تشعر بالراحة في الفصل الدراسي " القسم " ؟

- دائما () أحيانا () أبدا ()

10) هل تعتقد أن تنظيم القسم من حيث المساحة، عدد التلاميذ، وترتيب وضعيات الجلوس تؤثر على قدرتك على التعلم وتحقيق محصول دراسي جيد؟

- نعم () لا ()

11) هل تعتقد أن استخدام الأستاذ لتقنيات خاصة ومتنوعة أثناء الدرس يمكن أن يعزز ويحسن من إنجازك العلمي؟

- نعم () لا ()

12) ما هي مصادر إنجازك العلمي؟

- نفسك () عائلتك () الأستاذ () أصدقائك ()

13) ما هي العوامل الأخرى التي ترى أنها قد تؤثر سلبا على تقدمك في التعلم؟

الجزء 02: البيئة المنزلية " الأسرية "

1) مع من تعيش أغلب الوقت؟

كل من الأب والأم () الأب () الأم () الأقارب () حدد.....

2) أي من العبارات التالية ينطبق على حالتك عائلتك؟

كلا الوالدين على قيد الحياة () الآباء منفصلين () الأب متوفي () الأم متوفية ()

3) اعتمادا على إجابتك في (2) أعلاه الإجابة على الأسئلة التالية

ما نوع العمل الذي يمارسه والدك؟

ما نوع العمل الذي تمارس والدتك؟

4) التحق بعض الآباء والأمهات إلى المدرسة والبعض الآخر لم يذهب. ما هو مستوى التعليم قد وصل إليه والديك (ضع علامة واحدة لكل منها).

الأم	الأب
أ) جامعة ()	أ) جامعة ()
ب) تعليم الثانوي ()	ب) للتعليم الثانوي ()
ج) مدرسة الابتدائية ()	ج) المدرسة الابتدائية ()
د) ولم يحضر المدرسة ()	د) ولم يحضر المدرسة ()
ه) لا أعرف ()	ه) لا أعرف ()

5) كم يكسب والدك في الشهر؟

6) كم تكسب أمك في الشهر؟

7) كيف تجد علاقتك مع والديك؟

ممتاز () جيد جدا () جيد () سيئة () سيئة جدا ()

8) هل يعاقبك والديك عندما لا تقوم بحل واجباتك المدرسية أو مراجعة دروسك المنزل؟

نعم () لا ()

9) هل عقاب والديك لك تحفيز لك للتقدم والتعلم أو التراجع في التحصيل العلمي؟

نعم, يشجعي () لا, يحبطني ()

10) هل لديك مكان هادئ في المنزل حيث يمكنك القيام بمراجعة دروسك دون أن تضطرب؟

نعم () لا ()

إذا كانت الإجابة "لا" في (10) أعلاه، أين يمكنك أن تقوم بمراجعة دروسك وحل واجباتك؟

11) بالإضافة إلى الكتب المدرسية المقررة من المؤسسة التعليمية، هل يقوم والداك / الوصيون عليك بشراء كتب أخرى تساعدك في تحسين تحصيلك المدرسي؟

نعم () لا ()

12) هل يكافئك والديك / أولياء الأمور بشراء هدية عند الحصول على تقدير جيد في الامتحانات الخاصة بك؟

دائماً () أحياناً () أبداً ()

13) عادة كم من مرة يهنئك والديك/ الوصيون عليك و يتنون عليك عند القيام بأعمال جيدة في المدرسة؟

دائماً () أحياناً () أبداً ()

14) هل سبق لك أن طردت من المدرسة خلال كامل سنوات الدراسة؟

نعم () لا ()

إذا كان الجواب نعم في (14) أعلاه، فكم عدد المرات التي أرسلت فيها للمنزل؟

كل فصل دراسي () مرة واحدة في السنة () مرة واحدة فقط ()

إذا كان الجواب نعم في (14) أعلاه، ما هو السبب أو الأسباب التي طردت لأجلها.

...

15) كيف يمكن أن تصف حياتك داخل منزلك؟

ممتاز () جيد جداً () جيد () سيئة () سيئة جداً ()

16) هل لديك أي مشاكل أسرية سببت لك أو قد تسبب لك مشاكل بالنسبة لتحصيلك العلمي؟

نعم () لا ()

إذا كان الجواب نعم في (16) أعلاه؛ ما هو نوع هذه المشاكل

...

