

The most prominent family Elements affecting students' academic achievement- a theoretical approach -

أبرز العوامل الأسرية المؤثرة على التحصيل الدراسي للتلاميذ – مقارنة نظرية

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Receipt date :17/09/2024 Acceptance Date : 28/11/2024 Published date : 08/12/2024

Abstract: Academic achievement of students is significantly influenced by family variables. The standard of the home environment is the most important of these. A supportive and stable family environment fosters academic success, while a troubled environment may lead to poorer performance.

Parenting style and positive interaction between parents and their children are crucial; open communication and emotional support enhance students' focus and academic performance. Additionally.

The availability of educational resources at home, such as books and study materials, also plays a critical role in students' performance. Moreover, active parental involvement in monitoring and encouraging their children's progress contributes to improved academic outcomes.

Economic status significantly affects academic achievement; families with better financial resources can provide better educational materials and support, while economically disadvantaged families may struggle to provide such resources. Overall, When taken as a whole, these family-related variables emphasize how crucial family dynamics are to raising students' academic achievement.

Keywords: Family, Academic Achievement, Economic Elements, Social Elements, Students.

الملخص: يتأثر التحصيل الدراسي للطلبة بشكل كبير بالمتغيرات الأسرية، ويعد مستوى البيئة المنزلية من أهم هذه المتغيرات؛ حيث تساهم البيئة الداعمة والمستقرة في تحفيز التلاميذ لتحقيق أداء أكاديمي متميز، بينما قد تؤدي البيئة الأسرية المضطربة إلى ضعف التحصيل.

كما أن الأسلوب التربوي والتفاعل الإيجابي بين الأهل وأبنائهم له تأثير كبير؛ فال تواصل المفتوح والدعم العاطفي يعزز من قدرة التلاميذ على التركيز والنجاح الدراسي. زيادة على الموارد التعليمية المتاحة في المنزل مثل الكتب والأدوات الدراسية فهي تلعب دورًا حاسمًا في أداء التلاميذ. علاوة على ذلك، تساهم المشاركة النشطة للأهل في متابعة تقدم الأبناء وتحفيزهم في تحسين أدائهم الدراسي.

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كما تؤثر الحالة الاقتصادية للأسرة بشكل مباشر؛ حيث أن الأسر ذات الوضع الاقتصادي الجيد تستطيع توفير موارد تعليمية أفضل، في حين أن الأسر ذات الوضع الاقتصادي الضعيف قد تواجه صعوبات في ذلك. بشكل عام تعكس هذه العوامل أهمية التأثير الأسري في تحسين الأداء الدراسي للتلاميذ. الكلمات المفتاحية: الأسرة، التحصيل الدراسي، العوامل الاقتصادية، العوامل الاجتماعية، التلاميذ.

Introduction

It is imperative to analyze the process of academic achievement through a rigorous analytical framework, along with examining the myriad Elements that influence and correlate with it. A comprehensive understanding of these Elements and their impact on academic success allows for the identification of elements that may hinder academic performance. Furthermore, this understanding facilitates the exploration and development of effective strategies to mitigate obstacles and maximize the potential for academic success. And since it was natural that any educational reform should start with an attempt to monitor reality with its achievements and shortcomings, it had to keep pace with the development in education, a similar development in raising academic performance in order to reach a high level of educational attainment for students.

The comprehensive array of direct social conditions and their impacts, encompassing influences from both familial and educational institutions, within educational environments, are frequently used in their impact on academic excellence or shortcomings, given that they do not appear in isolation from those social, economic and educational contexts... which constitute the general educational climate that helps produce academic excellence or shortcomings. In its broadest definition, the term "climate" refers to the immediate environment surrounding the student, encompassing not only physical aspects but also the social, psychological, cultural, and educational Elements that influence their development. Among these, the family climate emerges as a critical determinant of academic achievement. A family's cultural background, its resources, and its capacity to support the student in their educational pursuits are essential components. A positive family climate, characterized by constructive interactions between the student and their parents or siblings, along with

consistent care and guidance, fosters an environment conducive to academic success. These elements collectively contribute to creating an atmosphere that promotes educational excellence, positioning the family as a key influence on the student's academic performance.

