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The Contribution of Parents' Education to EFL Learners' Academic Achievements

Case Study of Second-Year LMD Students of English at Biskra University

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Dedication

To my dear parents, Salem and Sabah, I am forever indebted to you.

To my grandparents, for always remembering me in their prayers.

*To my brothers and sisters: Zine, Yasser, Ahmed, Yahia and Quatar El-Nada for
being the shoulders I count on.*

*To all my lovely friends and family members, I will never forget your words of
encouragement.*

I dedicate this humble work to you.

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Abstract

This study explored the relationship between parents' education and their children academic achievement. It aimed at identifying the contribution of parents' educational level in improving EFL students' academic achievement. In this light, we hypothesized that there is a significant contribution of parents' education to EFL students' academic achievements. To achieve the aforementioned objectives, a descriptive study was conducted; it was based on the analysis of data gathered from 29 second-year students' scores of semester one, classroom observation and a questionnaire administered to 100 students. The results indicated that (68%) of the parents surveyed held university diplomas and acted as motivators for their children's studies. However, their contribution did not have a significant impact on the students' scores, but it did positively affect their behaviour in the classroom.

Keywords: Parents education; academic achievement ; second-year students of Biskra university ; descriptive study.

List of Abbreviations

BAC: Baccalaureate

EFL: English as a Foreign Language

LMD: License, Master, Doctorat

PhD: Doctor of Philosophy

USA: United States of America

VARK: Visual, Aural, Read, Kinesthetic

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General Introduction

General Introduction

Introduction

Language is a crucial means we use to communicate with each other, share our experiences, and get trade, social-cultural, science, and technology goals. Nowadays, learning and mastering English as an international language is important in career development as well as in building confidence to face global competition. However, EFL learner's academic achievement is affected by many factors such as aptitude, motivation, teacher, learning style, environment, and parents' education.

Parents are the first and most influential teachers in the students' instructional process. As a result, they need to be involved in their children's education not only during early childhood, but also throughout the school years and university level. They are also essential in supporting learning at home, at school, and in the community. This indicates that parents' role in their children academic success cannot be underestimated and it should be seen as a powerful force that can assist children in knowing and developing their potential (Astuti, 2008; Lester & Crow, 1960; Rosita, 2007).

Low or poor academic achievement at exams and tests is one of the most challenging problems that face EFL learners because it makes them unable to transfer from one studying level to another as well as it causes a lot of negative and dangerous effects on the family and the community together. It comes from a variety of reasons, including those related to the student himself, or those related to family, social and academic environment (Al-Zoubi & BaniYounes, 2015; Masten & Coatsworth, 1998). In this study, the researcher sheds light on the factor of parents' education to check whether learners' academic achievement can be affected by the parents' education level.

1- Problem Statement

Education is a primary need in this time of globalization. It not only gives insight, also grooms the personality, instill moral values, add knowledge and develop skills. Education is necessary owing to the nature of competition our world has witnessed earlier. In every area, highly qualified people are needed. Battle and Machel (2002) indicated that in this era of globalization and technological revolution, education is considered as the first step in every human endeavour. It plays a fundamental role in the development of human capital and is linked with an individual well-being and opportunities for better living.

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EFL learners generally do their best to perform well and attain good academic performance which is influenced by many factors including educational, social, cultural and psychological dimensions. As a solution, this investigation intended to check the presence of any relationship between parents' education and EFL students' academic achievement at university. According to what has been mentioned before, the research question is as follows: "Does parents' educational level contribute in learners' academic achievement?"

-Operational Definitions

- ✓ **Parents' education:** In the present thesis, we mean by parents' educational level, the degree that parents hold no matter is their speciality.
- ✓ **Academic achievement:** It means both a student's test and exam scores, as well as their behaviour in the classroom, as both are crucial to student's success.

2- Aims of the Study

The purpose of this study was to explore the contribution of parents' education to second year EFL students' academic performance. It further aimed to find out the students' opinions about the relationship between parents' education and their academic achievements.

3- Research Questions

This research attempted to answer the following questions:

- 1- What is students' academic achievement?
- 2- What is the importance of parents' educational level for their children?
- 3- How can parent education contribute to students' academic achievement?

4- Hypothesis

Based on the above research questions, the researcher tests the following hypothesis:

H1 = There is no significant contribution of parents education to EFL students' academic achievements.

H2 = There is a significant contribution of parents education to EFL students' academic achievements.

5- Methodology

5.1 Research Method

In the present study, we used a descriptive method because it depends on the nature of the problem and it is more practical in terms of time and tools. The choice of this method can be justified by the fact that this research methodology will provide us with comprehensive information and valid results.

5.2 Sampling

The population of the present study was second-year LMD students at the division of English at Biskra University. The whole population consists of 352 students divided into seven groups. The researcher selected two groups (100 students) randomly as the sample of the study to answer the designed questionnaire. We choose this sample because they are familiar with specialty which enables them to be participants in the study. In the classroom observation, the sample we worked on was 29 students only and this due to their excessive absenteeism in the second semester.

5.3 Data Gathering Tools

In this research work, we used the questionnaire, classroom observation and students' scores analysis as data collection tools. Classroom observation provides direct information rather than self-report accounts and thus it is one of the three basic data sources of empirical research (Dornyei, 2007). These instruments helped the research better understanding the students' needs and achieve reliable data.

✓ **Questionnaire:** This investigation followed the qualitative method because it is the most suitable tool for gathering valid information about our research problem. Thus, the participants' responses were gathered in a standardized way that made the questionnaire more objective. We used this technique for second year LMD students of English in order to know to what extent the parents' education can contribute to their academic achievements.

✓ **Classroom observation:** To have a clear image about the problem, the researcher used observation checklist with second-year LMD students of English at Biskra university. Therefore, we observed the learners' behaviors and analyzed them to find out whether there is a link between their parents' background and their performance.

✓ **Students' scores analysis:** The researcher analyzed the students' grades of

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the first semester of the academic year 2022-2023 to identify how well they performed in their examination as well as to support the findings obtained from the data collection tools mentioned above.

6- Significance of the Study

The results of this research are expected to bring benefits to education because it examines the contribution of parents' education to second-year students' academic achievement. In this regard, university teachers, students and researchers can get some theoretical and practical advantages from the findings of this research.

For the teachers, they can be provided with information about personality formation and the role it plays regarding the academic achievement, as well as the role of parent education in leaning English. For the students, the researcher expects that the findings of this study can help students get good scores and be active, motivated and interested in learning English through their parents' guidance, support and involvement.

For the researchers, this study is considered a reference for those who intend to carry out further studies in the same area. In addition, they can gain insights not only into parent education as a key factor that influence students' academic achievement but also parent involvement, participation, socio-economic status and other factors that may affect the teaching learning process. Moreover, more researches can be conducted to test the effect of parents' education on reading, speaking, listening or writing only.

7-Research Limitations

The current study was carried out at Biskra University with second-year students to find out their viewpoints about the topic under investigation. It had some limitations related to time because we do not have enough time to tackle the problem thoroughly. Additionally, the lack of resources and inability to access some useful websites is among the limitations that hinder the researcher to enlarge and broaden her knowledge about the topic being discussed. Moreover, this study focuses only on parent education as an independent variable; hence, any other factors regarding parental involvement, family size, parental age, and parental socio-economic status are not concerned in this study. Furthermore, orphan learners are not included or they are not apart from this research work

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as it deals with the contribution of parents' education to the learners' academic performance.

8- Structure of the Study

The research in hand is divided into three chapters: The first two chapters deal with the theoretical part whereas the last chapter is devoted to the practical part. Chapter one, entitled Parents' Education, deals with personality building, parental education definition, theories guiding parent education and roles of parental education in English language learning. In chapter two, the focus is on the academic achievement; its definition, criteria, factors affecting students' achievement, as well as measurement, assessment, and evaluation in education. In chapter three, we tackle the analysis of students' questionnaire; classroom observation; this is followed by an analysis and interpretation of students' scores of the first semester.

Chapter I

Parents' Education

Introduction

This chapter reviewed the personality building or formation; before schooling, during first steps at school and at university, along with the major theories guiding parent education. It further outlines the roles of parental education in English language learning, including the role of facilitator, motivator, controller, threatener and feedback provider.

1.1 Personality Building

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving (Caswell et al., 2010). It is the dynamic organization of these traits and the characteristic patterns of behavior that are unique to the individual (Callahan, 1966). Therefore, personality is what makes a person a unique person, and it is recognizable soon after birth.

Personality building or development has been a major topic of interest for some of the most prominent thinkers in psychology. It refers to the process by which the organized thought and behavior patterns that make up a person's unique personality emerge over time. Many factors influence personality, including genetics and environment, how we were parented, and societal variables (Bhoite & Shinde, 2019). This shows that personality is a long term process impacted by both genetic and environmental aspects.