17) هل يتصل والديك بأساتذتك وبيادارة المدرسة لمعرفة حالتك الدراسية ومستواك العلمي؟

دائماً () أحياناً () أبداً ()

18) ما هي الأسباب التي جعلتك تدرس وتحاول من تحسين مستواك؟

لأنك أنت تريد الدراسة وتحسين مستواك ()

لأن والداك يريدان ذلك ()

لأن كلاهما يريد "أنت و والداك" ()

Appendix 02: Teachers' Interview

This interview submitted to the teachers of English, in order to be known your teaching process, the time you have spent in teaching, your relationship with your students and their parents and your remarks about their achievement and problems they face inside and outside school.

I would like from you to answer these questions concerning my topic "The Role of Home and School Environment in Boosting Students Learning Achievement"

Background Information

Please complete this part of the questionnaire first:

School name.....

Gender of teacher: Male () Female ()

Grade: a. License () b. Magister () c. Doctorate ()

How long have you been teaching? A. Novice teacher () b. 1_7 () c. 8_up ()

Questions interviews

1. How would you rate the general achievement of students in your school compared to other schools?

Excellent () Very good () good () average () bad ()

2. What are the main factors influencing the achievement of your students?

.....
.....

3. To what extent do you think that the role of family is important in learning students' achievement?

.....
.....

4. To what extent do you think that the role of teacher is important in learning students' achievement?

.....
.....

5. Do you think that classroom environment (classroom size, number of students, the organization of the class and students' behavior influence your student's achievement?

.....
.....

6. What do you suggest for schools to improve students' achievement?

.....
.....

7. Do you think that you as a teacher can be one of the student's achievement sources?

Yes () No ()

If (yes) what are the main strategies you use with students during the session or after it?

.....
.....

8. How can you describe the relationship between you as a teacher and your students?

.....
.....

9. What do you see concerning the role of families' financial side in scholar achievement of students?

.....
.....

10. How can the literacy level of parents affect their children achievement?

.....
.....

11. To what extent do you think that the relationship between teachers and parents is necessary in enhancing students' achievement?

.....
.....

12. How do you keep parents aware of their son's or daughter's grades?

.....
.....

13. What would you say to an angry parent about their child's grade?

.....
.....

14. What course of action would you take if a student says he or she is being abused at home?

.....
.....

15. During the sessions, do you bear in mind the family conditions of the students in teaching process?

.....

Résumé

Cette recherche est une tentative d'explorer et de décrire à la fois l'école et les facteurs du milieu familial qui affectent les résultats scolaires des élèves. Par conséquent, que l'apprentissage est le seul processus qui est suivi depuis le début de la vie de l'individu d'acquérir et d'explorer de nouvelles compétences, des comportements et des connaissances ; il commence à l'intérieur de la maison avec les parents, qui sont les premier chemin et principal responsable de l'apprentissage de leur enfant. Cependant, l'environnement scolaire est également considéré comme un facteur essentiel aussi bien, les enseignants et les pairs sont d'autres facteurs efficaces sur la vie des enfants en particulier au stade de l'adolescence. Cette recherche vise à confirmer ou démentir certaine hypothèses de recherche antérieures sur les effets des facteurs du milieu familial qui se compose de l'encouragement des parents, la taille de la famille, le niveau d'alphabétisation des parents et de leur côté financier, et les facteurs de l'environnement scolaire que les enseignants, l'administration de l'école des pairs, la sale de class et de leçons programmées sur la réussite de l'apprentissage des élèves. Pour recueillir les données, nous avons choisi le questionnaire et l'interview comme outils, l'entretien est administré aux enseignants de l'école moyenne Ahmed Zayed Biskra. Toutefois, le questionnaire qui contient deux parties, l'une sur l'environnement de l'école tandis que la seconde porte sur l'environnement de la maison, est administrée aux élèves de l'entrevue ont confirmé que les conclusions de questionnaires et de l'entretien ont confirmés que les facteurs du milieu scolaire (l'école elle-même, la salle de classe, les enseignants, et les pairs) et les facteurs du milieu familial (situation financière, l'occupation des parents, la participation du niveau d'alphabétisation des parents et leur implication et la motivation dans le processus d'apprentissage) ont un large impact sue les résultats scolaires des élèves.