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« Psycholinguistics Questions in Teaching the English Language »

The Influence of the Family on Adolescent Academic Achievement

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Psycholinguistics Studies

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General Introduction:

The excellent students, inspire of their differences are considered as the basic source of fortune and power for every community therefore it becomes very important to take care of them in order to make an investment from their abilities to serve the community.The Algerian society , as the rest of other societies is out looking to cope with modern civilization . We should believe that giving importance to of these excellent students is a big necessity in order to cope with modernism .

The Algerian community nowadays in a period where excellent student should make more efforts to cope with the modern age and technology .According to psychologists during this stage of life mental and ethical views related to work and production are showed up.It is a period that many psychologists consider as a period of intellectual development where teenagers start becoming mature and more grown up, intellectually despite of the physical and emotional changes.

These changes that may affect his social life and his personality and even his behaviour.Therefore family is considered the basic source that supply his different needs ,biological, emotional, and the psychological one. This last is very important for teens because it is a stage where his identity is built up and determines his personality. Especially for those excellent teenagers who has a huge ambition and future plan .

Familial environment is the most important factor or talent development , and it's duty is to make pupils feel safe and live a healthy psychological life .In other hand it can also have a negative influence on teenagers by exposing them to conflict and stress which destroy their psychological ability and here where different methods of parental treatment have a big effect on their growth and development.

Parental treatment methods differ from one family to another in its quality and influence. Negative methods are among the most dangerous problems that teenagers face nowadays in their familial environment. Some parents neglect their children success and ability by treating them with cruelty which can decrease their self-esteem .Whereas positive methods have clear influence. Families who provide a healthy and free self expression and who encourage children , help growing self confidence and prepare them to be successful .Since we live in an age of social and modern change .It is difficult for parents to choose the appropriate methods to educate their children especially in the age of technology (computer ,internet ,social media...etc) which made a big confusion in the educational system .It became hard for

parents to choose the appropriate methods to treat their teenagers because they have a continuing research and discovery .Therefore the subject that we will discuss in this study is parental treatment methods of adolescence in three chapters .

1. Statement of Study:

Family is the social unit that protect the human kind ,and it is the first world that the individual confront .besides family contributes on building the personality of each individual and the relationship between its members .Family is considered as the first effect that influence the social growth .Since family became at the first place in its order among social growth establishment ,it makes the first process of the individual growth since his birth , and it plays a great role in shaping the individual`s personality .Besides it is considered as the basic source to fulfil his needs .In the Algerian society is just like many other societies ,it tries to accomplish its functions to raise the individual .among these functions : the biological function, the educational ,the cultural ,the psychological and the social one .Family has a great role in growing up the individual psychologically .besides it has to provide him with all his psychological needs ,it has a big influence on the individual`s development during all his life stages .It influence also his physical, emotional ,intellectual ,and social life ,what makes this influence determine the development and growth of his personality .Family is considered as the major establishment that transforms social heritage , its role is not only fulfilling material needs , but it also shapes the individual`s personality .It is the first social cell that raise the individual and prepare him for social responsibilities ,and build up a united society. Then, the research attempts to respond the following question: What are the methods of parental treatment which seeks to academic achievement?

2. Aim of the Study:

This research aims at finding out the importance of parental treatment which parents deal with, besides presenting some useful methods for parents and teachers to apply them with teenagers in order to seek for academic achievement.
The study aimed at investigations on adolescents' perception of parental Influence on their academic activities.

3.Research Question:

It is hypothesizes that:

-What are the parental treatment methods that promote academic achievement among adolescents?

- Is there relationship between the home environment of pupils and their academic achievement?

3. The hypotheses:

- The appropriate parental treatment methods improve the academic achievement among adolescents.
- There is a big significant between home environment of pupils and their academic achievement.

4. Research Methodology

4.2. Research tools

To get the intended findings and the setting objectives, the data will be two main research tools.

4.2.1. Questionnaire: is a tool of collecting information through inquiring written questions. It is devoted to parents in order to get their opinion about the research problem and to discover whether parental treatment method affect on adolescents 'academic achievement or not.

4.2.2. Interview: it is another research tool designed mainly for ten parents to obtain more thorough data about their methods toward their children. They were chosen at random because the aim is to make sure if pupils really are affected by parental treatment methods.

