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The Effect of Social Factors on Students ' Academic Performance : The Case of Second Year Foreign Languages at Maliha Hammido Secondary School .

Dissertation submitted to the Department of English as partial fulfillment of the requirement for the degree of Master in Didactics in English Language Education .

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Dedication

I dedicate this work to my parents , for their endless love , support , and inspiration

To my husband , who has been the source of encouragement for the last three years

To my little angel Sabaa

To my dear sisters , Mouna , Abir and Israa .

To my partner Safaa

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This dissertation is dedicated to my parents who have been a constant source of support and encouragement during the challenges of graduate school and life .Thank you

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Abstract

This dissertation explores how social environment affect students ' performance . It shows the different problems faced by learners while studying , with the view of supportive environment which is closely related to positive learning outcomes . The environment where the entire family lives represents the universe in which the child can make friends . Therefore , family and educators in general require the necessary insights to change someone's behavior .. A questionnaire and an interview were used to collect data . The findings of this research allowed to reach the intended purpose .

List of Tables

List of Figures

List of Abbreviations and Acronyms

CBA : Competency Based Approach

HOT : Higher order thinking

ELT : English language teaching

TEFL : Teaching English as a Foreign language

USCD : United States Census Data

L2 : Second Language Learning

OECD : The Office of Education

STD : Self Determination Theory

Table of content

General Introduction

Schools have no value without students . They are the most valuable asset of any educational institution . The academic performance of students is linked with the social development of the country . In fact , students academic success have a significant impact on producing high quality graduates . In the teaching / learning process , the teacher is regarded as the source of information , as well as the role model whose attitudes , behaviour and ways of thinking influence his students learning . However , many students relate their academic failure to several social factores such as their daily habits , families and teachers .

The present study focuses on investigating the factors affecting the academic performance of students through exploring students , family and teachers related factors . A survey was conducted to collect data and responses of students , regarding factors affecting their performance . This study endeavors to find an answer for the general research question: Does students' performance depend on different social factors? In order to answer this question, two research questions are asked:

1. Does personal related factors affect students academic performance ?

2 .Is there a direct relationship between institution's learning environment and students performance ?

From the above mentioned questions , the following hypotheses are raised :

1. Personal related factors such as personality and daily habits as well as family may affect students academic performance.
2. There is a direct relationship between institution's leaning environment and students performance as teachers may use a variety of strategies to help pupils improve their academic performance .

To conduct this research , the case study is used to investigate the different factors that affect the academic performance of students . To collect data , a questionnaire was asked for second year foreign languages students at Maliha

Hammido secondary school ; as well as an interview for five secondary teachers at the same institution .

In order to get valid and reliable results , the data collected will be analyzed quantitatively and qualitatively . This extended essay includes three chapters . The first chapter is devoted for the literature review as describing and defining the main concepts related to academic performance . The second chapter is concerned with research design and procedures , and the third part is devoted for interpretations , results and suggestions .

Chapter One :

Definition of the Main Concepts

Chapter One : Definition of the main concepts

1.1 Introduction:

The teaching / learning process is regarded as the transition of knowledge from teachers to learners . It is the process by which an educator defines and establishes learning objectives , develops teaching resources and implements the teaching and learning strategy . Learning on the other hand , is a cardinal factor that a teacher must consider while teaching . In fact , the most important components of the educational process are students and what they learn . This leads to the consideration of the meaning of the learning process .

1.2 Learning Process :

Learning can be seen as a permanent change , since it is brought by a teacher through techniques such as developing certain abilities , changing attitudes or understanding specific scientific laws operating behind a learning environment . (Sequera , 2012).

According to Michael , and Modell , 2003, active learners in higher education expect to be treated as adult learners with some control over the learning environment , such as the ability to raise questions and clarify doubts .

Attention , memory , language , processing and organizing , graph motor (writing) , and higher order thinking are the six interactive components of the learning process. These processes interact with emotions , school climate , behavior, social skills , teachers , and family , among other things.

Teachers must comprehend the learning process in general , understand and respond to students' specific emotional and cognitive profiles , and adopt instructional strategies and tactics that are appropriate for varied learners in order to engage , motivate , and teach all learners at optimal levels.

The first step in learning anything is to pay attention. Most of learners find it easy to pay attention to things that we find intriguing or thrilling. Most of them find it difficult to pay attention to things that aren't important. It is simpler to become

sidetracked, move on to a more engaging topic or activity, or tune out when something is not interesting .

The second step is memory. Memory is a multi-system process that allows a person to receive, use, store, and retrieve information. There are three memory systems, short-term memory , working memory and long-term memory .

In school, language is the major means of transmitting and receiving information. Both expressive and receptive language processing systems exist. When speaking and writing, expressive language is used ; when reading and listening , receptive language is used . Students that have strong language processing skills typically perform well in school.

Language issues, on the other hand, might impair a student's ability to communicate effectively, comprehend and store verbal and written knowledge, comprehend what others say, and sustain interpersonal relationships.

Students who are having difficulty grasping spatial or geographical challenges may require multiple verbal explanations. They might benefit from producing textual explanations and descriptions of the data in charts, graphs, and diagrams. This method should be modeled by teachers for all learners .

To produce written output, the writing process necessitates neurological, visual, and physical coordination. It is not an act of will, but rather a coordinated effort amongst those functions.

Students with handwriting difficulties may benefit from the opportunity to provide oral answers to exercises, quizzes, and tests.

Higher order thinking (HOT) entails more than simply remembering facts or communicating information in the same words as the teacher or book. Students must do something with the facts in higher order thinking in order to comprehend and manipulate the data.

Chapter One : Definition of the main concepts

1.2.1 Main Learning Theories :

According to the Office of Learning and Teaching , 2004 . Melbourne : department of education and training ; OECD , 2010 , there are five main learning theories :

- The Behaviorists (behaviorism : Stimulus Response)
- The Cognitivism (flow of knowledge)
- The Constructivism (mental models)
- The Experementalism (learning of experience)
- Social and Contextual (learn from and with others)

- **Learning Models :**

  In order to answer questions such as **"how to teach ?" , "how students learn ?" ,** learning models are used . These models are used by teachers depending on the context . Learning models describe how learning takes place .

- **Learning Needs :**

Some of the most common learning needs are :

- Learners expect to be taught .
- Learners are expected to work hard .
- Learners expect to be treated as adults.

Learners vary in age , sex , background , etc ; so it is important to treat them as individuals . This is why teachers must relate students' needs with their leaning in order to improve learning .

1.2.2 The Behaviorism Model :

The Behaviorist model was introduced by the American psychologist J.B Watson in 1913 . From 1920 to the mid 1950 , behaviorism become the dominant

school of thought in psychology . Its main focus is on the concept of conditioning through imitation (Watson & Rayner 1920) .

This approach is crucial for learners for several reasons . Actually , during classroom interactions , students tend to associate certain sounds , words and emotions with certain situations from their daily lifes . In fact , this model creates an atmosphere within which conditioning through imitation takes place .

The teacher is the dominant person in the classroom in the behaviorist view of learning . Learners are not given the opportunity to evaluate or to reflect on their learning ; instead they are simply taught what is right and what is wrong .

The view of learning within this approach is considered to be superficial as it focuses on external behavioral changes . **ie** it has no interest in the internal learning processes that lead to behavior change , and has no place for emotions that accompany the process .

1.2.3 Social Interaction Model :

Social interaction model stresses the relationship of the individual to the other persons and society . Social interaction models are instructional methods used by teachers in classroom to facilitate group work . It is a student centered teaching approaches that allows students to interact with each other in a structured on task manner . In this strategy , students take on the role as facilitators of content by

helping their peers construct meaning . The students are allowed to question , reflect , reconsider , support and participate in group discussion .

These interactions normally occur face to face but are not limited to this type of interaction with the assistance of online tools and technologies . The stages of instruction using the social interaction models begin with an introduction lead by the instructor . The learners than break into groups and the instructor continues to monitor and assesses teams and their work . Finally , the teams conclude with their results

1.2.3.1 Theoretical Origins of Social Interaction model :

Dewey stated , Social interaction learning is dependent on student to student interaction . John Dewey not only believed that social interaction stimulates learning but it is also how learners began to learn .

" I believe that knowledge of social conditions , of the present state of civilization , is necessary in order properly to interpret the child's power . The child has his own instincts and tendencies , but we do not know what these mean until we can translate them into their social equivalents. We must be able to carry them back into a social past and see them as the inheritance of previous race activities . We must also be able to project them into the future to see what their outcome and end will be ." , John Dewey , school journal vol . 54 (p. 77) .

Further supporting the effectiveness of the social interaction theory , Dewey believed that true education comes through the stimulation of the child's powers by the demands of the social situation in which he finds himself .

1.2.3.2 Social Interaction Strategies:

Social interaction strategies begins with an introduction of the topic : objective by the instructor . The students then are devided into teams by a predetermined method . The instructor must continue to monitor teams so they stay on task and for assessing purposes . The groups must then produce their findings . During the process , the instructor must provide content focuss and review .