Most importantly, personality is the ongoing interaction of all these influences that continue to shape personality. It involves not only inborn traits but also the development of cognitive and behavioral patterns that influence how we think and act. Thus, building these patterns takes place through stages, including before a child going to school, during his first steps at school and at his higher education phase.

1.1.1 Before Schooling

In pre-schooling phase, a child's personality development is affected by genetic factors (temperament), environment, and character. Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. The environmental factors are called "nurture" as a child's personality cannot be separately defined from the social context he or she behaves in. Character refers to the set of emotional, cognitive, and behavioral patterns learned from experience that determines how a person thinks, feels, and behaves (Encyclopedia of Children's Health Forum, 2023). This depicts that personality building during the childhood period results

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from the parents' genes, socialization practices, mental and moral qualities distinctive to an individual.

However, there is still controversy as to which factor ranks higher in affecting personality development, all experts agree that high-quality parenting plays a critical role in the development of a child's personality. When parents understand how their child responds to certain situations, they can anticipate issues that might be problematic for their child. They can prepare the child for the situation or in some cases they may avoid a potentially difficult situation altogether. Parents who know how to adapt their parenting approach to the particular temperament of their child can best provide guidance and ensure the successful development of their child's personality (Encyclopedia of Children's Health Forum, 2023). It is evident that parents are their children's first role models, so they have to be good example to garanteetheir positive personality development.

1.1. 2 During First Steps at School

Research on student personality development showed that students can acquire more than knowledge and skills during the teaching-learning process; they can also acquire attitudes and develop their personality traits. Personality influences the behavior of the students in different fields, such as their interactions with colleagues, interactions with teachers, as well as their motivation, academic achievement, and learning (Barbian, 2001). Personal characteristics of acquiring new knowledge and achieving success in learning depend on the intellectual development and the overall structure of the personality of the student (Busato et al., 2000). Schools are the first place where children contact with the outsides; thus, they develop their personality and cognitive abilities, learn knowledge, skills and attitudes. These factors combined together to determine their academic success.

The school environment, alongside the family, plays an important role in developing students' personality, since it is the first site of socialization for the child. This makes it the duty of the education system to be effective in not just the students' intellectual development, but also their character development. Schools and teachers should educate for the sake of improving character, especially by teaching the importance of respect and responsibility (Lickona, 2009). At this stage of schooling, teachers are required to work more on developing children's character by instilling into their minds the moral values needed in their daily life.

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Personality facilitates the teaching-learning process, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). Positive teacher-student relationships, evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency, have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance (Battistich et al., 2004). It is clear that teachers who sustain strong and trusting relationship with their pupils minimize the learning deficiencies and reduce the school misbehaviours.

Research shows that learning in the classroom is an emotional experience, and that the younger the people, the truer this statement is (Arif et al., 2012). The process of learning in the classroom is accompanied and accelerated by positive affect and a relaxed atmosphere. For example, the teacher with invasive dictatorial characteristics is likely to reproduce these characteristics in their relationships with students and in their teaching techniques (Morrison & McIntyre, 1969). This indicates that the more the teacher is affective, the more children can learn effectively.

Teachers are cognitively leaning toward pupils while pupils are affectively sloping toward teachers (Nelson, 1964). Teacher personality is, therefore, straightforwardly and indirectly related to learning and teaching in the affective domain, as well as the cognitive and psychomotor domains. By exhibiting good behaviours related to agreeable traits and acting as role model in front of his students, a teacher can stimulate the process of developing these agreeable traits in their personalities.

When the words and the deeds of a teacher are consistent, the first message he conveys to his students is the importance of honesty in human interactions, this helps build students' positive attitudes towards it and encourage them to behave in an honest way and ultimately stimulating the development of this trait in their personality. However, there has been an increasing interest in the Big Five personality traits and the role they play regarding not only the academic achievement of students, but their personality development as well (Cheaib, 2018). This reveals that students at schools need to behave honestly as well as develop the Big Five personality traits as these will help them perform well at their studies and construct a healthy personality.

In order to improve the education system effectiveness, we can measure its two major and important outcomes: the academic achievement and personality development of

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students. Besides, research has emphasized that the 'Big Five Personality Traits' of Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness, all play a role in developing traits suitable for a healthy personality (Cheaib, 2018). The following table presents in details the Big Five taxonomy of personality trait dimensions.

Table A: *Big five traits facet (John &Srivastava, 1999, p. 60)*

Big Five Traits	Facet (and correlated trait adjective)
Extraversion vs. introversion	<ul style="list-style-type: none">-Gregariousness (sociable)-Assertiveness (forceful)-Activity (energetic)-Excitement-seeking (adventurous)-Positive emotions (enthusiastic)-Warmth (outgoing).
Agreeableness vs. antagonism	<ul style="list-style-type: none">-Trust (forgiving)-Straightforwardness (not demanding)-Altruism (warm)-Compliance (not stubborn)-Modesty (not show-off)-Tender-mindedness (sympathetic)
Conscientiousness vs. lack of direction	<ul style="list-style-type: none">-Competence (efficient)-Order (organized)-Dutifulness (not careless)-Achievement striving (thorough)-Self-discipline (not lazy)-Deliberation (not impulsive)
Neuroticism vs. emotional stability	<ul style="list-style-type: none">-Anxiety (tense)-Angry hostility (irritable)-Depression (not contented)-Self-consciousness (shy)-Impulsiveness (moody)-Vulnerability (not self-confident)
Openness vs. closedness to experience	<ul style="list-style-type: none">-Ideas (curious)-Fantasy (imaginative)-Aesthetics (artistic)-Actions (wide interests)-Feelings (excitable)-Values (unconventional)

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It is clear that a person of character has to be sociable, forgiving, efficient, curious and many other traits so as to realize both the academic success and personality development.

1.1.3 At University

To best of our knowledge, the study carried out by Lundberg (2013) appears to be the only study which assesses the relationship between the Big-Five personality traits and the university education. She finds that individuals high on sociability skills and low on emotional stability are less likely to have finished a college degree, while individuals high on conscientiousness and agreeableness are more likely to do so. Most interestingly, individuals from low socioeconomic backgrounds increase their probability to graduate from college by being more open to experience.

Schurer et al (2015) in their empirical research explored which personality traits are associated with the probability to obtain a university degree and which of these skills are boosted by university education. Following a sample of 15-19 year old Australian teenagers from 2005 until 2013, they find that high levels of conscientiousness and internal locus of control tendencies, and low levels of extraversion, over and above the influence of cognitive ability, are strong predictors of degree attainment. These results strengthen Lundberg's (2013) finding on conscientiousness and (low) extraversion, and Coleman and Deleire's (2003) finding on internal locus of control as boosters of human capital investments. Measures of conscientiousness, internal locus of control, and extraversion could therefore be useful selection indicators for university entry in addition to grade-point averages.

On the other hand, they find little evidence that universities shape personality traits that are commonly associated with a hard work ethic (conscientiousness) and intellect (openness to experience). However, their data shows that university education boosts levels of extraversion, a result that holds even when controlling for individual-specific heterogeneity and differences in initial starting values. Moving from adolescence into young adulthood, most individuals experience a general decline in extraversion, but individuals who go to university do not. Extraversion captures mostly sociability and an outward orientation. University life may foster these tendencies because it encourages participation in club activities, social functions, and communication with fellow students and academic staff (Schurer et al, 2015). Indeed, university life enhances mostly the

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students' trait of extraversion because of their involvement in activities that help them to be socially mature.

1.2 Parental Education

1.2.1 Definition of Parental Education

The concept of parental education has been a subject of study for many years. It is the most important factor that can control students to get the best achievement in their school. It is due to the fact that parent became their first teacher. In this light, Lam said that parents are the earliest and closest mentors of their children; the views, values, and attitudes of parents have an enormous impact on their children's development (2003). Hence, parents are the first educators of their children. The support they provide affects children's development, learning, and educational outcomes.

The benefits of parent participation are well-documented and that successful parent participation can improve not only student attendance and behaviour but also possibly increase student achievement (Drake, 2000; Jafarov, 2015; Wilder, 2014). Parent's education influences parent's skill, values, and knowledge of the educational system, which, in turn influences their educational practices at home. Parents with more education talk and use more varied languages which influence language skill of the child (Hoff, 2003). It is obvious that parents' level of education appears its positive impact on children's behaviours in any ways.

Parents with more education also have higher expectation for their children's education which facilitate the greater educational attainment for their children (Alexander et al., 1994). Well educated parents are involved more in their children's education than less educated parents (Grolnick & Slowiaczek, 1994; Stevenson & Baker, 1987). Such parental involvement in children's education is fruitful. The more actively involved parents are in their children's education, the higher their children's perceptions of competence and better they perform in school and enhance their achievement.