Therefore, the question we are supposed to answer here is:

What are the most important family Elements affecting the academic achievement of students?

Before we answer this question, we must look at the concept of academic achievement

1- The concept of academic achievement:

Achievement is viewed from a comprehensive perspective as one of the most important means aimed at achieving the major development goals, According to Al-Obeidi (1980), the concept of learning, which includes the various facets of achievement that a person attains through practice and training, is strongly linked to the notion of academic achievement. This relationship emphasizes that academic success is a reflection of the learning process, where consistent effort and applied training play a central role in shaping the outcomes (Abu Hatab, and Sadeq, 1990). On the other hand, Hamdan viewed achievement as being focused on the knowledge and experiences embodied in the various methodological materials, and at a time when Hamdan focused on the theoretical dimension in the achievement process, we see that Abu Hatab and Al-Sadiq take training into account and therefore focus on the theoretical and scientific dimensions together. As for Al-Hafni, he believes that attainment "means the amount of knowledge or skill, and therefore it is a result of the educational process," and Kurdi recalled (Kurdi, 1985) That academic achievement, as defined in Webster's dictionary, means the student's performance in the educational course in quantity and quality during a certain period (Zidan, 1990) , It is defined as "the knowledge and skills acquired by students as a result of studying a specific subject or educational unit", and finally, Al-Zahrani defines it as "the amount of

information and skills acquired by students, directly or indirectly, through various educational circumstances."

2- The most prominent family Elements affecting the academic achievement of students:

The family, as the child's immediate environment, plays a central role in shaping their academic, emotional, and social development whose impact precedes the influence of any other factor with regard to the student's academic achievement level, due to the contribution of many related Elements, the most important of which can be addressed as follows:

2.1. Economic and Social Status:

On the importance of socio-economic level and its impact on school achievement, Becker emphasized that while analyzing the different elements that affect academic achievement, it is important to separate the effects of socioeconomic class. Accurately determining how other Elements particularly affect student performance requires making this distinction, Given the diverse range of financial origins and cultural descriptions among the pupils at the school, Becker highlights the importance of social and economic status in achieving academic success. Without a doubt, each of these tiers is associated with academic success. Distinctive values, patterns, How a child feels and acts can change based on how much money their family has. This can make a big difference in their school experience and how they get along with friends. It can also affect how much they want to do well and succeed in school. Garon also stressed the importance of the role played by a number of non-cognitive Elements in academic achievement, and he lists the parents' educational and socioeconomic backgrounds among these elements. In accordance with the notion of cultural capital, Bourdieu elucidates the nature of the relationship between the student's prior academic performance in relation to the class he belongs to and the school's success process. This notion, which explains cultural capital through the possession of the class to which they belong, is what shapes education in

accordance with the quality of the first education and the initial knowledge prior to the students entering the actual schools. It also generally reflects the processes of academic excellence for students from higher classes that own culture. As per Bourdieu, this clarifies the reasons behind the superiority of the offspring of the higher classes over those of the middle classes or lower classes over the working classes. (Al-Ashouri, 2006) Therefore, we see that Carnoy holds education policies responsible for the academic failure of the children of the poor classes. He believes that education policies are directed at educating a specific group and developing in them the processes of self-esteem and interest in their socialization and individual personality. In addition, the problem of school dropouts in developing countries results from the negative return. Due to this educational structure, particularly given that lower-class children are the most likely to drop out of school, as the percentage of those who drop out reaches 60% in the academic year, and only 40% of the children of these classes feel or enjoy self-esteem and self-reliance.

Because of this system's policy of targeting the children of the higher classes, it can be claimed that the children of the poor majority classes are the ones who suffer the most in school and enjoy the advantages of economic and social life. This illustrates the broad relationship between the issues of social mobility and dropout rates. Social Mobility, as there is a negative relationship between education and the acquisition of professions because mobility is characterized as a horizontal rather than vertical movement in the sense that People who don't have a lot of money often choose to live in the city instead of the countryside, and work in the factory instead of the land without achieving significant economic gains, as a result of the low incomes they obtain. These individuals are of their humble professions (Malotra, 2000) , Therefore, in order to shed light on the relationship of social exclusion, Carnoy subtly illustrates the strong relationship between the quality of education and the quality of professions and their relationship to social class. Social Exclusion and Educational Quality.