Instructions must be student to student . Students must be active and responsible for their learning , both acting as facilitator and learner . Students will be able to explain content to one another as well as the entire class . The team working skills of comprise , negotiation and motivation are used during the learning process.

1.3 Academic Performance :

The good academic performance of students at the senior high school is important in every educational system . For the present , many factors influence the academic performance of students .

1.3.1 Influence of Truancy on Academic Performance in Secondary Schools :

The act of being absent from schools above the allowable period without permission is considered as obstinate truancy . It was worthy to note that it is not only detrimental to the individual and his / her vision but affects other students by way of impending the advancement of teaching , and causing damage to the general performance of the school . Consequently , truancy among teachers also messes up with the academic output of students .

1.3.2 Influence of Parent's Levels of Education on Students Academic Performance :

One other factor that has the propensity to influence the academic output of the students is the natural surroundings he / she belongs to . However , such environment that could impact the academic performance of students can be given by their parents . Parents can also profit from sessions , guidance and counseling from school leaders to help intensify the academic work of students at home .

For students to achieve a higher level of academic excellence , many researchers have posited that learners reaching this fate mainly rely on the academic influence of their parents . This has lead to the fact that students who have literate parents exceed those who have illiterate parents in a standardized exam . This because , literate parents have the ability to help their children in their homeworks .

1.3.3 Influence of Teachers on Students Academic Performance :

The number of teachers which is proportionally small than students is another factor that impact students academic performance . Despite the small number of

these teachers in public schools , they additionally engage in other menial jobs or hold personal ventures to help them make a living . This is due to the inadequate salary paid by the government .

These unsatisfactory conditions of service have led to the increase level of truancy , declined efficacy in class , lower motivation and work fulfillment in schools . However , increased motivation , collaboration and receipt of duties exist where the conditions of service are of high value . Therefore , the above consequences of ineffectiveness on the part of teachers depict how they affect students education .
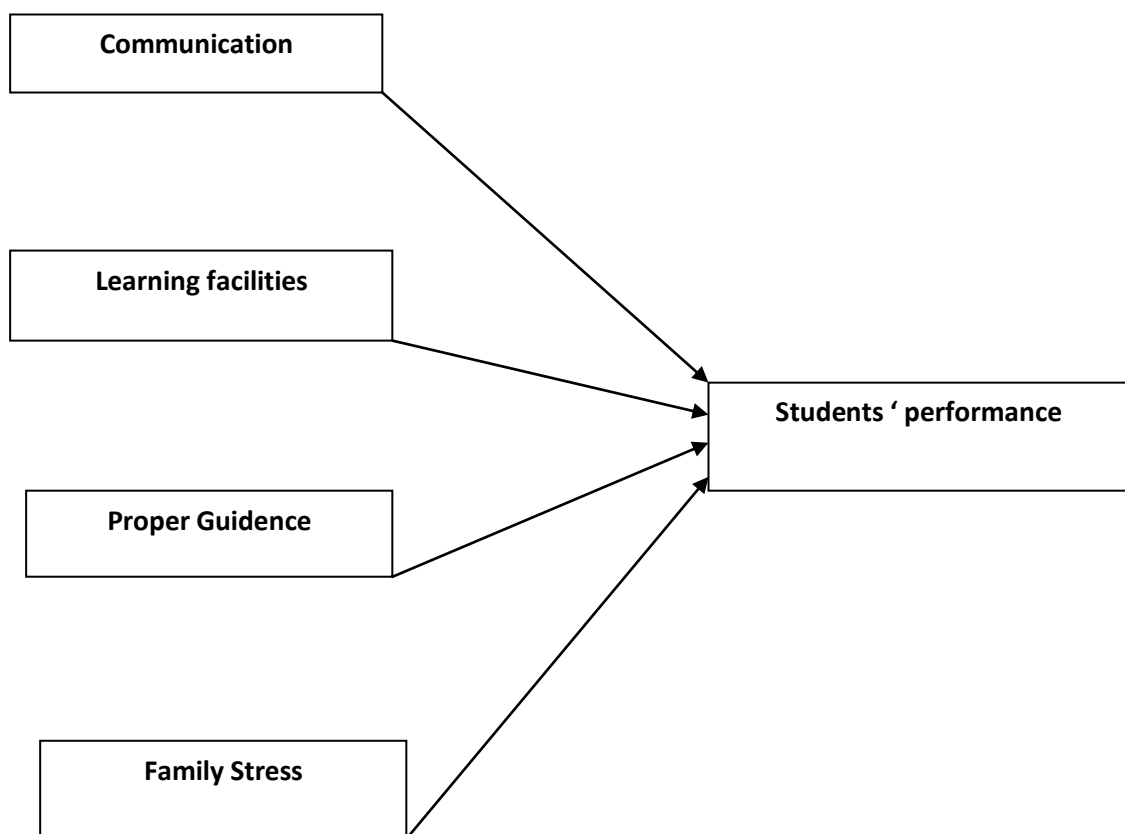

Figure 1 . Factors Affecting Students ' Performance (adopted from ResearchGate)

1.4 Social Factors :

There are several social factors that motivate learning and influence the academic performance of students ; students related factors , family related factors as well as teachers related factors may impact learners performance .

1.4.1 Students Related Factors :

Students personality , daily habits as well as academic motivation , affect students performance .

1.4.1.1 Students 'Personality :

There is a proof that personality characteristics can anticipate academic performance (Costa & McCare,1992) . O'Connor and Paunonen (2007) , consider three assessment of personality characteristics as indicators of students academic achievement.

First , there are behavioural inclinations reflected in identity traits that can influence certain propensities that impact the academic performance such as perseverance and conscientiousness . Second , though cognitive capacity reflects what a person can do , identity characteristics reflects what a person will do . Third, personality as well as cognitive capability would foresee consequent execution better in more seasoned understudies , particularly motivation – related identity factors .

➤ **Daily Habits :**

The most common impediment to students' performance in all contexts, according to Mark and Howard (2009), is a lack of effective or positive (excellent) study habits. They also believe that if students can create a positive attitude toward learning, they will be able to achieve their goals.

They will be successful if they develop a decent study habit and maintain good discipline . According to Husain (2000), a key study problem among students at all levels is a lack of effective or positive (excellent) study habits.

1.4.1.2 Academic Motivation :

Deci and Ryan (2000, p. 69) in the Self-Determination Theory (SDT) propose three types of motivation: intrinsic , extrinsic and autonomous motivation. *"This theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous motivation, controlled motivation, and motivation as predictors of performance, relational, and well-being outcomes"* (Deci & Ryan, 2008).People who are intrinsically driven experience curiosity and pleasure, as well as a sense of competence and self-determination. Extrinsically motivated people, on the other hand, see their actions as a result of external circumstances.

Extrinsic utility value, according to Mori and Gobel (2006), relates to the work's usefulness in terms of an individual's future goals, whereas intrinsic value refers to the happiness that task engagement brings. Autonomous motivation, the third sort of motivation, is defined as a discernible divergence between acts and consequences.

Autonomous motivated people don't think about the connection between effort and achieving a goal. They credit success to chance or natural qualities, and come to the conclusion that achievement is not a result of hard work (Deci & Ryan, 1985).

1.4.1.3 Academic Stress :

Due to the multiple internal and external expectations placed on students' shoulders, stress has become a component of their academic lives. Adolescents are especially prone to the problems linked with academic stress since they are going through personal and social transitions .

For a long time, people assumed that students were the least impacted by stress or troubles. Stress is widely recognized as a lifestyle crisis (Masih & Gulrez, 2006), impacting people of all ages and stages of development (Banerjee & Chatterjee, 2016).Students were just expected to study, and studying was never seen as a burdensome   activity   …

The expectations that parents had for their children proved to be burdensome, as these expectations turned into heavier responsibilities that these youngsters could no longer bear .According to Lee and Larson (2000), academic stress is caused by a combination of environmental stressors, student appraisals, and responses to those stressors. It has now evolved into a severe reality known as a "career stopper"

1.4.2 Family Related Factors :

Family repents the first learning environment . Thus it plays a crucial role in students academic performance .

Nuclear families compose from a father , a mother and their kids . Nuclear families may additionally have one or more children who are biological or adopted . However , the important purpose is that the parents are living with their kids together at the same home.

Even though nuclear families seem to be on the decline, 2016 U.S. Census data shows that 69% of children still live in nuclear families. Even though it doesn't always work out that way, to most people this is the ideal family environment to raise children in.

> **Strengths of Nuclear Families:**

- Financially stable, both parents usually work now .

- Children raised in a stable parenting situation Consistency .

- Emphasis on health and education .

- Focus on communication .

> **Weaknesses Of Nuclear Families:**

- Exclusion of extended family can lead to isolation and stress.