1.2.2 Theories Guiding Parent Education

In recent years much attention has been directed to the concept of parent education in response to a growing body of research that links parenting to children's academic success. Therefore, many approaches and theories were emerged to guide parent education. Wolfe (2000) outlines the three predominant approaches to parenting education.

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First, Behavioral Parent Training, which is based on social learning theory, teaches parents to use praise and rewards, punish by withdrawal of rewards, withhold attention to extinguish inappropriate behavior and ignore negative behavior. Second, Client-centered Parent Effectiveness uses the theoretical framework of Carl Rogers, with the goal of enhancing parent-child relationships, improving communication and developing mutual respect. The last approach, the Adlerian Approach, implemented by Dreikurs and Dinkmeher, developed programs from the concept of understanding the individual in their social context, with issues of equality highly important (First & Way, 1995). These approaches provided parents with different ways of dealing with children such as controlling their behaviours, strengthening the relationships between them and understanding the environment surrounding them.

Besides, there are many psychoeducational parenting programs used to break the cycle of negative parent-child interactions that lead to behavior problems by teaching parents specific skills to positively nurture their children. Problems such as child noncompliance (Rotto&Kratowill, 1994); conduct disorder (Webster-Stratton, 1994); behavioral and emotional problems (Strayhorn& Weidman, 1991); and difficult temperaments (Sheeber& Johnson, 1994) have been successfully changed by addressing parenting practices (Nicholson et al., 2002). In short, parents should be aware of the various psychoeducational parenting programs so as to fix their children's psychological problems.

The STAR Parenting Program is considered the most effective program that integrates cognitive-behavioral, developmental, and social-learning theories in teaching parents to respond rather than react to a child's challenging behavior. However, the Parent Management Training is one of the more investigated treatments in child and adolescent therapy in general. It is based on B. F. Skinner's work, operant conditioning, it helps parents learn several skills to manage behaviour. It is often recommended when the parent and child have more positive interactions already but the child's behaviour is an immediate problem (Nicholson et al., 2002). To sum up, the best way to treat the child's negative behaviours is to train parents on the skills of how to control those behaviours.

1.2.3 Roles of Parental Education in English Language Learning

Generally, the term "role" means one's function, duty or responsibility in a particular situation. Wright defines it as "a complex grouping of factors which combine to produce certain types of social behaviors"(1987, p. 7). Richards and Lockart (1996, p. 98) present the characteristics of roles as follows:

- They involve different kinds of work and different levels of responsibility.
- They involve different kinds of relationship of different patterns of interaction and communication.
- They involve different power relationships.

In our daily lives, we fulfill roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations based on the demand and responsibility we bear within society. Parents ; for example, need to manage the activity in family in different ways and at different stages. The different kinds of behavior taken by them are called 'parents' role'.

Parents are children's first teachers. It is from parents that children start to produce single words (Rawal, 2010). At school, parents who are involved in their children's education they improve their chances of succeeding and their behavior at home and school (Keane,2007). According to Rogers and Wright, "Parental involvement includes three areas: direct contact with teacher, parental action at school, and parental action at home " (2007, p. 36). In language learning, parents play different roles, including: feedback provider, facilitator, motivator, controller, and threatener.

1.2.3.1 Feedback Provider :

Among the various roles that parents do with their children is to give comment about their performance. They should appreciate if their children do well in exam and if they do not encourage them for hard work. Therefore, interaction is very important for children to get feedback about their good or low achievement. According to Rawal (2010), feedback comes as a result of interaction. It provides learners with information about the success or lack of success of their utterances. It also gives them additional opportunities to focus on comprehension.

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In conclusion, parents should interact with their children about their study and provide feedback because interactional feedback is an important source of information for them to know about their areas of strengths and weaknesses.

1.2 .3.2 Facilitator:

Parents can be facilitator in their children's learning. They should spend much time with their children, daily discuss about their studies and provide help whenever possible. Parents involved in their children's education always try to make their process of learning easier in order to improve their academic achievement. In this context, Sthapit clarified that "The objective of learning is to help the learners in learning it. Learning, therefore should be geared to facilitating learning as the part of learners. This is true of language learning as well " (2000, p. 1). In brief, learning in general and language learning specifically are based on help and facilitating to achieve their goals.

1.2.3.3 Motivator :

Motivation is the psychological factor and the inner drive to initiate learning. Parents as motivator stimulate and increase the interest of their children to learn. Thus, the more children are highly motivated, the more they will learn faster. Likewise, Gardner (1985) describes "Motivation involves four aspects: a goal, effortful behavior, a desire to achieve the goal and favorable attitudes toward the activity in question" (p.50). In short, parents who stimulate their children towards these aspects are motivators.

1.2.3.4 Controller:

The concept 'controller', generally, means having power over someone or something. In the context of parents as controller, it refers to that parents should view and follow their children's daily activities; otherwise, they might be walking out of track. In fact, small children are like soft mud amenable to whatever design we want them to be. Similarly, Harmer (1991) draws that "The important distinction between the role as controller and facilitator since these two concepts represents opposite ends of a control and freedom " (p.9). All in all, parents who direct or regulate their children's behaviour and activities play the role of controller.

1.2.3.5 Threatener:

Some parents use the role of threatener with their children by beating, scolding or giving them instructions. Besides, Brown defined learning as “showing someone to learn how to do something, giving instructions, guiding in the study of the something, providing with knowledge, causing to know” (1994, p.7). To sum up, parents who threaten their children to make them study are threatener.

In conclusion, parental involvement is essential in children's academic achievement and attainment as well as their overall behavior and attendance, which determines their role towards children. The most effective roles are facilitator, motivator, controller, threatener and feedback provider.

Conclusion

Children are the future of any nation and the progress of any nation depends upon the education that they acquire today. Education as an activity enables new generations to obtain the necessary information, abilities, attitudes and understanding and develop their character while preparing them for communal life. No doubt, education is a power that influences individual's life. This is wonder that parents participation in the education process can increase the performance of their children. Therefore, their participation can be as facilitator, motivator, controller, threatener and feedback provider.

Chapter II

Academic Achievement

Introduction

This chapter revolves around learner's academic performance which captured the regard of many researchers in the realm of education. It delves into definitions for this potential variable, its criteria and the factors affecting it. Indeed, it is influenced by social, psychological, economic, environmental, and personal factors. These factors determine learner's good or low achievement. This chapter ends up with the types of tests used to measure this variable.

2.1 Academic Achievement Definition

Academic achievement 'grades' plays a vital role in educational institutions, as it is often used as a metric for assessing a student's academic performance. According to Deviana (2018), academic achievement is a result of the teaching and learning process which show the learner's mastery level of subject matter. Additionally, it is the capacity of a person after participating in certain exercises, and the results of these exercises can be identified by giving the final test. It can be concluded that achievement is the outcomes obtained by students after learning, stated in the form of scores.

The terms of academic performance and academic achievement are used interchangeably. Trow (1956) states that performance is the "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades" (p.18). Therefore, academic performance refers to the activities of evaluating the learning outcomes students get in the school based on educational objectives. It aims at improving students' learning and its significance has led to raise important questions; such as, what factors affect students' achievement? And how to promote students' performance?

2.2 Criteria of Academic Achievement

Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test (Steinmayr & Wirthwein, 2014). This test is used by the teacher during a certain period of time or semester to know how far students have progress (Suryabrata, 1998). It is apparent that academic achievement can be measured according to general criteria designed for specific purposes.

There are also cumulative indicators of academic achievement such as educational degrees and certificates. In developed countries, academic achievement plays an important role in every person's life. Academic achievement as measured by standardized assessments designed for selection purpose determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education (Steinmayr&Wirthwein, 2014). In brief, we can say that the cumulative criteria are another process of measuring the academic performance since they determine whether the individual can join the university or not, as well as they can affect his or her professional career later.

In conclusion, all these criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person.

2. 3 Factors Affecting Students' Achievement

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities (Lawrence, 2014; Odiri, 2015). It is a complex process that is influenced by several factors, such as student attendance, study habits, teaching methods, learning facilities, motivation, learning styles, family and others.

2.3.1. Attendance of Students

Student attendance is one of the most critical steps to a student's academic success. The attendance system is used to monitor students' daily commitment to their classes. It displays how many times they have attended the class. Jones (2006) explained that there is a strong correlation between good attendance and student achievement. He further stated that poor attendance is related to poor academic performance. This indicates that school attendance is very important in the learning process because students will fall behind if they do not attend school on a regular basis. In a similar vein, Marburger (2010) added that enforcing a strict attendance policy reduces the rate of absence among students and enhances their exam performance. In fact, students who are frequently absent from school miss out on teacher-led lessons, peer interactions, or other activities that may stimulate their learning and development.