Introduction:

Adolescence is a transitional stage marked by major physical changes of puberty and important cognitive and social changes that have an impact on adolescent life. This stage represents a worldwide to adolescents when they find freedom, sense of responsibility and search for independence. At this stage Adolescents exposed for success or failure. Therefore in this sensitive period they need those who support and help them to reach success and academic achievement which make them develop their skills and abilities. To overcome this critical stage without problems adolescents should balance between what is biological and what is psychological with providing them with sufficient saturation by the family, school and community. This leads to psychological and emotional stability.

Psychologists state that a positive and encouraging attitude has to be developed among the family members, parents and teachers. Teachers play a vital role on adolescent health care .In addition to those psychologists contributed in an affective contribution to the interpretation of these changes that affect the whole personality of teenagers and so his achievement.

Chapter One: Adolescence and Academic Achievement

1. Definition of Adolescence:

"Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).

Adolescence is a distinct phase of the developmental life cycle in humans and other animal species (Elliot & Feldman, 1990; Spear 2000).

Adolescence is a period of growth in each individual's life .it is a period when the child feels himself no longer a child nor adult .Many psychologists define it as the most complicated stage of life. According to Jean Piaget Adolescence is a time for rapid cognitive development; he describes it as the stage of life in which the individual's thoughts start taking more of an abstract form and egocentric thoughts decrease. Throughout adolescence the teenage body and brain proceeds in development toward full adult stature and complete sexual maturation. Although there is an increasing acceptance of the pubertal physique, concern over making the body more attractive escalates (Einstein, 2002).

1.1. Adolescents needs:

All of us need to feel safe and protected, to have our physical requirements for food, clothing, warmth, healthcare met. One of the flash points with teenagers may be a conflict between parents wish to fulfill these needs and a teenagers apparent desire to frustrate or be unrealistic about them.

1.2. Psychological needs:

Sometimes the adolescent may experience difficulties in adaptation, which leads to seek the appropriate solutions. For that reason we find that the teenager is very interested in himself and the people around him in addition their opinions towards him, he begins to see the whole world with two new eyes. Researchers state that adolescents need the security provided by clear limits in order to learn how to grow during a time of rapid change ,in order to be responsive to this need for structure, the Adolescent Program incorporates clearly stated rules and expectations that are generally acceptable and understood, and often developed by

students and staff members alike. In keeping with our philosophy that adolescents are ready to accept greater responsibility within the context of their community, they are involved whenever appropriate in the establishment of rules, and the manner in which community members should be held accountable for observing them. Every child wants to believe in himself or herself as a successful person, every youngster wants to be liked and respected; every youngster wants physical exercises and freedom to move; and youngsters want life to be just" (Stevenson,1992).In addition to this Stevenson emphasizes the importance of respecting the specific developmental needs of adolescents stating that: " Every child wants to believe in himself or herself as a successful person; every youngster wants to be liked and respected; every youngster wants physical exercises and freedom to move; and youngsters want life to be just" (Stevenson, 1992).

1.3. Social and emotional needs:

Teenagers enjoy spending exceedingly more time away from home than they did at younger ages. Your adolescent's new found peer group is important in order to satisfy their need for companionship and fun, along with emotional support, understanding and intimacy. Although they still need these things from their families and other adults, it's vital in their development to receive these things from friends as well.

Research has shown that adolescents if their parents did not show up that they love them and care about them, they may not gain self-esteem and cannot establish constructive and effective relationships with others, which leads to the emergence of several problems.

Social interaction plays an important role in student learning. It is through social interaction that students learn from each other, as well as adults. Fogarty (1999) stated, "Vygotsky's theory suggests that we learn first through person-to-person interactions and then individually through an internalization process that leads to deep understanding" (p. 77). Vygotsky explores three different types of speech: social, private, and internal. He refers to social speech as the instructions given by adults to children. Private speech allows children to process what the adult has said and try to apply it to similar situations. For example, a teacher tells the class to keep their hands to themselves. Self-control is an example of private speech because children are using for themselves the same "language that adults use to regulate behavior" (Wilhelm, 2001, p. 11). So, since their teacher has informed to keep their hands to themselves, the students do not hit or punch each another other in class. Both teacher and student share the responsibility of developing students' private speech. Internal or inner speech takes place "as the student's silent, abbreviated dialogue that she carries on with self

that is the essence of conscious mental activity" (Wilhelm, 2001, p. 11). In the earlier example, these students must internalize the consequences of hitting another student, which could lead to a disciplinary referral. Thought is the result of social speech becoming private speech that has been internalized. When the cultural signs become internalized, humans acquire the capacity for higher order thinking (Huiitt, 2000, slide 24).