- Conflict with the members of family .

- Results in self-centered children and families neglecting other important things.

With both parents being perfect examples , nuclear families can be successful . This offer kids many advantages over other families with less , which can help them get ahead in life . Whereas , like any family , nuclear families have their problems to face .

Single parent families consist of one parent with one or more kids. In these cases, the parent either never married, is widowed, or divorced. A paper by Ellwood, D.T., and Jencks, C. (2004) talks about how single-parent families have been on the rise since the 1960s when divorce rates started going up (and so did births happening out of wedlock). They suggest that these changes could be due to many different factors, from changing morals in society to increasing arguments over gender roles.

➢ **Strengths of Single-Parent Families:**

- Family members can become very close

- Learn to share household duties

- Children and parents can become very resilient

➢ **Weaknesses of Single-Parent Families:**

- Families struggles .

- Difficulties in the quality childcare .

- Parenting can be inconsistent .

Being a single parent raising kids can be hard. It can also cause psychological problems   for   kids

Chapter One : Definition of the main concepts

Extended families are families with two or more adults who are related through blood or marriage, usually along with children. They live at the same home for social support and to achieve common goals . Sometimes grandparents help with childcare when parents work .

➢ **Strengths of Extended Families:**

- Respect and care for the elderly parents .

- More family around to help with chores, child care, in case of emergencies, etc.

- Social support .

➢ **Weaknesses of Extended Families:**

- Financial issues can occur if parents are supporting several other adults and children without any extra income

- Lack of privacy .

A stepfamily is when two separate families merge into one.   Like single-parent families, step-families are sometimes looked down upon by people who prefer the nuclear family dynamic, but they have become more common over the years. Like all these different family types, stepfamilies also have a unique set of strengths and weaknesses that they need to deal with.

➢ **Strengths of Stepfamilies:**

- Children get the benefit of having two parents around.

- Strong bonds can be formed by children and their step parents .

-      The   advantage   of   having   two   incomes

➢ **Weaknesses of Step families:**

- Adjustment can be difficult for parents and children .

- Problem of lack of discipline .

➢ **Family role :**

Each member has a special role in the family .

1.4.2.1 Physical Care :

Physical care means the right and responsibility to provide and maintain the perfect home and routine care for the child . It indicates the responsibility to grant and keep the rules of the house .

1.4.2.2 Socialization :

Family is the first agent of socialization. Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as "family," others as "friends," still others as "strangers" or "teachers" or "neighbors"); and how the world works (what is "real" and what is "imagined"). As you are aware, either from your own experience as a child or from your role in helping to raise one, socialization includes teaching and learning about an unending array of objects and ideas.

Family teaches its children to conform to social standards. As parents socialize their children, they act as authority figures in the home teaching limits and appropriate behavior. Education is also a part of socialization. Both moral and intellectual education are important for children .

1.4.2.3 Emotional Support :

The family is a training ground for exploring feelings and being in relationships. Families provide access to and awareness of social emotional skills and teach youth how to navigate experiences in different settings, including out-of-school programs. The most critical function of families in today's society is the emotional support of family members. Parents provide and teach love, guidance, comfort, reassurance and forgiveness.

1.4.3 Teachers Related Factors :

Teachers employ a variety of strategies to help pupils improve their academic performance. They analyze, evaluate, and care for students with special needs. Teachers serve as quality standard evaluators in the classroom. During class, they attend to students' work, conduct tutorials, and grade their work.

A teacher will work around a student's impairment if one is identified clock to help the child gain confidence and suggest a solution .This helps students grow their academic performance . Furthermore, teachers assess the curriculum ,materials, education programs, or activities that are in place because they are appropriate for pupils to study.

1.4.3.1 Types of Teachers :

Teachers are classified according to their personality, methodology, and language in the current trend of learner-centered classes. According to Scrivener (1998:6) , there are three types of teachers : the explainer, the involver and the enabler .

The Explainer is the one who does not reflect his teaching skills in order to enhance teaching . His lectures are mostly oriented on explanations as a mean of conveying knowledge rather than analyzing his/her teaching . Learners are not involved ; thus , these teachers view teaching as a transmission of knowledge to learners   .

The involver has a greater understanding of instructional methods . Lesson planning and action research are extremely important to him . Tudor (1996:279) quoted in Hedge & Whitney poses that **:"** *real involvement requires course planning, which is , according to him , a very complex process, one to which different types of students can contribute to varying degrees".*

The enabler is the one who has the ability to establish the ideal conditions and atmosphere for students to learn on their own. The enabler is well-versed in methodology. He plans and teaches according to the implication of theory after acquiring his own perspectives on learning and teaching with consistent and available materials.

1.4.3.2 Teacher's Role in Developing Interaction Among Students:

Interaction is required in the class activity. It helps in the smooth running of the teaching and learning process and can increase the ability of communication between learners. Classroom activities that employ a communicative approach require interaction between teachers and students and students. When teacher-student and student-student interactions occur, the instructions reach the goal, and the gap between teachers and students in the classroom is closed.

According to Ellis (1990), interaction is meaning- focused that has the purpose of facilitating information exchange and prevent communication failure .Furthermore, Brown (2015) states that interaction is the basis of L2 learning, through which Learners are committed to both improving their communication skills and their social skills.

Teaching is an interactive act, while interaction is communication between the teacher and the students that are continuously operated as responsive verbs. Tickoo (2009) stated that in the interaction of the class and classroom activities, the classroom   clock   produced   can   be   described   as   followed   :

- The teacher interacts with the entire class.

- The teacher engages with a class, a pair of students, or a single student.

- Students interact with one another in groups, pairs, individuals, and classes

- Students use materials or aids to re-enact the task individually, in groups, and so on.

1.4.3.3 Strategies of Promoting Classroom Interaction:

Bailey (1974) investigated the pattern of classroom interaction as it progressed from student to autonomous classroom teaching. The participants in this study were nine secondary social studies instructors who were chosen at random from the University of Nebraska. The study showed that nine teachers have changed their interactions patterns after two years of working in independent classrooms. The study also revealed that the majority of teachers become more direct in their influence, as seen by increasing direct influence behaviors.

1.6 Conclusion :

The learning process can be successful only if teachers and learners work together . The academic achievement of students may be affected negatively when teachers do not promote motivation and encourage their students . Howerver , students also can impact themselves if they were surrounded with unsupportive families or unpropper environment for studying . Thus , the success of the learning process requires a proper atmosphere for studying as well as supportive families and teachers in order to impact the students' academic achievement positively .

Chapter two :

Research Design and Procedures

2.1 Introduction :

Collecting data requires set of methodologies . These methodologies make the research more valid and reliable .   Quantitative , qualitative and mixed methods reflect three types of research that a researcher can undertake . These approaches reflect the broader research strategies that will influence the type of data collected and analysis techniques that can be adopted . Each method has a different research purpose ; yet the mixed method is regarded to be the most effective one for conducting a research .

2.2 Research Design :

This study analyzes the factors that impact the academic achievement of secondary school students ; and experiences of   each student related to each factor . From this regard , this study applied the case   study because it is one of the most effective ways to collect data .

2.2.1 Case study :

It is a research method that allows   the researcher to make generalization and draw conclusions about a certain   problem . This method enables the researcher to explain the reasons behind a specific issue and provide suggestions . It deals with the study of behaviors and attitudes of people .

In fact , this method is used for several reasons :

- It looks for the origin of the problem .
- It gives much details .
- This method helps the researcher to deal with the problem from different angles .
- It investigates the problem and seeks the way of improving the existing situation .
- It   is   valid   and   accurate   .

- It helps making generalization .

2.2.2 Teachers' Profile :

The informants consisted of 5 English teachers at Maliha Hammido Secondary school . They held either the License or the Master degree , and were teaching English for more than five years . This selection   was   due to the fact that they were all aware with the social issues and their impact on the academic achievement of their students .

2.2.3 Students' Profile :

A total of 24 students participated in the study . They were second year Foreign languages students at Maliha Hammido Secondary school , Tlemcen. This sample was chosen because their academic performance has been affected by at least one social factor .

2.3 Type of Research :

Research paves the way to find answers and solutions for particular problems .

According to Widdowson (1990: 56) ,   *" Research   enables   people   to   be aware of different ways of conceiving the familiar world , and if they act on the   new conception   ,   to alter or extend their customary ideas and practices* **.** Thus , research informs people about certain matters and helps them find solutions to their problems.

Deductive approach is a study in which theory is tested by empirical observation .   Trochim and Donnelley , 2006 , said that the deductive method is referred to as moving from the general to the particular . In this study , the deductive approach has been used . It led to the development of a frame work for identifying the impact of social environment on students' performance .