2.3.2. Study Habits

Study habits play a special role in the academic achievement of students because they can determine their development of knowledge, skills, and perception. They reveal how much students want to learn and how far they want to attain. In this light, Sheikh and Jahan (2012) defined study habit as a student's ability to manage time and other resources in order to successfully complete an academic task. This skill is also defined by Arora as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials (2016). Overall, study habits is any habitual practices students use to help them study and learn. Therefore, good study habits can help them achieve and maintain good grades.

According to Middleton (1979), study habits have been the most important predictor of student's academic performance. Student's scores or grades are highly affected by their study habits. In more details, students with poor study habits may receive lower grades than those with better study habits. Ebele and Olofu said that good study habits include studying in a quiet place, studying daily, turning off devices that interfere with study (such as TV and mobile phones), taking notes of important content, having regular rests and breaks, listening to soft music, studying based on own learning style, and prioritizing the difficult contents (2017). However, some of the worst study habits include procrastination, evading the study, studying in inappropriate conditions, and loud sound of music and television during studying (Siahi&Maiyo, 2015). In general, these unhealthy study habits that the students form negatively influence their academic success.

2.3.3. Teaching Methods

Choosing the appropriate teaching method that matches all the learners' needs, level and expectations is a daily task, teachers do to facilitate the teaching learning process and achieve the lesson objectives. A study conducted by Smith et al. (2001) to examine the influence of the teaching method on student's academic performance revealed that the interactive teaching methods worked better than the didactic ones.

Additionally, Isa et al. (2020) highlighted that the teaching methods should be selected and used carefully due to their impact on how well students perform academically. They advocated for a student-centered approach and a teacher-student interactive approach to improve students' academic performance. Indeed, the first approach encourages and enables students to be more engaged in and take more responsibility for their

education. The second one helps them communicate in different contexts and in different roles through activities such as information gathering, role plays, simulation, and problem solving tasks (Fulton, 2019; Richards, 2006; Savignon, 1983). Based on what has been mentioned, it could be said that those two frameworks are effective in helping students score well in their examinations.

2.3.4. Learning Facilities

Learning facilities and the academic environment are one of the factors that affects students' achievement. They include the libraries, computer labs, and clubs for different interests. Kirmani and Siddiquah said that students engaged in their institution facilities score higher grades than those who are not enrolled in such activities (2008). Therefore, the academic environment plays a great role in encouraging and motivating students to learn and get positive test scores.

2.3.5. Motivation

Lack of motivation is considered a big challenge to the learning process. According to Harmer (1985), motivation is a kind of internal drive that encourages someone to pursue a course of action. People will never feel defeated in their life if they have strong motivation, because they will fight time to have certain goals to get their purpose. This factor has a positive impact on study strategy, academic performance, adjustment, and well-being in students across all domains of education (Vansteenkiste et al., 2005). It is a fact that motivation in education is a necessary ingredient as it yields more positive behaviour in students.

Motivation is a broad concept that covers a variety of sub-concepts as motivational beliefs, task values, goals, and achievement motives. It is a significant determinant of academic performance because it stimulates and directs behavior toward achievement (Murphy & Alexander, 2000). In addition, it has a multi-dimensional structure; each student may have a different level of motivation. In this regard, Deci and Ryan (2002) state three types of motivation:

- **Intrinsic Motivation:** The factors that drive a student's behavior come from his own inner world in a way that is independent of external forces like interests or curiosity.
- **Extrinsic Motivation:** The motivation for a student's behavior is external. In other words, it is found in his surroundings such as rewards and punishment.

- Amotivation: The absence of motivation. There cannot be a motivation source if students cannot make a link between their actions and the outcomes of these actions.

2.3.6. Learning Styles

Learners are different in thinking, aptitude and learning styles. The latter concept means the physical characteristic, thought and feeling that an individual uses for stably acknowledging, reacting and interacting with the environment. It is important and affects the learning motivation and efficiency of the learner (Punto&Tiantong, 2014). Fleming and Mills (2006) categorize the learning style according to the learner's perception into 4 types called VARK:

1) Visual (V): The learner is interested in the visual material. Therefore, the teacher must present the communicating text.

2) Aural (A): The learner who is good at listening such as lecture, group discussion, conversation and website chat.

3) Read/Write (R): The learner is good at reading documents, books, and material by his/her own then summary what has been read.

4) Kinesthetic (K): The learner is good at using his/her experience and directly practices it (as cited in Khongpit et al. 2018).

According to the methodologist Tony Wright, there are four different learner styles. The 'enthusiast' looks to the teacher as a point of reference and is concerned with the goals of the learning group. The 'oracular' also focuses on the teacher but is more orientated towards the satisfaction of personal goals. The 'participator' tends to concentrate on group goals and group solidarity, whereas the 'rebel' while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals"(1987, p. 117-118 as cited in Harmer, 2007, p. 88). This is a good description of learner styles because it mentions the most important styles which focus on the teacher and the learning goals.

2.3.7. Family

Family environment as an external factor that originates from outside an individual greatly influences students' learning achievement. Parents and family are key elements in the introduction of the social environment and the first educators for children (Berger,

2000). For example, lack of monitoring from parents and family will give bad impact on students' academic performance. These adverse effects include children who do not want to learn or even they tend to behave deviantly (Patterson & Loeber, 1982). In fact, there are several familial factors that affects children learning, namely how to educate child, parent relationship with child, parents attitude, economy family, and the atmosphere in the family (Gunarsa, 2006). Generally, there is a positive link between family involvement and children's learning. Consequently, family members should pay attention to those factors so that their children could achieve good performance.

2.4. Measurement, Assessment, and Evaluation in Education

One of the hard tasks the teacher always do in his classroom is to make decisions about the information gathered through measurement, assessment, evaluation and testing. These four terms are used interchangeably from time to time and they are described as follows:

2.4.1. Measurement

In education, measurement is obtained through testing whose scores are being used to judge the effectiveness of teaching, to examine the efficacy of curricula, to judge the quality of administration, and to justify educational expenditure (Sidhu, 2002 as cited in Rakai, 2021). Therefore, measurement paves the ground for classification, selection, diagnosis, comparison, prediction, and research. Moreover, measurement in its nature refers to either the quality or quantity of an object. Mohan (2016) proposes three major steps in the measurement process:

Step 1 Identification and definition of the quality to be measured.

Step 2 Deciding on how the quality is to be measured. This will involve a set of tasks wherein the quality will be observable.

Step 3 Conversion of these observations into a quantitative statement.

2.4.2. Assessment

Assessment is a natural part of the teaching-learning process. It is "Conscious and systematic activities used by the teacher and students for gathering information, analyzing and interpreting it, drawing inferences, make wise decisions, and taking appropriate actions in the service of improving teaching and learning" (Berry, 2008, p.6). This may be done in an informal manner, by gathering information on students using methods like observation

and verbal exchange, or in a formal manner by incorporating means such as homework and written reports (Arends, 2012). Obviously, the process of assessment can be used either formally or informally. The informal assessment methods are considered as a preparation for formal evaluation, in which teachers need factual data that qualifies a student for the best learning phase.

Assessment is an ongoing process helps teachers make decisions about students and programs. Arends (2012) distinguished three major kinds of assessment:

- **Assessments for Learning:** collects data to diagnose prior knowledge, misconceptions, and interests of students. These data provide feedback and aid in the monitoring of student progress.
- **Assessment as Learning:** involves information about students' own learning gathered by students or their peers.
- **Assessments of Learning:** gathers data on what students have learned and how far they have progressed as a result of instruction.

Assessment can be categorized based on function into three types: diagnostic, summative and formative assessment.

- **Diagnostic Assessments:** A variety of assessment tasks that are used to determine students' level of knowledge, skills, and understandings at the beginning of a course, grade level, unit and/or lesson. They test the students on what they already know. These tests allow the instructor to adjust the curriculum to meet the needs of the students.

- **Formative Assessments:** Formal and informal assessments that are used throughout a unit or course of study to monitor student progress so that teachers can adjust their instructional practices to meet the needs of their students.

- **Summative Assessments:** Formal assessments used to measure what students have learned at the end of a defined period of instruction (Arends, 2012). It is worth mentioning that these three types of assessment are very important in the process of teaching and learning. Diagnostic assessment measures students' prior knowledge, so teachers can identify learning strengths and needs in specific skill areas. Formative assessment give teachers and students a chance to be sure that meaningful learning is really happening. Summative assessment helps teachers measure a student's achievement at the end of a dedicated instructional period or unit.

2.4.3. Evaluation

Evaluation plays a crucial role in teaching since it helps teachers making judgments about the effectiveness of a given program. It is defined by Gage and Berliner (1991) as “ the process of collecting, interpreting, and synthesizing information to make decisions”. This strategy for gathering data based on evidence in order to change the learning system (Brown, 2004). According to Anderson, evaluation is completed at the end of the term or the entire year by the teacher, senior teacher, and supervisor. All classroom elements, course content, learners' activities, and the teacher's strategy are included in this process. Grades are the focus of evaluation, which may include classroom elements other than course content and mastery level. Discussion, cooperation, attendance, and verbal ability are examples of these (1991). Generally speaking, evaluation is a systematic graded process that depends on gathering data to make decisions about the course’s merit, worth and significance, using criteria governed by a set of standards.