1.4. Safe needs:

For most adolescents, school is a prominent part of their life. It is here that they relate to and develop relationships with their peers and where they have the opportunity to develop key cognitive skills. For some youth, it is also a source of safety and stability. Some of the same qualities that characterize families of adolescents who do well—a strong sense of attachment, bonding, and belonging, and a feeling of being cared about—also characterize adolescents' positive relationships with their teachers and their schools. One additional factor. Adolescent perception of teacher fairness has also been found to be associated with positive adolescent development.

Adolescents need the security provided by clear limits in order to learn how to grow during a time of rapid change. In order to be responsive to this need for structure, the Adolescent Program incorporates clearly stated rules and expectations that are generally acceptable and understood, and often developed by students and staff members alike. In keeping with our philosophy that adolescents are ready to accept greater responsibility within the context of their community, they are involved whenever appropriate in the establishment of rules, and the manner in which community members should be held accountable for observing them.

2. Parental treatment methods:

Family education is considered as one from the less studies concepts. Most specialists consider it as socialization and it is well known that family is a primary unit of all societies; which seeks to preserve the human kind; it is mainly contributing basically in the formation of the personality of the individual through the interaction, and relationships between their members and it is one of the first factors. Parents do not know that maltreatment has a significant impact in teenager's life because it represents his whole world.

Parental treatment defined by Kefaifi Ali (1997) as "each behavior produced from parents and on the growth of his personality" (p.6);he states that the following methods

(ignorance,rejection,hardness,excessive protection,excessive fear) can affect negatively his academic achievement .

Researchers such as Cox and Paley explore the differential influence of family relationship and support on adolescent girls' and boys' self-esteem. In accordance to the systems view of the family, the functioning of the whole family in which adolescent is one of its members is intimately related to the dyadic relationship in a family such as the relationship quality intrinsic to the parent-child dyad and husband-wife dyad. Proponents of system theorists like Stafford and Bayer further hypothesized that there are mutual influences between the dyadic relationship (e.g. parent-child relationship) and the functioning of the whole family at the system level. Systems are composed of objects, attributes, relationship and environment.

Teen behaviors become increasingly important. Previous research measured monitoring in terms of parents' knowledge of teens' activities, but did not acknowledge that this knowledge comes primarily from teens volunteering information (adolescent disclosure) rather than from parents' attempts to supervise and control their teens' activities, known in the literature as behavioral control (Stattin and Kerr, 2000; Kerr & Stattin, 2000).

As the research findings above demonstrate, adolescents' voluntary disclosure of information to parents about their everyday activities plays a major role in parental knowledge and information regarding teens' friends, activities and whereabouts.
Additionally, it is important to know how another family factor, family cohesion, affects the children of society's families. Family cohesion is defined as "the emotional bond that family members have for one another" (Olson & Gorall, 2003, p. 516). Variables for measuring family cohesion include "boundaries, emotional closeness, time, space, friends, coalitions, decision-making, recreation, and interests" (Olson & Gorall, 2003, p. 516). With that in mind, it is important to explore how family cohesion plays a part in the development of family members along with another significant family characteristics—parental alcohol use. More specifically, it is important to focus on the topic of how the link between parental alcohol use and adolescent academic achievement is affected by family cohesion—the central question of this research. Overall, it was hypothesized that parental alcohol use negatively affects adolescent academic achievement. More specifically, it was hypothesized that if one or both parents consume alcohol, their child's academic achievement is lowered, and that this link is mediated by family cohesion.

10

2.1-Functions of family:

Functionalists see the family as being integral to the 'functioning' of the social body. This has to be understood in the same way the heart is a functional prerequisite (basic need) of the human body. Using this same principle the family is seen as a functional prerequisite of the social body, without it the social body (society) would fail to function properly. In the 1940s Murdock (a functionalist) examined 250 societies in different cultures. He concluded the family is universal and inevitable as no society had a substitute for the family. He concluded the 'nuclear family' is the ideal model and this model achieves four distinct functions:

- Sexual – the family provides stable sexual relationships for adults and controls the sexual habits of its members.
- Reproduction – helps provide new members of society.
- Socialization – teaches children the norms and values of society to keep society.
- Economic – pools resources for all family members to share.

2.3 Parental rearing styles:

Is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship.

2.3.1Authoritative parenting:

Described by Baumrind as the "just right" style, in combines a medium level demands on the child and a medium level responsiveness from the parents. Authoritative parents rely on positive reinforcement and infrequent use of punishment. Parents are more aware of a child's feelings and capabilities and support the development of a child's autonomy within reasonable limits. There is a give-and-take atmosphere involved in parent-child communication and both control and support are balanced. The research "Vague" shows that this style is more beneficial than the too-hard authoritarian style or the too-soft permissive style. An example of authoritative parenting would be the parents talking to their child about their emotions.