The   deductive   approach   offers   the   following   advantages   :

- Possibility to explain casual relationships between concepts and variables .
- Possibility to measure the concepts quantitatively .
- Possibility to generalize research findings to a certain extent .
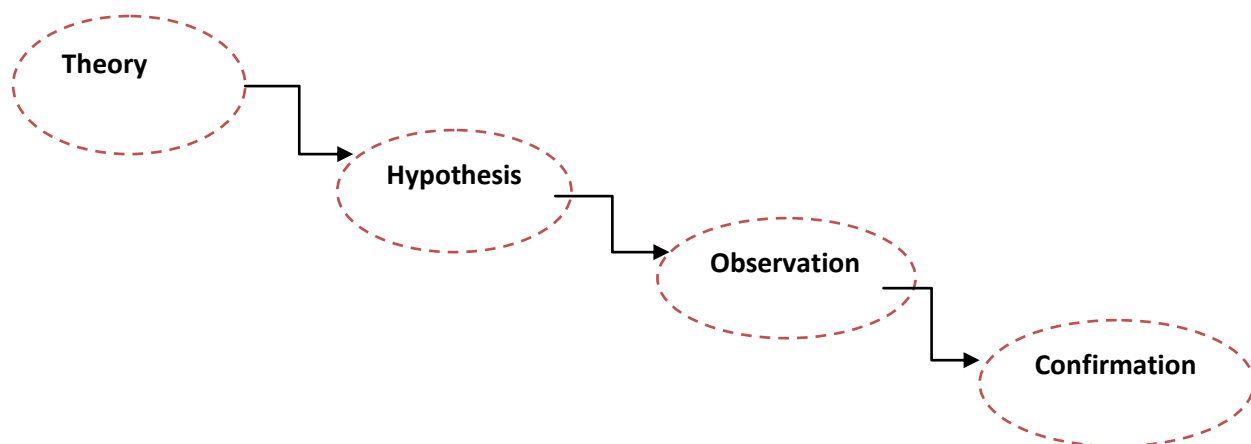

Figure 2 . Principles of the Deductive approach (prof . Paresh shah , Inductive Vs deductive approach , p 5) .

2.4 Data Collection :

Data collection is a systematic approach to the medium by which information is gathered about a topic from a given sample population via various means like questionnaire , interviews and observation .

In this research work , data were collected by means of a questionnaire and an interview . The questionnaire was administrated to second year Foreign languages students at Maliha Hammido Secondary school , while the interview was dedicated to secondary school English teachers at Maliha Hammido Secondary school .

2.4.1 Research Instruments :

   This research is based on students questionnaire and teachers interview . The aim was to collect data that help to draw conclusions about the impact of social factors on students academic performance .

2.4.1.1   Questionnaire to Students :

   Brown (2001) defines the questionnaire as a written tool in which participants are provided with a set of questions to be answered or asked to choose from the given propositions . Using the questionnaire enables to have answers to questions related to the problematic issue . *" Questionnaires are effective way of gathering information about the effective aspects , such as beliefs , attitudes , motivation and preferences "* (Zeyneb Onel , 1997 , 57) .

   This questionnaire was designed for the sake of investigating the learners ' view about the impact of various social factors on their academic performance . It was administered to 23 student who have experienced different social factors that impacted their academic performance .

      It contained twelve questions involving close – ended , open – ended and multiple choice questions . The questionnaire was divided into three parts . The first part deals with students ' profile , the second part is about students ' s perception towards the learning process and the third part is about students perception towards their families .

 The aim of each question is explained as follows :

Table 2. 1 . The Objectives of Students Questionnaire

Questions	Objectives
1 to 3	Concerned with students'profile
4 to 8	Explored students ' perception towards the learning process
9 to 11	Examined the perception of students towards their families
12	Asked about students ' personality

2.4.1.2   Interview with Teachers :

The interview is another way of collecting data . It is composed of a set of questions concerned with the problematic issue . These questions aim at investigating the different points concerning the field studied .

This interview was designed to get information about the teaching situation as far as learners and teachers are concerned . It is a semi – structured interview containing seven open – ended questions . The semi – structured interview was chosen in order to allow the discussion with the interviewees . This qualitative data collection procedure provided time and scope for the respondent to talk about their opinions on the subject .

The aim of each question is explained as followed :

Table 2.2 . The focus area of teachers ' semi – structured interview

Questions	Focus area
1	Teachers' degree
2	The number of years the teacher has been teaching
3	The learning process
4	Teachers ' role in classroom
5	The influence of teachers on their students ' academic performance
6	Teachers role in promoting interaction among students
7	Teachers' opinion about ELT in Algeria

2.5 Data Analysis :

Data analysis involve the analysis of the gathered information . In this step , data are classified and analyzed for the sake of getting results and drawing conclusions . It enables the researcher to come out with the evident truth about the studied subject .

Within this study ,the questionnaire to students allowed to collect quantitative data while the semi – structured interview collected qualitative data .

The use of these two instruments allowed to get two types of data , quantitative and qualitative . This allowed to investigate different aspects of the same area of interest . Also , these two types of data attempt to more detailed , valid and reliable research .

2.5.1 Quantitative analysis :

The use of the questionnaire allowed to collect quantitative data . It is a systematic approach within which numbers and statistics are used . The results obtained from the questionnaire provided simplistic explanations . The quantitative data resulted from students ' questionnaire measured the differences between groups and relationships as well as testing hypothesis .

2.5.2 Qualitative analysis :

The semi – structured interview investigated the softer side of the studied issue . Thus the data collected was qualitative . Qualitative data is not number based; it focuses on words , concepts perceptions and ideas .

Qualitative data helped in developing hypothesis . This is because , it explores teachers perceptions and ideas and provides a deeper understanding of the studied issue .

2.4 Conclusion :

The selection of the appropriate research methodology allows the research to conduct his research effectively . This is because , the research methodology allows the researcher to   select the appropriate research instruments in order to make the results more logical and   tangible .Quantitative   and qualitative data insure the objectivity   ,   validity   and   reliability   of   the   research   .

Chapter three :

Results , Interpretation and Suggestions

3.1 Introduction :

In this part , the formulated hypothesis in the general introduction are going to be proved or rejected by designing an exploratory case study that explores the impact of social factors on second year foreign languages students ' academic performance at Maliha Hammido secondary school .   This chapter is divided into three parts . The first part will deal with the interpretation and the discussion of the result finding . The second and the third part are devoted for recommendations and suggestions to enhance the academic achievement of students .

3.2 Results :

After data collection by using a questionnaire and an interview , results are analyzed according to the participants response .

3.2.1 Analysis of students ' questionnaire :

The questionnaire contains three parts . The data gathered is analyzed quantitatively as follows :

> **Rubric one : Students profile**

The aim of this rubric is to present the age and the gender of students as well as showing the distance of school from home for each one .

Question 1 : Students ' gender :

Since the study was conducted at Maliha Hammido secondary school , the whole 24 participants were females .

Question 2 : Students ' age :

This question tries to look at different age group of the sample studied . The aim of this question is to investigate whether the students are mature enough to be aware of the impact of the different social factors on their academic performance . The results obtained show that the age of students vary from 16 to 19 . Thus , it can be observed that the majority of them are mature enough to know that their academic achievement is impacted by social factors . The following bar – graph illustrates the findings above :
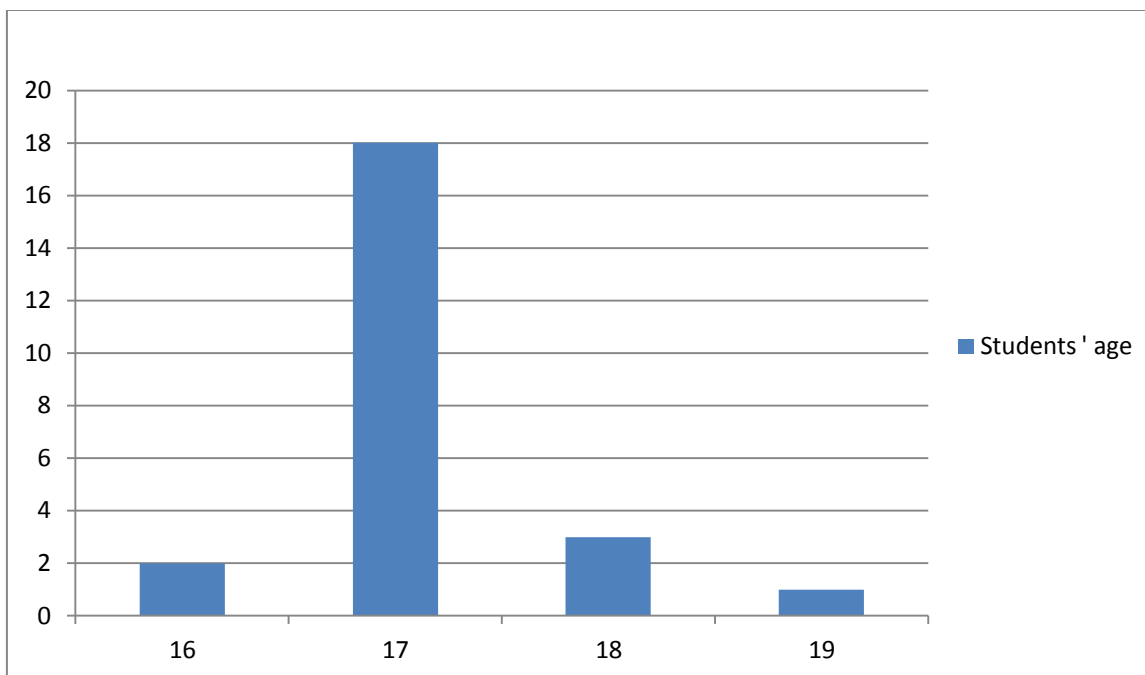
Figure 3.1 Students ' age