Evaluation and measurement differ in many aspects such as the emphasis, the techniques, and the objectives as being presented in the table below.

Table B: *Comparison between Measurement and Evaluation (Mohan, 2019, p. 363)*

Measurement	Evaluation
<ul style="list-style-type: none"> -Focus is on a single aspect of subject-matter achievement or skills -Not based on predetermined objectives -Limited in scope -Is a means to an end -Is done as and when required -Uses a limited set of techniques 	<ul style="list-style-type: none"> -Emphasis on overall pupil growth -Based on a wide range of objectives -Concerned with the total personality of the pupils -Is an end in itself -Is a continuous process -Uses a variety of techniques

Based on the information displayed in the table, measurement is different from evaluation in terms of that measurement is a limited process which focuses on learners’ specific skills, whereas evaluation is unlimited and continuous assessment which deals with their general aspects.

2.4.4. Testing

Students’ learning achievement can be shown by scores as a result of learning evaluations such as student assignments and tests or tests given by the teacher at the school. The term ‘test’ is defined as “ a method of measuring a person's ability, knowledge, or performance in a given domain” (Brown, 2004, p.3). He also clarified that a test is an

instrument or a set of techniques and procedures that requires performance on the part of the test-taker. The instrument used must be explicit and structured to qualify as a test. In brief, a test is a tool that must be clear and organized used to measure learner's performance.

Besides, Kelly (2017) dealt with the teacher's objectives behind designing a test. She argued that tests in schools serve a variety of purposes other than determining a student's grade. They are useful for revealing many aspects that teachers want to understand about the student.

2.4.4.1. Types of Tests:

There has been a variety of language tests developed to assess learning outcomes. Each test has its own purpose, properties, and criteria to be measured (Richards, 1985). The most common tests are: achievement, aptitude, proficiency and diagnostic test.

✓ **Achievement Test:** It is also known as an attainment or summative test. It is used to determine how much of a language an individual has learned in relation to a specific course of study or program of instruction. Brown described it as “tests that are limited to particular material covered in a curriculum within a particular time frame” (1994, p. 259). This indicates that it is primarily intended to track the individual progress based on specific content he dealt with in classroom and specific period of time.

✓ **Aptitude Test:** It is used to assess a learner's ability to learn a language as well as the student's performance in that language. Carroll (1981) notes that language aptitude test includes these items that assess various skills: sound-coding ability, grammar-coding ability, inductive-learning ability and memorization.

✓ **Proficiency Test:** It is used to determine how well a person has learned a language. “The aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements” (Valette, 1977, p. 6). It assesses the learner's overall proficiency in the language regarding specific conditions and standards.

✓ **Diagnostic Test:** It is used to diagnose the learners' progress vis-à-vis the desired

learning outcomes (Morris et al., 1987 as cited in Rakai, 2021). As its name indicates, this kind of tests designed to identify the learners' background information so that the upcoming courses are adjusted according to their needs and level.

2.4.4.2. Test Qualities

The major goal of an effective test is to obtain a precise measurement of the learners' language abilities and progress. To do so, it needs to meet these three criteria: validity, reliability and practicality.

- **Validity:** It refers to the degree to which a test measures what is supposed to measure (Hughes, 1989). In other words, validity deals with whether the test measures the right area or not. Types of validity are summarized as follows:
 - **Content Validity:** When trying to measure an attribute of the present (e.g. vocabulary).
 - **Predictive validity:** When trying to predict an attribute of the future (e.g. college success).
 - **Concurrent validity:** When trying to discriminate, or estimate an attribute of the present.
 - **Construct validity:** When trying to infer an attribute of the present (e.g. intellectual capacity) (Newton & Shaw, 2014).
- **Reliability:** It refers to the consistency of measurement. For example, if the same test is to be administered to the same group of individuals at two points in time, it should not be any difference to the test taker whether to take it now or later and hence, it should provide similar results (Good & Brophy, 1986).
- **Practicality:** It refers to the relationship held among the resources that will be required in the test design, development, and use of the test and the sources that will be available for these activities. A practical test requires three types of resources: a) human resources (teachers and test administration), b) material resources (space, equipment, and materials), c) the allocated time for the entire testing process (Bachman & Palmer, 1996). As a summary, it can be said that any good assessment should be practical, reliable, and valid. Practicality in assessment means that the test is easy to design, easy to administer and easy to score. By reliability, we mean that the test results should be consistent and dependable. In valid tests, there should be a strong relationship with what the assessment is measuring and how that reflects the student's ability to do the test in a real life situation.

Conclusion

This chapter dealt with the second variable of this study. To explore what is meant by achievement or performance, we dealt with the major factors affecting students' academic performance, including student's attendance, study habits, teaching methods, learning facilities, motivation, learning styles and family. Then, we provided details about assessment, evaluation, and testing. The next chapter is dedicated to the field work, wherein, the analysis and discussion of the results obtained from the classroom observation, students' questionnaire and scores will be discussed.

Chapter III

Data Presentation and Analysis

Introduction

The present research aims to explore the relationship between parents' educational level and EFL learners' academic achievement. Through this chapter, the researcher will describe the research design, present the data gathering procedure, the research process, the results obtained and analyze the findings to examine the hypotheses proposed and answer the research questions.

3.1 Methodology

3.1.1 Research Design

In this investigation, we submitted a questionnaire to 100 second year students who were chosen randomly. This research procedure primarily involved the researcher designing a questionnaire, piloting it and then distributing it in order to test the impact of the independent variable (parents' education) on students' academic achievements. In addition to a classroom observation to see how learners behave and react inside the class, we analysed the students' scores of this semester so as to find out how many participants achieved highly.

3.1.2 Sampling

In order to gather valuable information for our study, we worked on a representative sample randomly selected from a whole second-year population. Our sample included 100 students from the department of English at Biskra university. The respondents answered the questionnaire in the classrooms.

3.1.3 Data Gathering Tools

3.1.3.1 The Questionnaire Description

The students' questionnaire consisted of 22 questions, including 'yes' or 'no', multiple choice and open-ended questions. It was divided into three sections as follows. In the first section, we have four questions about their age and BAC branch, why they choose to study English and the reasons if it is a personal choice. In the second section, We have 13 questions about their parents's academic qualification and degree and their English language level. We also asked them about their home education, supplementary education supporters, parents' help and role, kinds of material used by parents, parents' priority in education as well as their opinions about the contribution of parents' education to

academic success and their parents' reactions towards their failure. The last section composed of 5 questions about the importance of English for them, their academic achievement, the reasons behind their performance dissatisfaction and the factors affecting their English achievement.

This questionnaire was administered to second-year EFL students at Mohamed Khider University of Biskra. We randomly chose a sample of (100) students. It was printed and handed out to students in two days. They took nearly fifty minutes to complete it. The questionnaire was administered smoothly without any problems or misunderstandings.

3.1.3.2 Classroom Observation Description

The driving force behind the use of the observation is that it suits the aim of our research. It helps us in collecting relevant data about the interrelatedness between parents' education and the students' performance in a real setting (the classroom). The information provided by this observation will be used to reinforce and support the findings of both the students' questionnaire and scores.

The observation is conducted during four (4) sessions in two different linguistics classes of second year LMD students at the department of English, Biskra University. The present observation includes six criteria related to students' behaviour in the classroom such as regular attendance, discipline, respectfulness, being active and responsive with the teacher's feedback.

3.1.4 Research Process

The results of the questionnaire were used to provide data that was classified into two categories. Category A: students with parents' holding high degrees. Category B: students with parents' medium education. Then, the observation results about students behaviour in classroom were arranged according to the categories to check which behaviour belongs to each category. The final step was to check the scores of each category. The obtained data from the three tools were analyzed together so that they could give the researcher necessary insights.

3.2. Results Presentation and Discussion

3.2.1 The Questionnaire Results

Section One: Background Information

Item 01: Age of the students

Table 01 *Students' Age Distribution*

Age	Frequency	Percentage%
Between 18 and 20	82	82 %
More than 20	18	18 %
Total	100	100%

According to the results shown in table three, we noticed that (82%) of second-year LMD students are aged between 18 and 20 years old. However, (18%) of the participants are aged more than 20 years.

Item 02: BAC branch

Table 02 : *Students' BAC Branch*

Stream	Frequency	Percentage%
Letters and languages	48	48%
Letters and philosophy	34	34%
Science	16	18%
Others	02	2%
Total	100	100%

Concerning student's stream at secondary school, we found that (48) students belong to letters and languages, (34) to letters and philosophy, (16) to science and (2) to other branches. It can be noticed that EFL students are from various streams and this may create a competition between them or they may complete and help one another. All streams in secondary school taught English, but with difference in both content and time devoted.