2.3.2Uninvolved parenting :

An uninvolved or neglectful parenting style is when parents are often emotionally absent and sometimes even physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs and do not

demand anything of them in their behavioral expectations. If present, they may provide what the child needs for survival with little to no engagement. There is often a large gap between parents and children with this parenting style. Children with little or no communication with their own parents tended to be the victims of another child's deviant behavior and may be involved in some deviance themselves. Children of uninvolved parents suffer in social competence, academic performance, psychosocial development and problem behavior.

2.3.3 Permissive parenting:

Permissive or indulgent parenting is more popular in middle-class families than in working-class families. In these family settings, a child's freedom and autonomy are highly valued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding, so there tends to be little, if any punishment or explicit rules in this style of parenting. These parents say that their children are free from external constraints and tend to be highly responsive to whatever the child wants at the moment. Children of permissive parents are generally happy but sometimes show low levels of self-control and self-reliance because they lack structure at home. An example of permissive parenting would be the parents not disciplining their children.

3. Definition of academic achievement:

Achievement in the educational situation has frequently been referred to as scholastic achievement or academic attainment. The term scholastic achievement signifies various aspects of learning as "Measures of motivation" (McClleland1953), "Level of aspiration" (Sawrey, 1958). Dictionary of Psychology (Chaplin, 1965) defines educational or academic achievement as specified level of attainment proficiency in academic work as evaluated by the teacher, by standardized tests or by combination of both. According to Dictionary of Education (Carter 1959), "Academic achievementmeans the knowledge attained or skills developed in school subjects, usually determined by test scores or by marks assigned by teachers or both."

The researcher "Robert laffont" define it as the knowledge obtained by the child through a school program, in order to adapt with the school wok.

We can deduce from the previous definitions that academic achievement is: pupils understanding of school information, and what the learn from a particular subject or a specific subjects.

3.1 Factors affecting academic achievement:

Pupils academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, parent treatment, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelries or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested "A student educational success contingent heavily on social status of student's parents/ guardians in the society. Considine and Zappala (2002) noticed the same that parent's income or social status positively affects the student test score in examination. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that "the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavours.

Parent's socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation, is also associated with academic gain of students. The results of many studies confirmed that academic achievement of students is contingent upon parent's socio-economic condition. So the students belonging from higher social economical backgrounds will perform better than other students associated with low social economic backgrounds. "Social and economical status of student is generally determined by combining parents' qualification, occupation and income standard" (Jeynes, 2002). Among many research studies conducted on academic achievement, it is not very surprising to observe that Socio-economic status is one of the main elements studied while predicting academic performance.In addition to that Graetz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio economic background has a great impact on student's academic performance, main source of educational imbalance among students and student's academic success contingent very strongly on parent's socio economic standard. Considine and Zappala (2002) also having the same views as Graetz (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students noticed, where the parents or guardians have social, educational and economical advantage definitely strengthen the higher level success in future. But it is also noted that these parents make available sufficient

psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

The weakness of enthusiasm, lack of experience and hasty in getting the results are considered causes that often lead to academic failure, along with lack of abilities, fear of failure and lack of self-confidence. Therefore, academic failure occurs when someone convinces himself/herself that he/she is unable to succeed because of the weakness of his/her abilities and lack of experience. The goals should also be clear, specific and realistic to the learner. Failure todo so will result in missing these goals.

Although most of people may fail at some point or at some stages in their lives, they have to consider failure is one chain for success and to learn from failure and know how to deal with it. Still, if anyone was able to know why he /she failed; definitely this would lead to success. Thus, anyone who suffers from failure he will also enjoy the sweetness of success, and learn from his mistakes and saying "Good bye to failure." To sum up, these factors attributed to teachers, students, parents and the school environment were primarily responsible for the low academic performance of the students. It must be emphasized that these factors generally do not operate in isolation. Teacher absenteeism and lateness for example would result in incompletion of the syllabus and would also affect student's motivation, enthusiasm, zeal and commitment to learn.

Another factor that effect pupils and students' performance is the excess pressure on the student in order to get higher marks in the exams may create a feeling of fear if he is unable to get high marks as required by parents, and this frequently leading to the academic failure. Moreover, the unstable families situations make students live in a state of tension, confusion and lack of concentrating during the exam which will reflect negatively the on academic performance.