The idea is helped by the difference in chances for education in educational opportunity Resulting from the class background of the students, what John Vazy. j said, that after the children of the low-income and poor classes join the school, their as kids stay in school for a while, some of them start to do worse in their studies compared to kids who have more money. This happens more often, and many of the ways schools teach don't help them as much.

2.1.1. Low Income:

The strong relationship between low income and level of achievement has been frequently mentioned. This is in the analyzes conducted at the school level. Some people often imagine that low income is one experience that does not vary within it, but the truth is - as Tupper explained (1998) –We still do not fully understand the impact of temporary or occasional poverty, as opposed to permanent poverty, on educational attainment (Hamoudi, 2009).

It is important to note that the decision to drop out of school may not be taken by the child alone; As some studies indicate that families / parents were aware - in some cases - of the student's absence from school, and often overlooked it, in order for the children to be able to undertake some care responsibilities or practice some work to help with the family income, and it is likely that this situation reflects the need of those families to money and their inability to provide possible forms of care for their children indicated that 10% of all absenteeism from school is due to children performing tasks related to the home. When kids turn 16 and start working part-time jobs, they are more likely to stop going to school, whether they are boys or girls (Hamoudi, 2009).

3. educational variables :

3.1. Parents' educational level:

People have known for a long time that how well parents do in school can tell us a lot about how well their children will do in school. This is especially true for moms; their education is very important for their kids' success in learning.

Durden discovered 1998), for example, that the probability of a girl getting a grade increase by 1.1% points for each additional year of education passed by her mother. This connection is strongest for literacy education. A study at City University found that many kids who don't do well in school have parents who did really well in school. In fact, 60 out of 100 of those kids have parents who are very educated. On the other hand, we find that parents' education is related and important to the possibility of repeated school dropouts. Research has highlighted the importance of parents' human and social capital. It is clear that if parents are unable to read, they will be unable to help their children learn that (Hamoudi, 2009).

3.2. Domestic use of computers and the Internet :

Right now, we live in a time where information and communication are really important. This has happened because of a lot of studying and creating new things. It helps our economy, which is how we make and share things, work better in the twenty-first century. This revolution is important in that it broke barriers and dams, facilitated communication between peoples, and made the world a small village, as they say, so that each of us became a citizen of the world. However, many believe that this revolution is a double-edged sword that has the potential to be a unifying force and a dividing force at the same time. The aspect of differentiation in it has become known as the digital divide, and this term refers to denoting the differences between those who possess information and those who lack it. A lot of studies have looked at the differences between places in the world when it comes to using technology. These differences are shown by numbers that tell us things like how many people have mobile phones, how many have personal computers, and how many people use the Internet compared to the total number of people living there. As expected, the Arab region comes within the lowest brackets of these statistical distributions. In the Arab region, there aren't many websites or people using the Internet compared to other places in the world. Only about 0.5% of all Internet users are from the Arab region, even though about 5% of all people in the world are Arabs. This means that fewer Arabs are using the Internet compared to

how many there are in the world. (Arab Human Development Report 2003) , And because the Arab society is overwhelmingly poor and crushed, We need to look at how people use phones and computers differently based on whether they have a lot of money or not. This will help us understand how things are fair or unfair, and although there are no studies or statistics dealing with the different aspects of the digital divide at the level of each Arab country, but the matter Apparently, it does not need statistics, as there are many evidences indicating the existence of this gap based on the social polarization processes that are visible to every follower. Therefore, Nabil Ali believes that it has become a rule of certainty that the higher the technology, the greater its ability to sift economically and socially, and the severity of its problems will be exacerbated (Ali and Hegazy, 2005).

Many studies have proven the importance of using information and communication technologies in increasing the effectiveness of the learner. Exploiting modern education technologies would lead to providing the learner with powerful tools capable of helping him to be a teacher himself and help the students' interest in learning and their love for him and lighten their energies and talents through that (Arab Human Development Report 2003).