Item 03: Students' personal/ imposed choice to study English

Table 03: *Students' Choice to Study English Language*

Responses	Frequency	Percentage%
Personalchoice	97	97%
Imposedchoice	03	03%
Total	100	100%

The results showed that (97%) of the respondents have registered in English Division at Biskra University voluntarily as a personal choice. This signifies their interest and willingness to learn English. In contrast, (03%) of them learning English was an imposed choice by parents or other family members who view that English best suits their careers.

Item 04: If personal, why ?

Table 4: *Students' Motives for Studying English*

Responses	Frequency	Percentage%
a-To be able to understand and speak English	32	32%
b-It is an international language (the language of development, technology and media)	18	18%
c-You like English rather than other foreign languages	38	38%
d-You have more capacities in learning English rather than other branches	7	7%
E-To carry on your studies abroad (England, USA...)	5	5%
Total	100	100%

Based on the findings presented in the table above, out of the (97) participants who claimed that their choice to study English was personal, we have (39) learners said that they want to be good speakers in English both inside and outside the classroom. (23) students whose choice resulted from the need for this international language. (43) learners stated that they liked English rather than other foreign languages because it is the mostly used language among people around the world. (17) participants preferred this language because they have more capacities in learning it rather than other branches and languages. The rest respondents (15) viewed that it is necessary to learn that language so as to carry on their studies abroad. This shows that they need it for their future careers.

Section Two: Parents' Education

Item 5: Parents' academic qualification/degree

Table 5 : Parents' Academic Qualification/Degree

Responses	Father		Mother	
	Frequency	Percentage%	Frequency	Percentage%
Baccalauréat Certificate	40	40%	21	21%
BachelorDegree	18	18%	10	10%
Magister Degree	22	22%	15	15%
PhDDegree	0	0%	3	3%
Others	20	20%	51	51%
Total	100	100%	100	100%

As shown in table (5), we have 40 fathers and 21 mothers hold baccalauréat certificate, while 18 fathers and 10 mothers have bachelor degree. Besides, 22 fathers and 15 mothers have the magister degree, whereas 20 fathers and 51 mothers have medium level in education and only 3 mothers hold the PhD degree. All in all, we can say that the participants' parents are with high level of education since most of them hold the baccalauréat certificate, bachelor and magister degrees.

Item 6: Parents' English language level

Table 6: Parents' English Language Level

Responses	Father		Mother	
	Frequency	Percentage%	Frequency	Percentage%
Excellent	0	0%	0	0%
Good	10	10%	20	20%
Average	50	50%	25	25%
Belowaverage	40	40%	55	55%
Total	100	100%	100	100%

As displayed in the table above, no one of the parents of the sample under investigation is excellent in English, while (50%) of fathers and (25%) of mothers have an average level. Only (10%) of fathers and (20%) of mothers are good at English and the rest of participants' parents (40% of fathers and 55% of mothers) are below the average. It is clear that the subjects' parents have some level in English which could be obtained through their

educational careers since most of them are BAC, bachelor or magister degree holders or they may grasp it from the mass media.

Item7: Students' reception of supplementary education at home

Table7 : *Students' Home Education*

Responses	Frequency	Percentage %
Yes	31	31%
No	69	69%
Total	100	100%

The table illustrates that the majority of students (69) do not receive supplementary education at home, while (31) of them they do. Out of university learning, students rely on themselves, their colleagues or online sources.

Item 8: If yes, who is your teacher?

Table 8 : *Students' Supplementary Education Supporters*

Responses	Frequency	Percentage%
Parent	21	67.75%
Classmate	9	29.03%
University student	0	0%
Private teacher	1	3.22%
Total	31	100%

Table (8) shows that most of the students who receive supplementary education at home are receiving it from their parents (67.75%) while (29.03%) are depending on their classmates for understanding the courses. (3.22%) of them tend to hire private paid tutors. It is noticed that (96.78%) of participants, who receive supplementary education at home, are receiving it from unpaid sources (parents and classmates) as opposed to hiring a private paid teacher. More importantly, parents play a great role in helping and supporting their children's education.

Item9: Parents' help**Table9: Parents' Help**

Responses	Frequency	Percentage%
Revising and summarizing courses	2	9.52%
Doing homework	3	14.29%
Conducting research	5	23.80%
Writing essays	11	52.39%
Total	21	100%

The collected answers indicate that half of the sample need their parents while writing essays, 5 want their support in conducting research, 3 require their parents' assistance for doing homework and 2 students need parents to revise and summarize courses with them. It sounds clear that parents' intervention in their children's education is something mandatory, especially while writing essays as this skill involves several complex stages to go through and many subskills to be respected.

Item10:kinds of material used by parents**Table 10 :Kinds of Material Used by Parents**

Responses	Frequency	Percentage%
Books	9	42.86%
Articles	3	14.29%
Websites	2	9.52%
Youtube	7	33.33%
Total	21	100%

Regarding the materials parents used mostly so as to help their children, we found that (42.86%) rely on books, (33.33%) use youtube channels, (14.29%) depend on articles and (9.52%) surf the websites. This shows that parents are aware of the different sources of reliable data (books and articles), and they also use youtube as a common social media because it includes everything that any learner needs in his studies such as lectures, examples, excises and many other information.

Item 11:Parents' education role**Table 11:** *Parents' Education Role*

Responses	Frequency	Percentage%
A feedback provider	5	5%
A facilitator	3	3%
A motivator	92	92%
A controller	0	0%
A threatener	0	0%
Total	100	100%

The findings demonstrate that (92%) of parents are motivators for their children, while (5%) are feedback providers and (3%) play the role of facilitators. This high rate of motivation indicates that parents are involved in their children's education and studies and they know well that parents' motivation influences students' academic outcomes and success.

Item 12:As far as parents' education is concerned, it improves EFL learner's knowledge, skills and academic performance. Do you agree or disagree? Why ?

Students, who agree that parents' education can improve their academic outcomes, justified their answers as follows. First, my parents have a considerable role in my educational performance and they help me a lot to develop my language. They are the first teachers from whom I learned it. Thanks to them, my future career is going in the right pace. Second, parents affect their children's achievement and level positively through encouraging, motivating and helping them while they revise or study. Third, they provide the right place where children can do their homework, check whether the homework is done on time and ask teachers whenever any questions arise. Besides, parents received their education with the old system that could be beneficial for their children. In addition, my parents are my source of information so that they facilitate everything for me and this makes learning English more easier.

On the other hand, those who disagree with this view they answered that the student needs to be independent, problem-sover and responsible for his own learning. They also pointed out that there many students who are good, but their parents are not educated. This

means that the student's high or low academic achievement refers to the student himself and not to the other factors surrounded him as parents or family members.

Item 13: What kind of reaction your parents have in case of your absence, misbehaviour in classroom, your teacher requires meeting your parents, you have learning problems or your marks are low ?

In this question, the participants reported different reactions according to each case. In terms of their absence, they said that parents ask about the reasons of the absence and also ask them to promise that they should not have done that action any more. Regarding misbehaving in classroom, they told us that they usually get angry and nervous and take off their mobiles as a punishment. Besides, They ask about what happened there and let them take the responsibility. In case their teacher requires meeting them, they state that parents firstly get surprised, but they do not have any problem to attend and talk to him or her. Concerning the students' learning problems, they answered that they will be more careful about their studies, oblige them to study more at home and prevent them from playing outside. In addition, they will discuss the problem and help them to solve it. Relating to low marks, they said that their parents motivate, encourage and support them to do better. They advise them to focus on their future. Others said that they punish them by doing extra work at home.

Item 14: Parents' priority in education

Table 12: Parents' Priority in Education

Responses	Frequency	Percentage%
To be organized and revise regularly	7	7%
To be disciplined	3	3%
To be able to solve your problems independently	60	60%
To obtain high marks	26	26%
To be responsible and defend your choices and decisions	4	4%
Total	100	100%

The majority of students (60%) said that their parents' priority as far as their education is concerned is to be able to solve problems independently, while (26%) answered by obtaining high marks and (7%) declared by being organized and revise

regularly. (4%) of them said by being responsible and defend their choices and decisions and the rest of the sample (3%) responded by being disciplined. It is clear that the parents' target from their children's education is to be autonomous learners, responsible for their education, self-directed or capable of working independently because self-taught students are involved in their education, decision-making and take charge of their learning strategies. In brief, parents wanted their children to build problem-solving skills that they need them in their future career.

Item 15: Parents' reactions when their children fail in education

Table 13: Parents' Reactions towards their Children's Educational Failure

Responses	Frequency	Percentage%
a-Support you	15	15%
b-Encourage you to do better	45	45%
c- Discuss the possible causes and solutions	30	30%
d- Punishyou	10	10%
Total	100	100%

As depicted in the table, most of the participants (45%) stated that their parents encourage them to do better in case of their education failure, while (30%) said that they discuss with each other the possible causes and solutions and (15%) responded that they support them. Few of them (10%) asserted that they punish them. It is obvious that the parents were comprehensive and they show positive reactions and attitude towards their children's failure.