3.2 Characteristics of excellent pupils:

Many pupils in middle school do not know what it takes to be successful in the school environment. They understand good and bad grades in a general way, and they sense that they should attend classes, but that is where their knowledge begins and ends. Most teachers know what a good pupil is and is not. For one thing good pupil is not necessarily the most intelligent individual in the class.

These are some characteristics of an excellent pupil:

- Successful pupils attend classes regularly. They are on time. They listen and train themselves to pay attention. If they miss a class, they feel obligated to let the teacher know why before

14

class begins, if possible, and their excuses are legitimate and reasonable. They make sure they get all missed assignments (by contacting the teacher or another student)and understand specifically what was covered in class. Successful students take responsibility for themselves and their actions.

- Successful pupils take advantage of extra credit opportunities when offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many pupils avoid.

- Successful pupils are attentive in class. They don't talk, read, use their cell phone, or stare out windows. In other words, they are polite and respectful, even if they get a little bored. They also participate in class even if their attempts are a bit clumsy and difficult. They ask questions that the teacher knows many other students may also have.

3.3. Parents and teachers role:

Parents clearly have rights in terms of their children's education. Hughes (1994) provides interesting insight into the notion of 'parents as consumers', a view promoted in the U.K. under the conservative government and continued under the present government. Within this view is the associated idea of education as a commodity. Parents are given the right to 'shop' for their children's education in the school of their choice. Vincent and Tomlinson (1997) suggest that this view of parent power, together with the notion of schools' partnership with parents is little more than rhetoric. In reality there is little opportunity for parents to exercise an individual or collective 'voice' which will have an effect on the children's school experience.

Conclusion:

Familial growth and parental treatment methods have an effective role in their children's life from childhood to adulthood, because parents are the first model for every human being. Family is the first environment where the child acquires his knowledge and religion and culture what help determining his personality.

Scientists urge families and especially parents to choose the appropriate methods to educate and raise their children .They should value their teenagers efforts and encourage their

researches and activities. Parents are the fist responsible for their teenager's behaviour. They have a very sensitive role during adolescence which is directing their teens and showing them what is right for them from their life experiences. By choosing the right methods when dealing with their teens they contribute in protecting them from delinquency. And prepare them to acquire social responsibility and serve the community.

Chapter two: Parents Roles and Interaction Styles promoting pupil's Academic Achievement

1.Introduction:

This chapter deals with the practical part of this research .It examines what have been mentioned in the theoretical part about improving parental treatment methods and its relationship with the academic achievement of their children. To meet the hypotheses' necessities, this chapter includes the demonstration and analysis of the data obtained thanks the parents' interview and the pupils' questionnaire.

2. Description of the Questionnaire

This questionnaire is composed of 10 questions, which contains closed questions that need yes or no answer and open question, which need to justify or explain their choice.

We designed this questionnaire for pupils of two middle schools at the Mostaganem. Our aim was to collect information about parents' attitudes towards pupils and its impact on their academic achievement. In addition to the factors that affect their poor performance in schools.

2.1. Parents 'Questionnaire

2.1.1. Aim of the questionnaire

This questionnaire is planned to show to what extent is the relationship between parents and their children play a big role in their academic achievement. It is also intended to show whether parents are aware of those methods or not.

2.1.2. Description of the questionnaire

In planning the present questionnaire for research purposes, the questionnaire sections were deduced from the various issues discussed in the theoretical part of the research. Questions include close- ended questions where the respondents are asked to choose the appropriate answer from a set of options. Whereas, in open-ended questions pupils are allowed to give their opinion or to explain their choices. In addition to some close-ended and open-ended questions are used to shed light on the subject. The pupils' questionnaire is made of ten (10) questions. All the questions are related to the field of the methods that parents used with their teenagers to enhance their level. The questionnaire was delivered to ten parents and to 110 pupils in two Middle Schools-Quarra Mustafa-and Touahria Mohamed in Mostaganem. All the copies were returned.