There is no doubt that among these technologies is the use of computers and the Internet at home, which would use the information network to change the way technology affects student learning because it does not deal with information only, but with images, sound, maps, graphics and video... A study looked at how using the Internet at home affects how well kids do in school. of its users, which aimed to answer these two questions:

- 1- Are there statistically significant differences between the averages of students' general averages... attributed to the method of organizing home use of the Internet?
- 2- What is the effect of students aged 12-18 years old going to Internet cafes on their academic achievement from the point of view of the students themselves?

The study found that how students use the Internet at home really matters for their grades. When parents help by watching over their kids and setting rules about how much time they can spend online, the kids tend to do better in school. This result might be because parents are watching how much time their kids spend online and what shows or games they are using at home.

With regard to the second question, he confirmed - in a designed questionnaire - that 21% of the respondents said that the Internet helped increase their school grades by employing the network's knowledge in the field of education and research (Al-Hila, 2000) , Despite the small percentage of respondents that the Internet helped increase their academic standing, This might not be because the technology is really good or bad, but because of how well the students are using it or how good the schools' programs are., especially since many studies confirmed that there are statistically significant differences between those who used Computer in their education and among those who did not use, and this indicates the extent of extreme caution and necessary in interpreting the results of some studies.

4. Building a family:

4.1. Growing up in large families:

Children of families with many children are more likely to fail to obtain an age qualification¹⁶ more than others. In addition, if they stop getting qualifications, they are more likely to get them with low grades. The association between large family size and low level of achievement appears to be strongest with regard to reading, writing and verbal intelligence, while it is moderate with regard to mathematical (arithmetic) abilities. Then it becomes much weaker with respect to all other forms of verbal intelligence, which means that the absence of verbal interaction with Adults may be the responsible factor. Birth order, gender, and ages of other siblings have also been linked to educational attainment. Durden (1998) concluded that boys with fewer older brothers have higher levels of academic achievement than boys who have more younger brothers. It also turns out that girls who have only male brothers achieve

higher levels of achievement. Males are more likely to drop out of school when they have older brothers, but the presence of younger brothers has no effect on the tendency to drop out. With regard to females, the presence of older brothers does not have any effect on this, while the presence of younger brothers affects this tendency clearly - albeit weakly (Hamoudi, 2009)

4.2. The home environment and the role of parents :

The family helps kids do well by creating a good and supportive place for them to grow and learn, and the home plays a greater role in developing the abilities of students to learn and acquire language, and usually in homes the child's ability to learn and acquire language is enhanced by encouraging children to read after providing books and making them It is available to them or by reading it to them and accustoming them to reading it themselves. Some parents also resort to limiting the period of child watching television in order to make room for greater opportunities for reading. The way a family feels and acts at home really helps kids do well in school. Where it was found that many of the children who achieved high levels compared to their classmates had parents behind them who show a lot of love and care towards them and push them to excellence through perseverance and doubling the effort. They face great difficulties that are reflected in their academic achievement.

Many scholars argue that parental influence is paramount in shaping their children's academic performance and achievement. They contend that the quality of family engagement can significantly affect academic outcomes, either enhancing or diminishing them. This factor is considered a key component in reinforcing the educational objectives of schools. As for Kligan and others, they believe that the home environment is one of the strongest Elements influencing the child's learning at school and that it has a clear impact on the level of desire to learn and the length of time and effort required for that task.

All academics concur that a child's learning is mostly dependent on their parents and the atmosphere in their home. Many of them mentioned how the home

environment affects the academic performance of the student, including Coleman... who developed the concept of social capital and analytically divided the family background into elements such as: capital human and social capital. Parental learning is one way to gauge human capital, which sets the stage for the formation of the learning environment at home. Conversely, family social capital is associated with the quality of the parent-child bond and the degree to which this bond influences children's academic performance. Coleman adds that the human capital is the learning that parents possess if it is not supplemented by the social capital that is included in the correct relationships between family members, There won't be any beneficial impact on the child's learning progress. Through the development of his theory of the social path of persons, Perdue also looked at how the family affects a child's learning. He saw that cultural capital is the outcome of the dual effects of the cultural modifications that the family, on the one hand, brings about, and the other cultural transformations that the school brings about. He said that the family had the biggest impact on the majority of the cultural changes. He continues by saying that two factors that either demand or reinforce one another are related to the results of a student's education. The first is the image ingrained in the child's head, which comes from the family or other individuals in the child's immediate environment. The second is connected to the traits and skills of the individual (Hamoudi, 2009).