Section Three: Student's Academic Achievement

Item 16: How do you rate the importance of English to you?

Table 14 *The Importance of English for Students*

Responses	Frequency	Percentage%
Very important	28	28%
Important	62	62%
Not that important	10	10%
Total	100	100%

The data provided by table (14) show that the majority of students (62%) consider English as an important subject while (28%) of them said that English is of a great importance. (10%) of students viewed that English is not of a noticeable importance. It is because of the different educational streams students belonged to, where foreign languages and literary stream students place a high value on English due to its high coefficient in comparison with scientific streams.

Item 17:How do you feel about your English academic achievement this semester ?

Table 15 :*Students' Academic Achievement*

Responses	Frequency	Percentage%
Highly satisfied	10	10%
Satisfied	45	45%
Less satisfied	25	25%
Not satisfied	20	20%
Total	100	100%

As can be seen from the table, the majority of learners (45%) felt satisfied with their academic achievement this semester, while (25%) were less satisfied and (10%) were highly satisfied. Only (20%) who were not satisfied. In general, it seems that most of them did well in their first examination.

Item 18: Reasons behind students' dissatisfaction

Table 16:*Reasons behind Students' Dissatisfaction*

Low Grades in	Frequency	Percentage%
Grammar	10	22.22%
Written Expression	10	22.22%
Phonetics	20	44.45%
Linguistics	5	11.11%
Total	45	100%

Students who feel less or not satisfied with their performance in this semester declared that they obtained low grades in phonetics (44.45%), written expression (22.22%), grammar (22.22%) and linguistics (11.11%). It is meant that the nature of these

modules makes them hard for learners to be grasped, in addition to other factors that will be discussed in the coming item.

Item 19: Which factors affect your English achievement this semester ?

Table 17: *Factors Affecting Students' English Achievement*

Responses	Frequency	Percentage%
a-Attendance	3	3%
b-Your study habits	6	6%
c-Teaching methods	4	4%
d-Learning facilities	7	7%
e-Motivation	5	5%
f-Learning styles	2	2%
g-Family	8	8%
b-c	45	45%
a-e-f	20	20%
Total	100	100%

As indicated in the table above, students' study habits and teaching methods (45%) were the major factors that affect their outcomes in this semester, while learning facilities and family are considered minor factors. Attendance, motivation and learning styles (20%) were less affecting their performance. Therefore, we can say that the level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance.

Item20: If there are any other factors, please mention them

The last question of this questionnaire was designed to provide us with other factors that influence students' English achievement this semester. Some of them mentioned time management because if learners do not know how to manage their time intelligently and effectively, the level of anxiety may increase and this affects their scores negatively. Others pointed out overcrowded classes which make the learning environment uncomfortable. Besides, a group of participants mentioned the loss of interest and teacher's way of assessment as key causes affecting their performance.

3.2.2 Classroom Observation Results

For a methodological procedure, we classified the participants into two categories. Highly educated parents (category A) and low or medium educated parents (category B).

Students of Category A

Table 18 : A Summary of Observation in Four Successive Sessions (Category A)

Students	Students' behavior in the classroom															
	Session 1								Session 2							
	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
17	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Students	Students' behavior in the classroom															
	Session 3								Session 4							
	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	Regularly attended	Maintained discipline	Respectful	Active	Responsive with the teacher's feedback	
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

7		√		√			√	√					√			√	√						√
8		√		√			√	√			√				√		√	√				√	
9		√		√			√	√			√				√		√	√				√	
10		√		√			√								√		√	√					√
11		√		√			√								√		√					√	√
12		√		√			√		√						√		√					√	√
13		√		√			√	√			√				√		√					√	√
14		√		√			√		√						√		√					√	√
15		√		√			√	√			√				√		√					√	√
16		√		√			√	√			√				√		√					√	√
17		√		√		√		√			√				√		√					√	√
18		√		√			√			√					√		√					√	√

As displayed in the table of students with highly educated parents, all the students were frequently attending their classes. They attended the sessions regularly and on time. While the teacher is explaining the lessons, students 2, 3, 6, 8, 9, 11, 12 and 15 did not talk with each others. They listened, followed their teacher and copied down the necessary notes. In addition, students 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 15, 17 and 18 respected their classmates. They reexplained to them the notions they did not hear or understand, and they gave them notes to be copied. Moreover, students 2, 6, 11 and 15 were frequently active and attentive to the teacher. They always tried to express what they understood from the points being discussed. Furthermore, students 5, 7, 15 and 16 whenever they were provided with an answer, they always waited to have the feedback.

Although the sample's parents were highly educated, students 1, 4, 5, 7, 10, 13, 14, 16, 17 and 18 occasionally or never maintained discipline in the classroom. They did not cope with the tasks, they just remained passive and talked to each others. Once the teacher is giving assignments, students 1, 5, 13, 14 and 16 were disrespectful and behave unfriendly to each others inside the classroom. Students 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17 and 18 were occasionally or never active and responsive with the teacher's feedback. Therefore, they just received knowledge without any desire to have feedback from their teacher.

To sum up, it can be said that the impact of parents' educational level on their children's behaviours within the classroom was very clear and distinctive in terms of attendance, discipline and respectfulness. However, the majority of them were inactive and rarely asking for feedback.

As presented in the table of students with low or no educated parents, all the students were regularly attended to their classes. They showed respect and commitment to the sessions' time. In addition, students 1,3,5 and 7 obeyed the class norms and rules. They kept calm and talked only when they intervened to express an idea. Moreover, students 1,3, 4, 5, 7, 9, 10 and 11 were always respectful to each others. They interacted and shared their viewpoints in an amicable atmosphere. Students 3, 7 and 11 were always involved and interested in the lesson presented and they were eager to receive their teacher's feedback.

However, students 2, 4, 6, 8, 9,10, 11 were occasionally or never revealed self-control. Most of the time, they were careless about what was going on in the class, they just kept talking and laughing and they did not even give a chance to their classmates expressing their opinions freely. Students 2, 6 and 8 sometimes showed respectfulness to each others. They did not collaborate with each others and they did not listen quietly and attentively to their peers' speaking. Moreover, students 1, 2,4, 5, 6, 7, 8, 9 and 10 were passive learners and sometimes or never responsive with the teacher's feedback. Thus, they did not react positively with their teacher as well as they did not pay attention to their teachers feedback.

In conclusion, we could say that even though the participants' parents are low or no educated, they showed the criteria of good learners whose parents are highly educated. Therefore, this goes back to the learners themselves because they build their personalities on these qualities.

3.3 Findings' Analysis

Through the questionnaire results, we observed that the majority of participants have common answers in terms of their choice to study English language, their parents' education role and reaction towards the problems they did within their educational careers. In addition, their responses are alike regarding their parents' priority in education and reactions towards their children's failure. Moreover, they share nearly the same answer concerning the factors affecting their English achievement.

In contrast, they are dissimilar to their parents' academic qualification or degree and their English language level. Students were also different in their reception of supplementary education at home. Besides, they have diverse views regarding whether parents' education can improve their knowledge, skills and academic performance.

Furthermore, we found that the parents who are highly educated, were motivators for their children. They are severe and not flexible with them in case of their absence, misbehaviour in classroom or have learning problems or their marks are low. Their priority in the children's education is to be able to solve problems independently. However, they encourage, support and help them to do better in case of their education failure. In brief, though highly educated parents were aggressive and tough with their children when doing wrong actions, they showed positive attitudes in case of not getting better scores rather than negative ones.

However, students with parents of low level viewed that parents' education could not improve EFL learner's knowledge, skills and academic performance as they achieve highly in their studies despite their parents' low education. They argue that their parents showed negative attitudes towards their incorrect behaviours ; however, they deal with them positively in case of their failure. Therefore, they provide them pieces of advice and help them morally.

The discussion of the questionnaire results (question 19&20) helped us in answering the first research question related to students' academic achievement, showing that they were all aware of what the concept academic achievement means. Besides, questions (14-15-16-17) provided us an answer to the second research question which is about how parents' education could contribute to students' academic performance, revealing that highly educated parents can raise their students academic performance by being more aggressive in terms of their mistaken behaviours at the same time being motivators supporter whenever they fall in their studies.

From the table of category A, we could notice that students share some features in common. They are all always present. Half of the sample frequently maintained discipline, while the other half were occasionally disciplined. The majority were respectful, and almost never active and responsive with the teacher's feedback. Conversely, two students were never maintained discipline and four participants were frequently active and responsive with the teacher's feedback.