2.1.3. Data analysis:

Section one: background information

Question 01:pupils'gender

Sex	Number	Percentage
Boys	46	42%
Girls	64	58%
Total	110	100%

Table 2.1: Distribution of pupils' gender
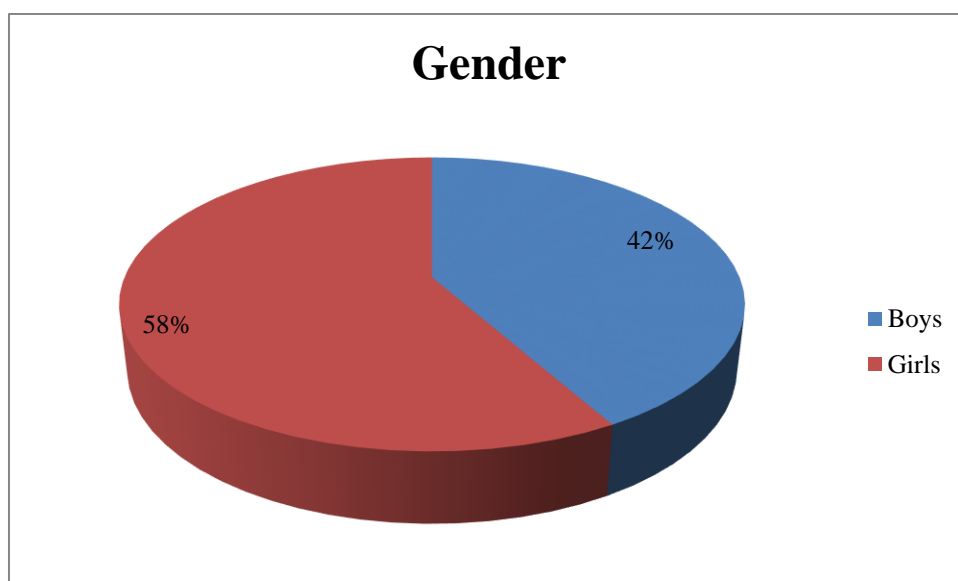
Gender

42%

58%

■ Boys
■ Girls

Figure 2.1: Distribution of pupils' gender

The table demonstrates that girls outnumber male. In fact, there is (42 %) male and (58%) female.

Question 02: pupils' level

The level	Girls	Boys	Total
First year	20	10	30
Second year	25	17	42
Third year	26	12	38
Total	71	39	110

Table 2.2: pupils' level

The level	Total
First year	27%
Second year	38%
Third year	35%
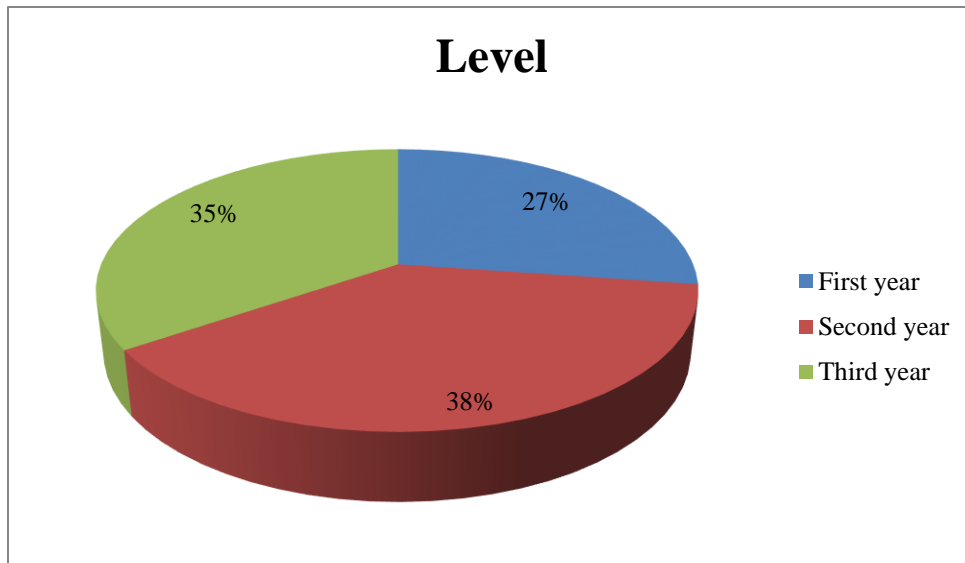
Level

Figure 2.2: pupils' level

The result shows that the majority of girls in the three levels are excellent pupils.