The analyses that were carried out to evaluate the connection between each family unit, the parents' approaches to it, and the students' academic performance showed that there is a great importance in enhancing the aspirations of adolescents through the encouragement they receive from parents, according to what Marjorie Banks found in her results, through which she also verified that the family's involvement has a greater influence on these objectives than that of the school.

4.3. Mother's work:

Concerning how the mother's job affects her kids' academic performance, Clegane and others believe that the evidence for this effect is limited and inconsistent,

as indicated by Parcel and Mengahan on the effect of the mother's work on the children may be limited, but it has importance, and those interested in women's work should realize the extent of the impact of her employment outside the home on the weakening of her relationship with them, and her mission to transfer behavior and recognition across generations to them, and despite the lack of support for this theory, the same study mentioned indicates that the mother's preoccupation with work outside the home for a long time may limit the ability of children to develop social and intellectual skills And that the mother's absence from the house for a long time may limit the children's ability to acquire vocabulary and enhance the language conversation skill, and it may also double the children's behavioral problems.

In their review of some studies, Bogschneider and Stenberg confirm that it is not known whether the mother's work plays a negative role in its impact on the secondary school grades of the children, and that the nature of the mother's employment and the gender of the teenager within the household may influence how closely the mother's work relationship is examined as well as the accomplishments of her children.

4.4. Parents' interest/participation/practice :

Recent analyzes of data from the National Child Development Study indicate that parental interest in education is one of the Elements strongly associated with academic achievement and its effects on the child's adult life (Feinstein and Simmons1997 Feinstein & Symons 1997, Hobcraft 1998, It was discovered that, in a way that outweighs the direct impacts of the factors of social class, parents' desire in education has a large and direct influence on their child's achievement at age 16. The outcomes of their studies indicate that the results of students' exams in mathematics at the age of 15% are higher than those of students whose parents did not show any interest. As for achievement in reading, this difference was 17%. Other analyzes of child development showed that the father's interest significantly and decisively affects achievement Son of scholastic qualifications (Hamoudi, 2009).

Numerous scholarly investigations have underscored the significance of parental engagement in their children's education and cognitive development.

Other research tended to focus attention on the role of parents as teachers, especially with regard to some of the prescribed disciplines, such as reading and writing usually, and mathematics to a lesser extent. Some studies have shown that the amount of direct teaching or "intellectual activation of the student at home" is strongly linked to his academic achievement, especially during his first years of study. The high degree of hope over this participation method's efficacy as a of improving academic achievement in general and reading and writing in particular among disadvantaged students is due to the pilot study known as the Haringey Project. The project was implemented over a period of two years, during which teachers and home visitors encouraged parents to listen to their son while reading. In control classes, only a very few students obtained grades appropriate for their age group or slightly higher, while more than 50% of the students in the experimental classes (in which the intervention took place) obtained higher grades than the average.

Additional studies concentrated on the role that parents play as educators' facilitators. One aspect of this job is supporting the child's education by encouragement and by creating an environment in which students can improve their academic performance and benefit from what they have learned to the fullest. Examples of such participation include providing a suitable place and time for learning at home, positive parent-child relationships, and reducing conflicts within the family. An American study on the discrepancy in reading and writing achievement among students in some poor families concluded that the emotional and organizational dimensions of family life are strongly linked to the ability to write.

Conclusion:

Academic achievement, then, is affected by many internal and external Elements for the student. On the internal level, it is affected by the psychological, health and mental state of the student. On the external level, there is the surrounding

environment in its various forms. Each of these internal and external Elements affects the student with each other.

The family is really important for how well a child does in school. The help and support a family gives can make a big difference in a child's learning. If the family works well with the school, it can help the child succeed. How well kids do in school also depends on what their family can provide for them, like books, a quiet place to study, and other resources, and on what it prepares for their psychological and social upbringing on the other hand.

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