<u>**Question 3 :**</u> **The distance between school and home**

The purpose of this question is to see how far is school for every students . The aim of this question is to see the effect of the far distance of school for each student . The results revealed that 80 % of the studied sample live near school (less than 1 km) , while 20 % live a bit far from school (from 1 to 2 km) .   The   following pie – chart resumes what is said before :
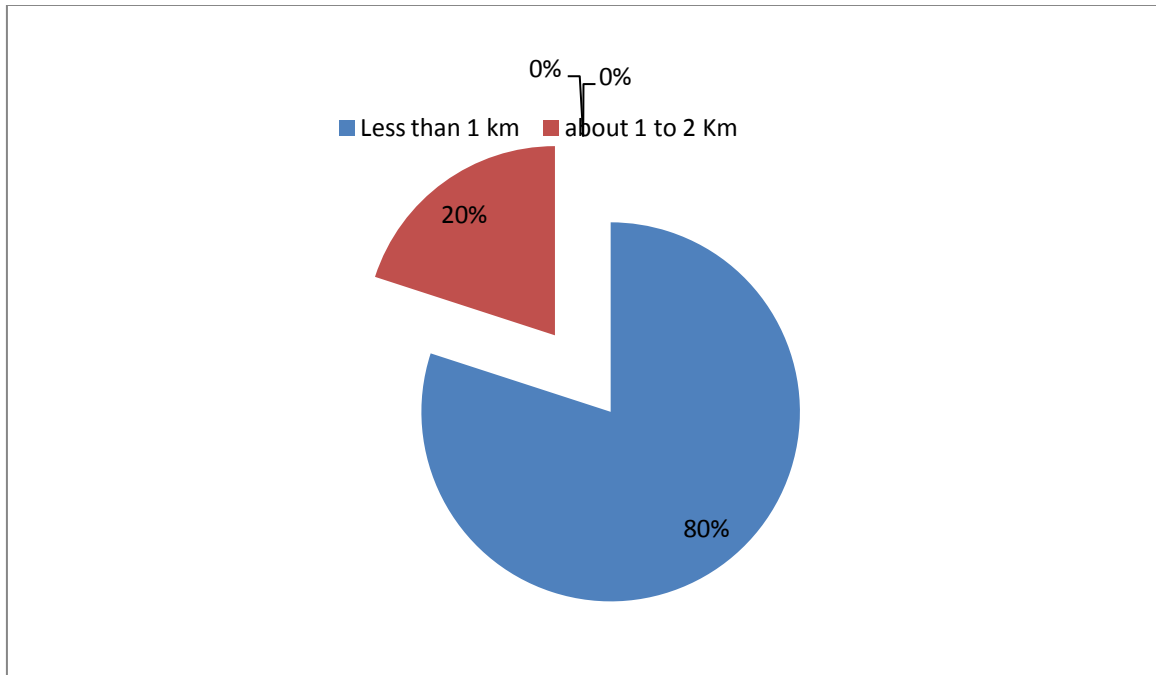
Figure 3.2 The distance between school and home

➤ **Rubric two : Students perception towards the learning process :**

Question four : Do you have supportive classmates ?

This question aims to investigate if students support each other in classroom . The results show a general agreement between students that they support each other in class to enhance their academic performance . The majority of the sample (75 %) agreed with this question while the remaining ones (25 %) disagreed . The following pie – chart resumes the results obtained :

Figure 3.3 Students ' opinion

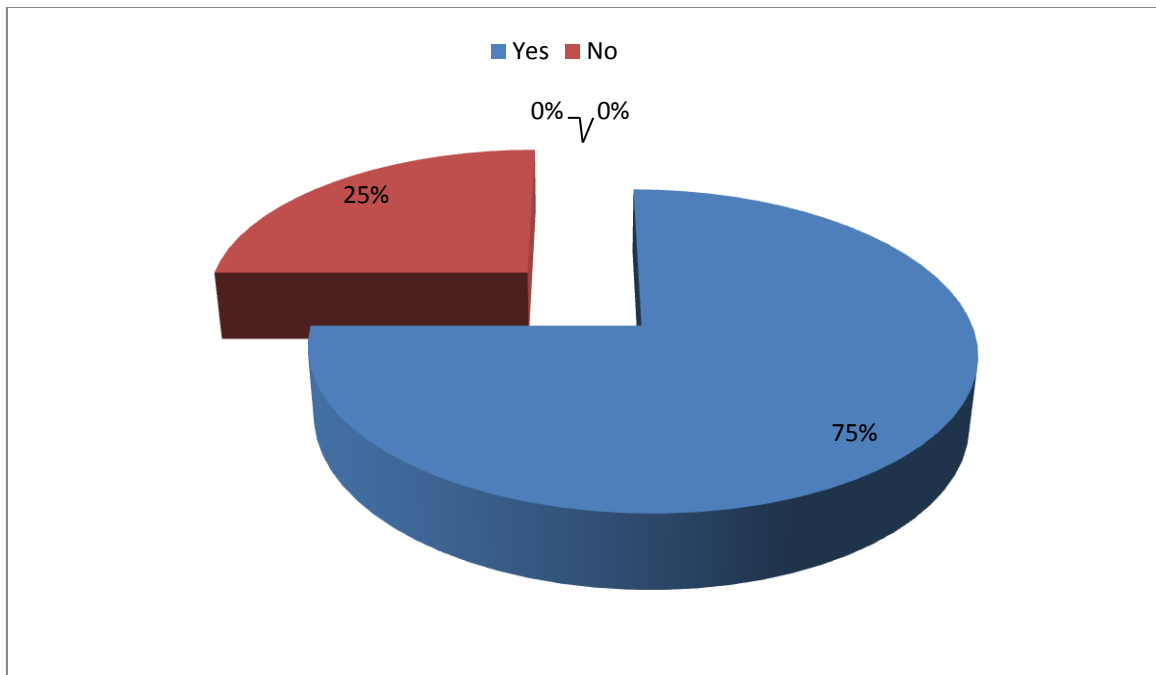## Question five : How much do you spend everyday on homework ?

The amount of time spend on home works is crucial for every student . This question tries to see how much time does every student spend doing home works . The results revealed the 10 % of them spend more than 2 hours per day ; 52 % of them spend from 1 to 2 hours per day and 38% of students spend less than one one hour doing home works .
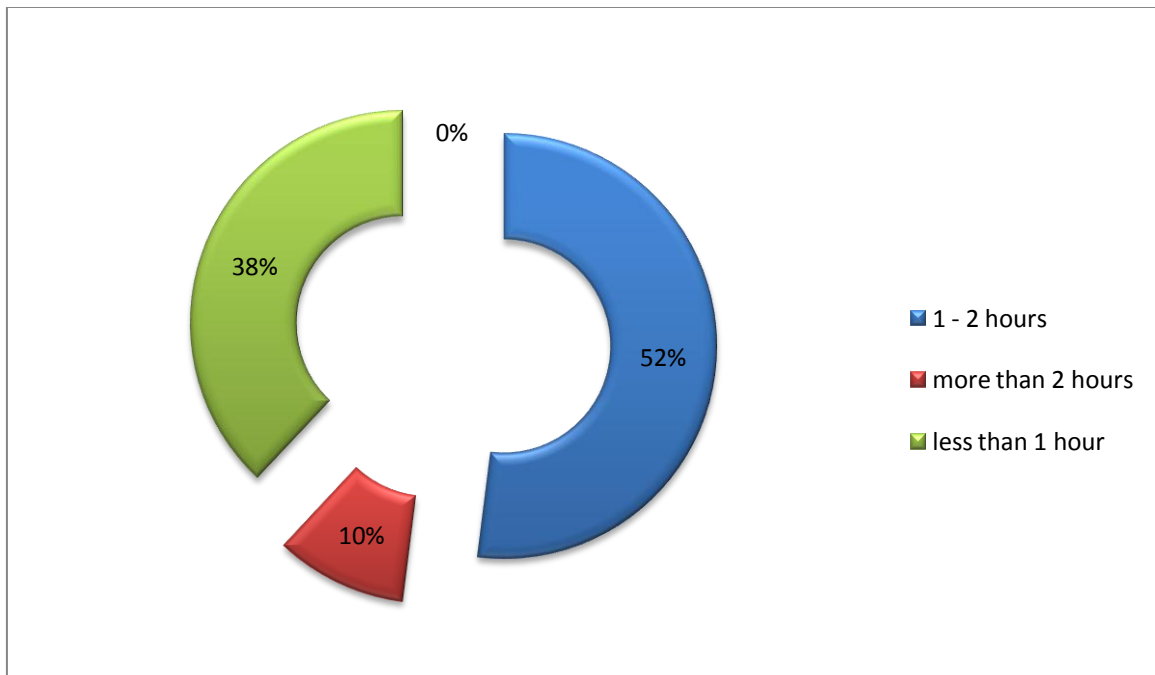
Figure 3.4 The amount of time spend on home works per day

Question six : Does you teacher encourage you to perform better ?