Question 03: Ages of pupils

Age	number	percentage
15-16	16	15%
16-17	54	36%
19-20	40	49%
Total	110	100%

Table 2.3: pupils' ages

Age

15%

49%

36%

- 15-16
- 16-17
- 19-20
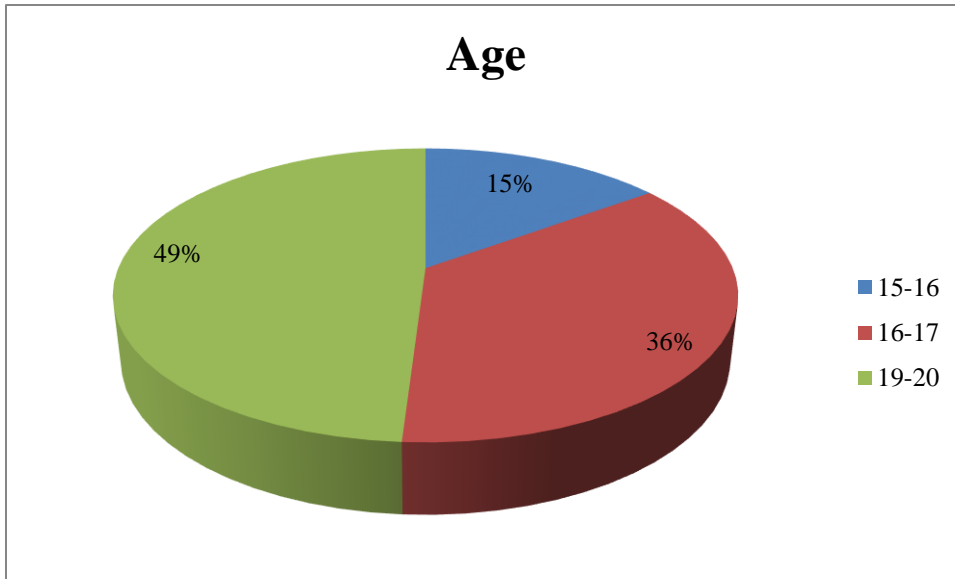
Figure 2.3: pupils' ages

The result gives an idea about the convergence ages of pupils. It indicates that the big category aged between 19 to 20 .

Section two: an overview on parental treatment methods:

Question 2.4: Do your parents encourage you to explore and solve your problems by yourself ?

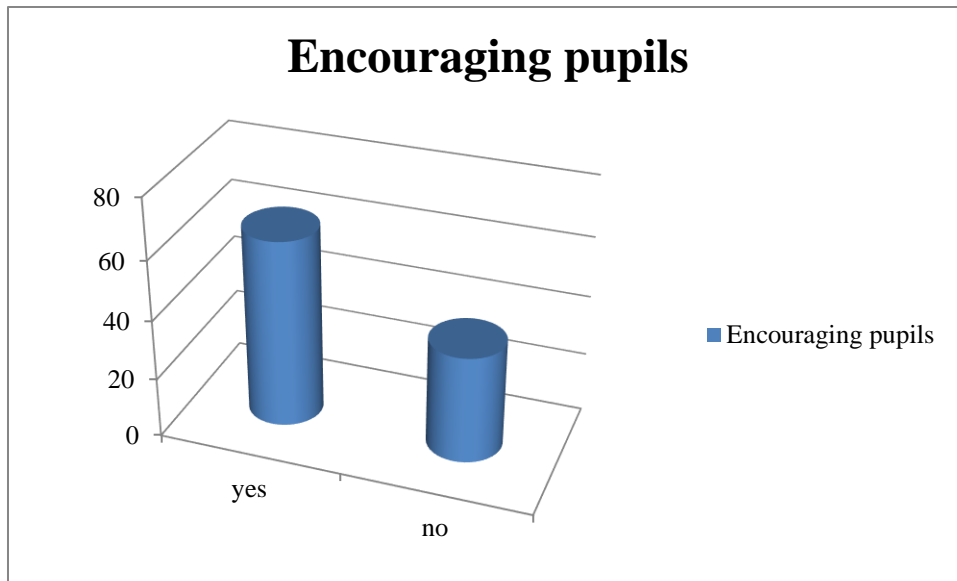| Response	Participants	Percentage
Yes	70	63%
No	40	36%
Total	110	99.99%

Table 2.5: Encouraging pupils.

Encouraging pupils

Figure 2.5: Encouraging pupils.

The above result shows that (63%) claim that their parents encourage them when they need that, while (36%) states that they are so busy to do that. This entails that most parents are aware of the importance of giving attention to their children.

Question 2.5: If yes, In which domains?

The seventy pupils (63%) state that they depend on themselves in different domains such as doing their homework, solve their problems in school or with their friends.

Question 2.6: Do your parents ask you about your performance at school?