From the table of category B, we could note some common criteria between the learners. All of them regularly attended to their classes. Half of them occasionally maintained discipline, most of them were respectful and the majority were not active and responsive with the teacher's feedback. However, there are some divergencies. Only one

student never maintained discipline and only two of them who were frequently active and responsive with the teacher's feedback.

3.4 Students ' General Scores of Semester One

The following table presented the scores of the first semester in this academic year 2022-2023 for both highly educated and low or medium educated parents.

3.4.1 Description and analysis of Students' Scores

Table 20 : *Students ' General Scores of Semester One*

Students (Category A)	Scores	Students (Category B)	Scores
1	12.98	1	8.26
2	12.85	2	13.23
3	10.08	3	15.21
4	11.09	4	11.10
5	12.25	5	12.69
6	8.89	6	10.23
7	11.44	7	12.29
8	12.55	8	16.71
9	13.45	9	13.54
10	9.77	10	10.21
11	13.01	11	11.05
12	13.68		
13	12.30		
14	10.30		
15	11.93		
16	14.65		
17	11.82		
18	10.29		

Based on the students' scores displayed in the table above, we noticed that 16 participants whose parents are highly educated obtained the average. Only two of them obtained less than the average. Besides, the highest score was (14.65) and the lowest one was (8.89). On the other hand, we observed that the majority of the informants (10) whose

parents with medium education obtained the average, and only one participant did not get it. In addition, the best score was (16.71) and the worst one was (8.26).

Since the students in both categories have the average and we noticed no significant difference in scores, we deduce that learners' scores are dependant on students' aptitude in English while the positive contribution of parents' high education is visible in students' behaviour and commitment and in helping learners in their tasks and revision since these parents act as motivators, supporters and can understand the challenges that students go through in their studies. Educated parents discuss with their sons and daughters the quality of their achievement.

On the other hand, parents with medium education provide motivation and support, which are visible in learners' discipline and engagement but do not help them effectively in their homework and consider that passing exams is sufficient to get the diploma. Thus, the proposed hypothesis is partly confirmed.

Conclusion

The third chapter was about the analysis of the data gathered from the students' questionnaire, scores and classroom observation. After observing and recording their class performance and making a thorough and in-depth scrutiny in the answers and scores, we confirmed the alternative hypothesis, which states that there is a significant contribution of parents' education to EFL students' academic achievements, and we reject the null hypothesis. The results showed that parents' education played a great role in their children's educational careers. Thus, they must always be their supporter, adviser, motivator in all the cases whether they get or do not get good scores because this will lead to their greater success and increased confidence in themselves.

Recommendations

On the basis of the drawn conclusion, some suggestions are presented as follows:

- There should be university committees consisted of educated people to guide students whose parents cannot provide them a guideline in the educational problems.
- Media should launch campaigns regarding the importance of education benefits.
- Teachers should play a role in counselling, guidance and advice.

General Conclusion

General Conclusion

The current research investigated the contribution of parents' education to second-year students' academic achievements at Biskra university. It aimed at finding out the students' opinions about the relationship between parents' education and their academic achievements. It comprised both a theoretical and a practical part. The theoretical part comprised two chapters that review the related literature about parents' education and academic performance. The third chapter which constituted the practical side of this work reported the findings of the study and their analyses.

To answer the research questions, we hypothesized that: There is a significant contribution of parents' education to EFL students' academic achievements. To test this hypothesis, we opted for qualitative quantitative method of research where three data gathering tools were used. Students' questionnaire to obtain information about their parents' educational level and the behaviour of their parents as far as their academic achievement is concerned. Second, a classroom observation to collect data on students' performance in the classroom and finally we checked their grades of the semester to correlate them with the previous information.

The results of this investigation indicated that the positive impact of parents with high level of education were visible on students' discipline, commitment, motivation, high rate of attendance and responsiveness to teacher's feedback, but not clearly visible on their grades of the first semester. Since the average and high scores were equally present in the list of students with parents' high educational level as well as in the list of students with medium parents' level. Thus, parents' educational level can influence EFL learners' behaviour in classroom rather than their grades. Further research can provide more insights on different effects that parents' education might have on students' academic achievements in the future in terms of speciality or heredity factors.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

The present questionnaire serves as a data collection for a research work that aims to explore the influence of parents' education on learners' academic achievement at the department of English, university of Biskra. I would be really thankful if you could share your experience with us by answering the following questions. Your answers are very important for the validity of the research.

Please tick (✓) to choose your responses.

Section One: Background Information

- 1- Age
- 2- Your BAC branch is :
 - a- Letters and languages
 - b- Letters and philosophy
 - c- Science
 - d- Others
- 3- Your choice to study English as a foreign language is:
 - a- Personal choice
 - b- Imposed choice
- 4- If personal, why ?

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 - a- To be able to understand and speak English
 - b- It is an international language (the language of development, technology and media)
 - c- You like English rather than other foreign languages
 - d- You have more capacities in learning English rather than other branches
 - e- To carry on your studies abroad (England, USA...)

Section Two : Parents' Education

- 5-What is your father's academic qualification/ degree ?
 - a- Baccalauréat Certificate
 - b- Bachelor Degree

- c- c- Magister Degree
- d- d- PhDDegree
- e- Others

6-What is your mother's academic qualification/ degree ?

- a- Baccalauréat Certificate
- b- BachelorDegree
- c- c- Magister Degree
- d- d- PhDDegree
- e- Others

7- What do you think about your father's English language level ?

- a- Excellent
- b- Good
- Average
- d- Below average

8- What do you think about your mother's English language level ?

- a- Excellent
- b- Good
- Average
- d- Below average

9- Do you receive supplementary education at home ? a- Yes b- No

10- If yes, who is your teacher?

- a) Parent
- b) Classmate
- c) University student
- d) Private teacher

11-If parents, you need their help while :

- a-Revising and summarizing courses
- b-Doing homework
- c-Conducting research
- d- Writing essays

12- What kind of materials parents rely on while helping you:

- a-Books
- b- Articles
- c- Websites
- d- Youtube

13- Is your parents' education role ?

- a- a feedback provider

- b- a facilitator
- c- a motivator
- d- a controller
- e- a threatener

14- As far as parents' education is concerned, it improves EFL learner's knowledge, skills and academic performance. Do you agree or disagree? Why ?

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15- What kind of reaction your parents have in case of your absence, misbehaviour in classroom, your teacher requires meeting your parents, you have learning problems or your marks are low ?

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16- What is your parents' priority as far as your education is concerned ?

- a- To be organized and revise regularly
- b- To be disciplined
- c- To be able to solve your problems independently
- d- To obtain high marks
- e- To be responsible and defend your choices and decisions

17-how do your parents react when you fail ?

- a- Support you
- b- Encourage you to do better
- c- Discuss the possible causes and solutions
- d- Punish you

Section Three : Student's Academic Achievement

18- How do you rate the importance of English to you?

- a- Very important
- b- Important
- c- Not that important

19-How do you feel about your English academic achievement this semester ?

a- Highly satisfied b- Satisfied c- I atisfied d- Not sat

20- If you are dissatisfied, it is because of the low grades in :

a- Grammar b- Written Expression c- Phonetics d- L stics

21- Which factors affect your English achievement this semester ?

a- Attendance

b- Your study habits

c- Teaching methods

d- Learning facilities

e- Motivation

f- Learning styles

g- Family

22- If there are any other factors, please mention them

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Thank you for your collaboration

ملخص

هذه الدراسة تستكشف العلاقة بين المستوى التعليمي للوالدين والتحصيل الدراسي لأبنائهم. تهدف إلى تحديد مساهمة المستوى التعليمي لأولياء الأمور في تحسين التحصيل الأكاديمي لطلاب اللغة الإنجليزية كلغة أجنبية. في ضوء ذلك ، افترضنا أن هناك مساهمة كبيرة لتعليم أولياء الأمور في الإنجازات الأكاديمية لطلاب اللغة الإنجليزية كلغة أجنبية. ولتحقيق الأهداف المذكورة تم إجراء دراسة وصفية. اعتمد فيها على تحليل البيانات التي تم جمعها من معدلات السداسي الأول ل 29 طالب يدرسون سنة ثانية لغة انجليزية بجامعة محمد خيضر بسكرة، مع الملاحظة الصفية واستبيان تم إجراؤه على 100 طالب. أظهرت نتائج الدراسة أن (68٪) من الآباء هم من حملة الشهادات الجامعية وانهم يعملون بشكل فعال كمحفزات بقدر ما يتعلق الأمر بالدراسات ولكن هذه المساهمة ليس لها تأثير ملموس على درجات الطلاب بينما تؤثر بشكل إيجابي على سلوكهم في الفصل الدراسي.

الكلمات المفتاحية: المستوى التعليمي للوالدين ؛ إنجاز أكاديمي ؛ طلاب السنة الثانية من جامعة بسكرة، دراسة وصفية.