Teachers play a crucial role in developing their students academic performance . This question seeks to look whether teachers of the sample studied encourage students to perform better . The results revealed that 29% of students selected rarely ; 45 % of them selected sometimes and 16 % selected always .
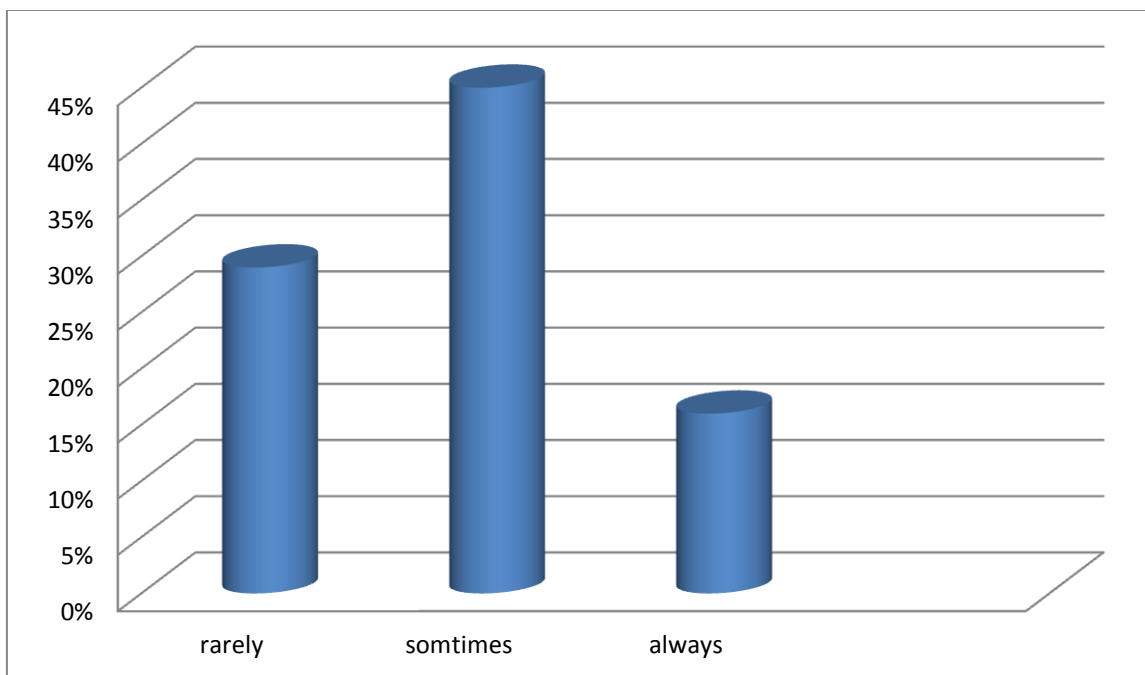
Figure 3.5 Teacher ' s role in encouraging students performance

Question seven : Which classroom activities do you enjoy the most ?

The purpose of this question is to know which classroom activity does students enjoy the most . Four propositions were given ; fast facts , memory , treasure hunt and others . The percentage of students who selected memory was fifty . None of the participants selected " treasure" hunt or "others ".
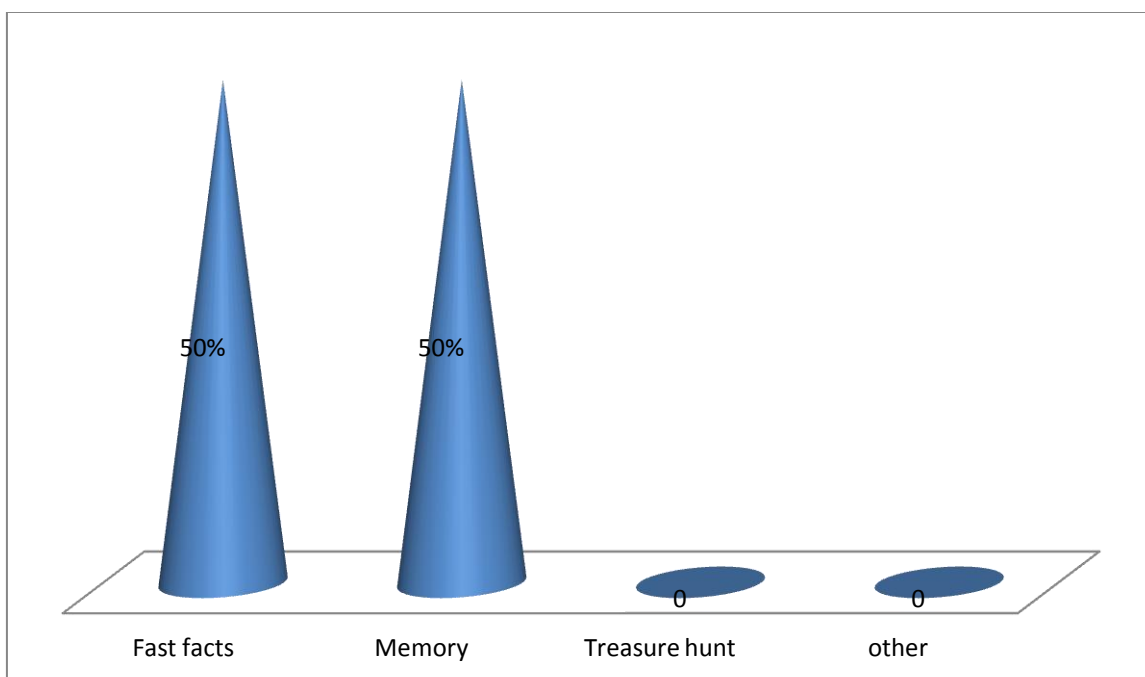
Figure 3.6 Students favorable classroom activity

Then , they were asked to justify their answers . Students who choose fast fact said that they prefer this activity because it provides them with concise information . The other half choose memory because the educational system requires memorization .

Question eight : What makes you successful in your studies ?

The aim of this question was to find out what makes students successful . 12% of the informants said that organization by making a plan of what to do and when to do it is the key of success in study . 68% of them said that taking notes helps to narrow down what to study during exams and paves the way for success . 20% said that setting a schedule of revision results success .
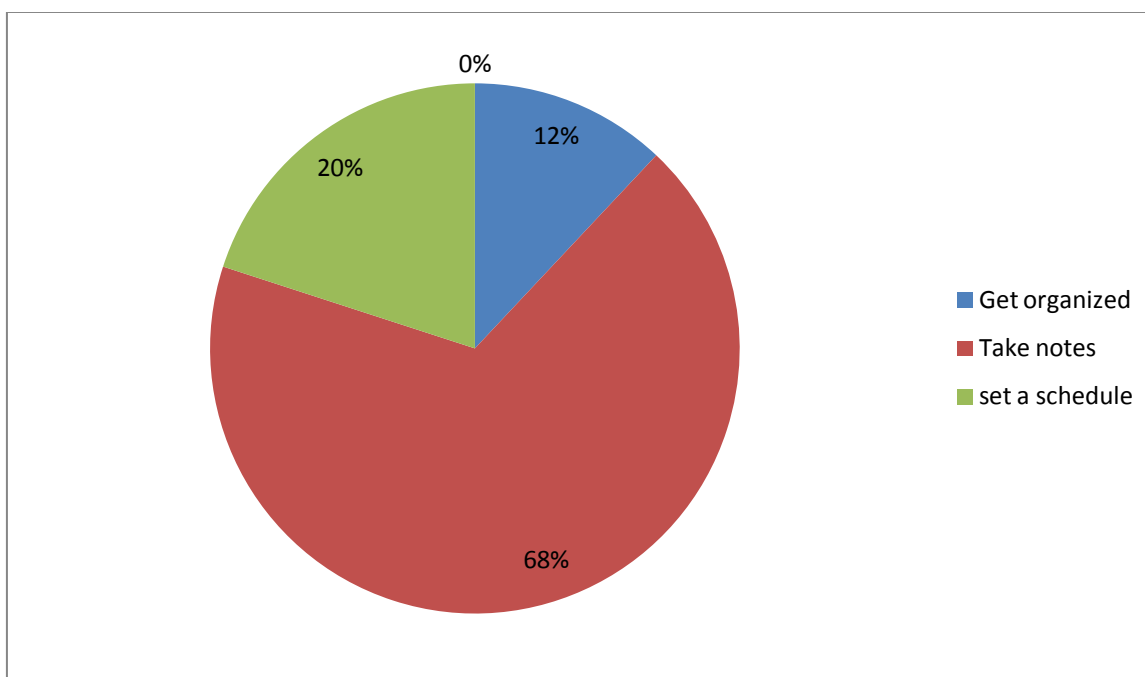
Figure 3.7 The key of success in studies

➢ **Rubric 3 : Students perception towards their families :**

Question nine : Does your family help to succeed ?

Within this question , students were asked to say if they receive support from their families to help them succeed . 100% of the informants answered positively . The whole sample said that their families help them to enhance their academic achievement .

Question ten : Can you describe your relationship with your family ?

The purpose of this question is to see students have good relationship with their parents , siblings , etc . 100% of students said that they have a really nice a strong relationship with their parents and siblings in particular , and with entire family in general .

Chapter three : Results , Interpretation and Suggestions

Question eleven : Do you feel comfortable at home ?

The reason behind this question is to see if students fell at ease in their home . The majority of the informants answered positively (97%) , and only 3 % answered negatively .
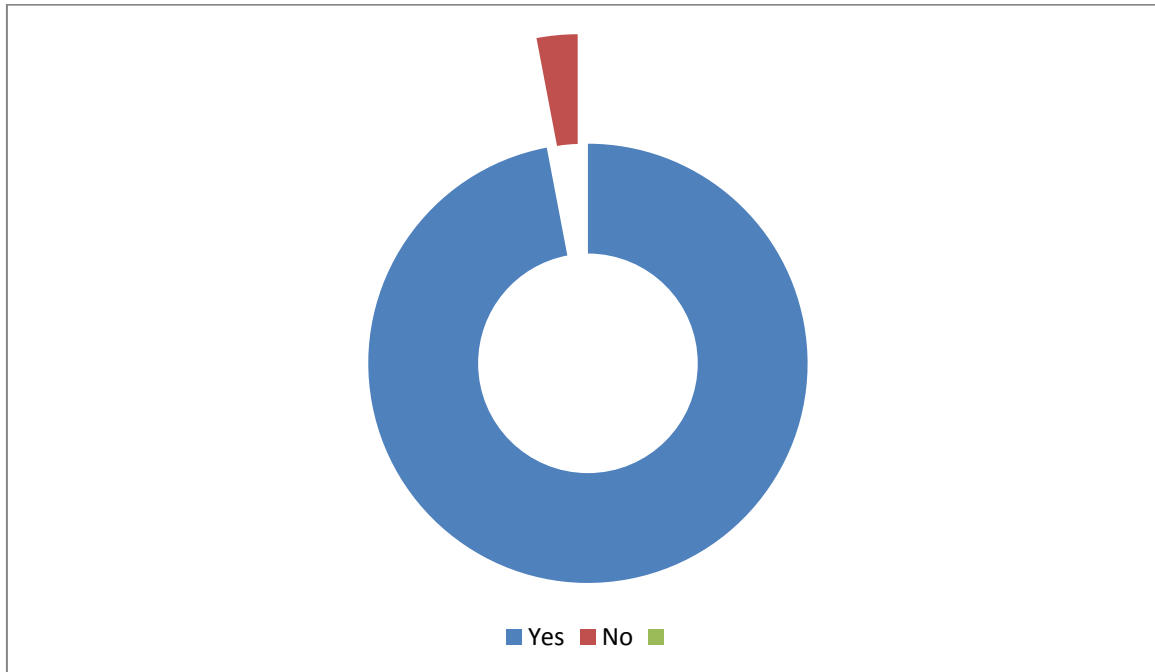
Figure 3.8 Relationship with family

The ones who choose no were asked to justify their answers .The said that they do not feel comfortable at home because they live with their grand parents and they do not have a private room . This thing impacted their study indirectly .

Question twelve : Can you describe your personality ?

In this question , the informants were asked to describe their personality by choosing between calm , sometimes nervous and nervous . 39 % of students choose "calm" . 47 % of them choose "sometimes nervous" and 14 % choose" nervous" .
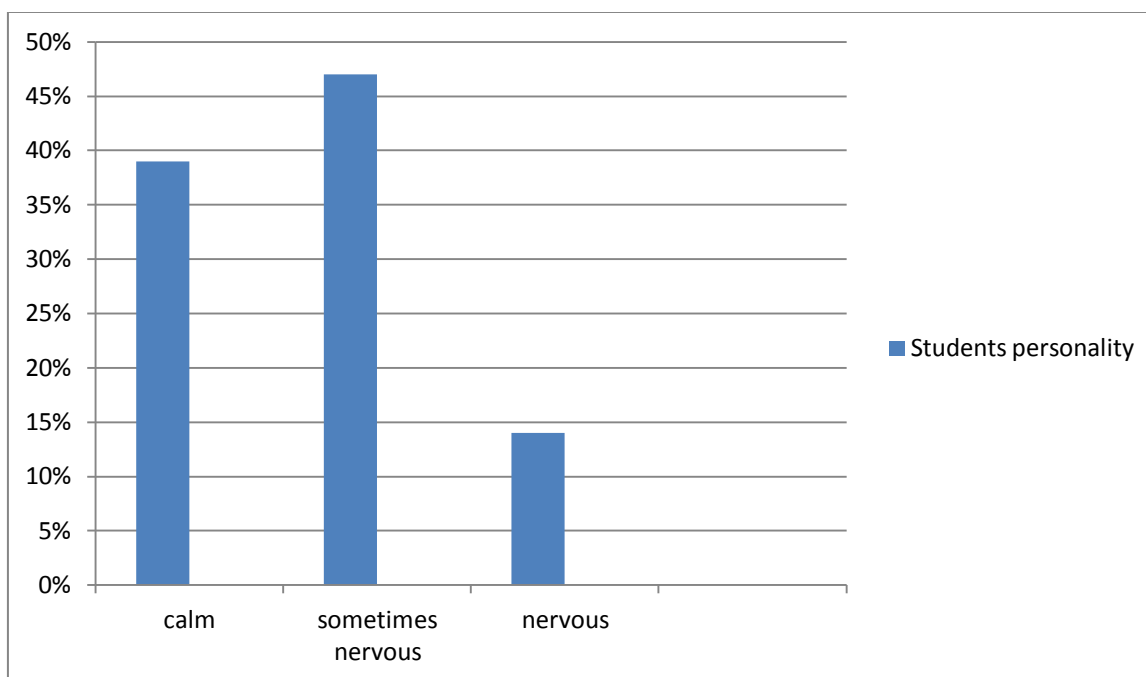
Figure 3.9 Students personality

3.2.2 Analysis of Teachers ' interview :

In order to get the appropriate results , 7 questions have been addressed to 5 english teachers at Maliha Hammido secondary school to know whether their role in classroom impact their students' academic achievement , as well as their opinion about the ELT in Algeria . Thus , teachers ' interview consists of different types of questions , as it is explained below :

➢ **Teachers Degree :**

Teachers A and B hold a licence degree , while teachers C , D and E hold a master degree .

➢ **The number of years the teacher has been teaching :**

Teachers A and B have been teaching for more than 20 years (middle and secondary schools   ) . Whereas , teacher C recently started teaching at Maliha Hammido secondary school (last year) . Teacher D has a seven years experience ; 2 years as a substitute at Boudhiri oukacha middle school and 5 years at secondary school . Teacher E started working when he finished his studies in 2017 .

➤ **Learning process :**

Teachers A and B make use of mixed method and CBA in order to fill their learners needs . This is because , CBA is learner centeredness , however with the use of mixed method , the learning process is going to be learner centeredness and teacher centeredness depending on the learning needs of students . Teachers C , D and E make use of CBA because it imposed from the ministry of education ; thus , the learning process is only learner centeredness .

➤ **Teachers role in classroom :**

Teachers A and D said that they contribute tremendously to students developments . Their lectures are oriented towards explanations in order to convey knowledge . However , Teachers B , C and E declared that their role is to establish the ideal atmosphere for students to learn on their own .

➤ **The influence of teachers on their students academic performance :**

Experienced teachers said that through years , they have mastered the content and acquired classroom management skills to deal with several kinds of learning issues . Thus , their learners achieve higher scores . However , less experienced teachers stated that teacher ' s motivation is a motive that results better teaching in secondary school. One of them was really influenced by Rivers and Sanders who suggest that effectiveness increases each year during the first ten years of teaching .

➤ **Teachers role in promoting interaction among students :**

All teachers agreed that classroom interaction is crucial for learners . According to them , classroom activities increase interaction between teachers and learners . In addition to that , group work also increases interaction and makes learning fun .

➤ **Teachers opinion about ELT in Algeria :**

Experienced teachers said that ELT in Algeria nowadays becomes a hard task because learners are more responsible for their own learning and they can manage

to study on their own . This thing made teachers shift from a paradigm of accumulation of linguistic knowledge to a paradigm of integration .   Whereas teachers who recently graduated stated that their English is not good enough to make them TEFL teachers . In addition to that , they did not have a pre – service training to guide them and show them how to teach English properly .

3.3 Discussion and Interpretation of the Main Results :

For the sake of testing the two hypothesis that were formulated at the beginning of this work , the researcher will try to discuss and interpret the results obtained from students ' questionnaire and teachers ' interview . The data obtained supply a large amount of reactions .

In this case study , two instruments were used to collect data in order to draw conclusions on the validity of the hypothesis formulated in the first chapter . Based on data analysis , the majority of students who took part in providing their views to fulfill the questionnaire proposed , showed their awareness about the importance of the time spend every day at home works . Likewise , the results attained from the questionnaire revealed that all students are supported from their families in order to succeed . Additionally , teacher's role in encouraging students to succeed is crucial for a better academic performance .

The first hypothesis denotes that "*personal related factors such as personality and daily habits as well as well as family may affect students performance* " , the results obtained from the questionnaire show that students personality (calm , nervous , sometimes nervous) really affect the academic achievement . Also , the daily routine that learners follow everyday like the amount of time spend on home works has a positive and a negative impact on students achievement . In addition to that , the relationship that each student has with her family plays a crucial role . This is because , if these students have supportive parents and a great atmosphere of study at home , their academic achievement will be high , and vice versa .

Regarding the collected data from teachers ' interview , the results revealed that only two of them are experienced teacher , while the rest of them are novice

teachers . The second hypothesis indicates that "*there is a direct relationship between institution ' s learning environments and students performance as teachers may use a variety of strategies to help pupils improve their academic performance"*. The questionnaire showed that the majority of learners have supportive classmates . Thus , this encourage them to perform better . From the other hand , the interview revealed that experienced teachers are more effective in raising students achievement than their less experience counterparts . This is because , experienced teachers try to fulfill their learners needs by using the mixed method in order to motivate students and encourage them to interact in classroom .; This pave the way for learners to improve themselves academically. However , novice teachers declared that not having a pre – service training made them some how unprepared to fulfill all the needs of the learners . In fact , they are still learning from experienced teachers by attending their courses . Thus , this has a negative impact on the academic achievement of students . It can be said that this hypothesis is confirmed .

3.4 Suggestions :
The following suggestions are offered for related research in the field of students ' academic performance :

3.4.1 Students :
- Friendship atmosphere should be created in order to have supportive mates that encourage each other to succeed .

- Students must spend at least 2 hours per day on their home works .

- Students must be calm while learning ; because being nervous affect negatively on their performance .

- Students must cooperate with their teachers to fulfill classroom tasks .

3.4.2 Family :
- Family must create the perfect environment of study by being supportive .

- Parent need to have strong relationship with their children .

- Emotional and mental support is needed from the family because it leads to a better academic performance .

- Parental involvement in school is the key factor for better academic outcomes .

3.4.3 Teachers :

- Teacher should constantly direct , guide and get in touch with students even outside the class .

- The inequality of students level must be taken into consideration .

- The sense of humor is needed during classroom interaction .

- The teacher must interact with the whole class .

-Teachers must encourage their students to perform better , and help them to succeed .

- Teachers must motivate their learners .

- Mutual trust and respect are needed in teachers and students behavior in class .

- Meaningful teacher – student relationship is the key factor of effective learning .

3.5 Conclusion :

To conclude , this chapter is devoted for data analysis as well as some suggestions and recommendations . In fact both teachers and students view of the problem revealed that they must work together to achieve the goal . Students performance depend not only on students but also on teachers ; thus they must cooperate   in   order   to   raise   the   academic   performance.

General Conclusion

The current study serves to attempt an investigation about the effect of social factors second year foreign languages students at Maliha Hammido secondary school . This research work was based on one general question : Does students performance depend on different social factors ? . The aim of this study was to find a relationship between the different factors that are regarded to be responsible of affecting students ' performance along with providing suggestions for future research regarding students performance .

This research work consisted of three chapters . The first chapter contained descriptions and definitions of the main concepts related to academic performance as well as the teaching and learning process . . Students related factors , family related factors as well as teachers related factors were highlighted in the first chapter . These factors were related with the academic achievement of students . The second chapter presented the research design , sample population , instruments and analysis . The participants were second year foreign languages students at Mliha Hammido secondary school as well as five english teachers at the same institution . Students were given a questionnaire to answer , while teachers were interviewed . The main findings were analyzed in the third chapter .

The findings of students questionnaire and teachers interview were analyzed in the third chapter quantitatively and qualitatively . The main findings were that students performance was mostly affected by teachers . Experienced teachers are better in raising students academic performance than novice teachers .Within this chapter , some suggestions and recommendations were provided in order to develop students performance . This is because , a great academic performance can only be achieved if both teachers and learners work together . This can increase motivation and make learning fun ,; thus students achievement will increase .

This research work has limitations , in which teachers were on strike . Also , the questionnaire was answered only by females , this narrowed the research and made data collection difficult .

Teachers way of teaching affects students learning . This is why , teachers must adopt new methodologies to fulfill their students needs . In addition to that , interaction and motivation play a crucial role in increasing students performance . This is why , effective teaching and learning must start from a teacher who instills a love of learning , searching and hard work on his students . It can be said that the perfect academic performance is achieved if family , students and teachers cooperate .

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APPENDICES

Students 'Questionnaire

Dear students ,

You are kindly asked to complete this questionnaire which aims at investigating how may social environment influence students performance .

<u>Students Profile :</u>

1 / your gender

 Male □   Female □

2/ How old are you ?

……………………..

3/ How far is your home from school ?

Less than 1 km □   About 1 – 2 km □   More than 2 km □

<u>Students perception towards the learning process :</u>

4/ Do you have supportive classmates ?

Yes □   No □

5/ How much do you spend everyday on homework ?

Less than 1 h □   1 – 2 h □   More than 2 h □

6/ Does your teacher encourage you to perform better ?

Sometimes □   Always □   Rarely □

7/ Which classroom activity do you enjoy the most ?

Fast facts □   Memory □   Treasure hunt □   Other □

Why ?

…………………………………………………………………………………………………

…………………………………………………………………………………………..

What makes you successful in your studies ?

…………………………………………………………………………………………………

…………………………………………………………………………………………..

Students perception towards family :

8/ Does your family help you to succeed ?

Yes □   No □

10 / Can you describe your relationship with your family ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

11/ Do you feel comfortable at home ?

Yes □   No □

If no , why ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12/ Can you describe your personality ?

Calm □   Sometimes nervous □   Nervous □

Teachers Interview

The present interview attempts to gather information about the impact of teachers role on students academic performance , the case of second year foreign languages at Maliha Hammido secondary school . You are kindly invited to answer the following questions . Your contribution is kept anonymous and used only for research purposes .

1/ What is your degree ?

2/ How long have you been teaching English ?

3/ How do you handle the learning process ? Is it learner centered or teacher centered ? Why ?

4/ What is your role in classroom ?

5/ Do you influence the academic performance of your students ?

6/ Do you promote interaction among students ? How ?

7/ What do you think about ELT in Algeria ?

Thank you for your collaboration

ملخص :

للوسط الاجتماعي تأثير كبير على التحصيل الدراسي للتلاميذ خاصة في فترة المراهقة ، حيث تسعى هذه الدراسة جاهدة لاستكشاف العوامل المؤثرة على تطوير مستوى التلميذ في اللغة الإنجليزية . تبنى الباحث حالة تلاميذ السنة الثانية ثانوي لغات أجنبية , تؤكد النتائج المحصل عليها أن البيئة المدرسية تؤثر بشكل كبير على التحصيل الدراسي للتلميذ .

الكلمات المفتاحية

البيئة المدرسية , التحصيل الدراسي , الوسط الإجتماعي .

Résumé:

L'environnement social a un impact significatif sur la réussite scolaire de l'élève , en particulier dans la période de l'adolescence . La présente étude fait son possible d'examiner les facteurs affectant le développement de niveau de l'élève dans la langue anglaise . Le chercheur a adopté une étude de cas sur les élèves du deuxième année secondaire « langues étrangères » . Les résultats obtenus à partir de ce travail confirme que l'environnement scolaire a des impacts sur la réussite de l'élève .

Les mots clés :

L'environnement social , la réussite scolaire , l'environnement scolaire .

Summary :

The social environment has a significant impact on the academic success of students , especially in adolescence . The present study makes its possible to examine the factors affecting the development of the level of student in the English language . The researcher adopted a case study on second year foreign languages students . The results obtained from this work confirm that school environment impact students success .

Key words :

The social environment , academic success , school environment