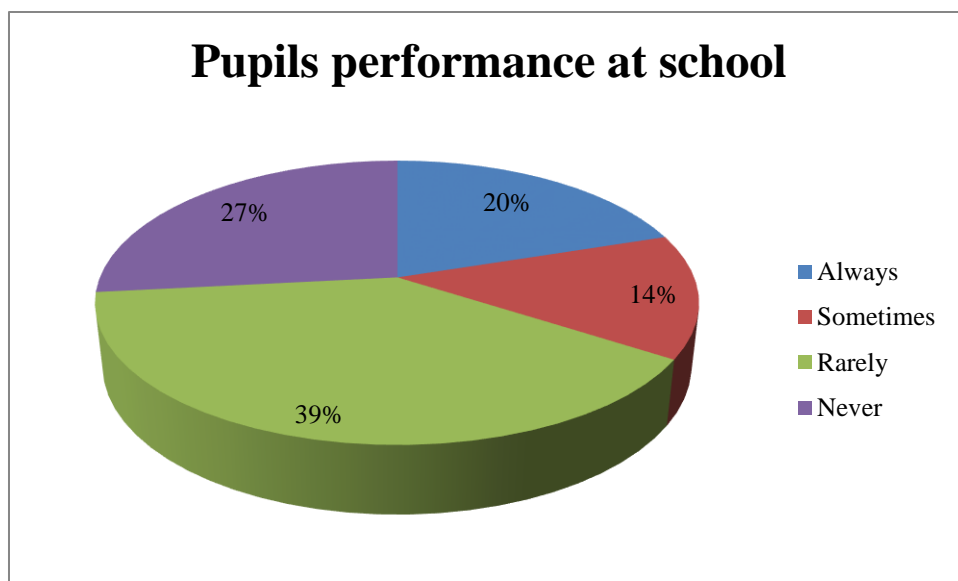| Response	Participants	Percentage
Always	30	27%
Sometimes	21	19%
Rarely	59	53%
Never	40	36%
Total	110	100%

Table 2.6: Pupils' performance at school

Figure 2.6: Pupils' performance at school.

It is obvious from the above data that there is a lack of interest from parents to ask about their children's performance. (59%) from pupils 'parents ask them sometimes however, (36%) never ask them ,and the other category of pupils (19%) do not know about their children performance because they do not have enough time to do that. whereas (27%) from pupils state that parents always care about their performance in school.

This indicates that the parents' way of treatment differs from one to another. Some parents like better to know their children's performance through asking them and their teachers too , and they think that the communication has great impact on their academic achievement.

Question 2.7: Do your parents leave you the freedom to choose your friends?

Response	Participants	Percentage
Yes	40	36%
Sometimes	30	27%
No	40	36%
Total	110	100%

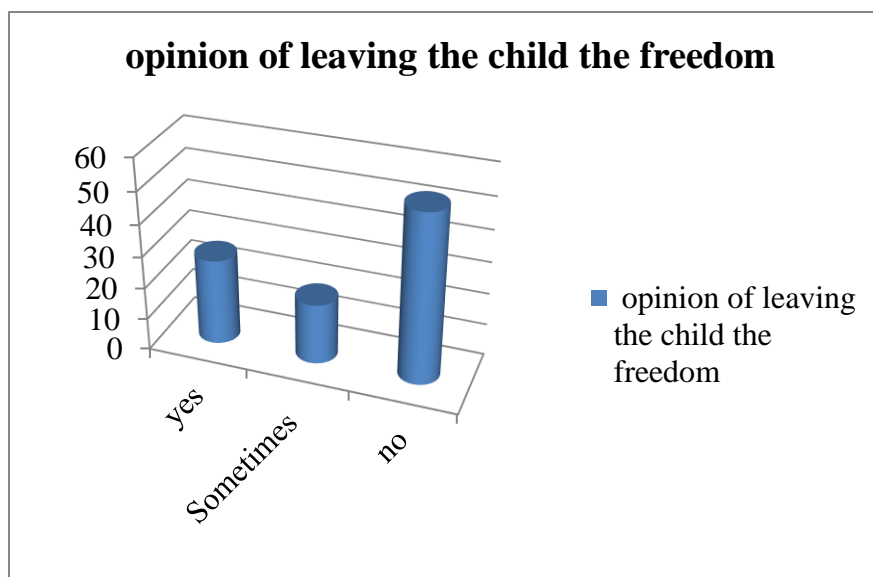Table 2.7: opinion of leaving the child the freedom to choose his friends.

Figure 2.7 : opinion of leaving the child the freedom to choose his friends.

As shown through the above table and chart, the parents' opinions about making their children choose thier friends providing good learning atmosphere were somehow different. There is fourty pupils (36%) whose claim that parents never let them the freedom to choose their friends ,whereas the others (36%) support the idea that let the children some freedom contribute in creating a stron personality.

Question 2.8 :what kinds of problems do you have with your parents ?

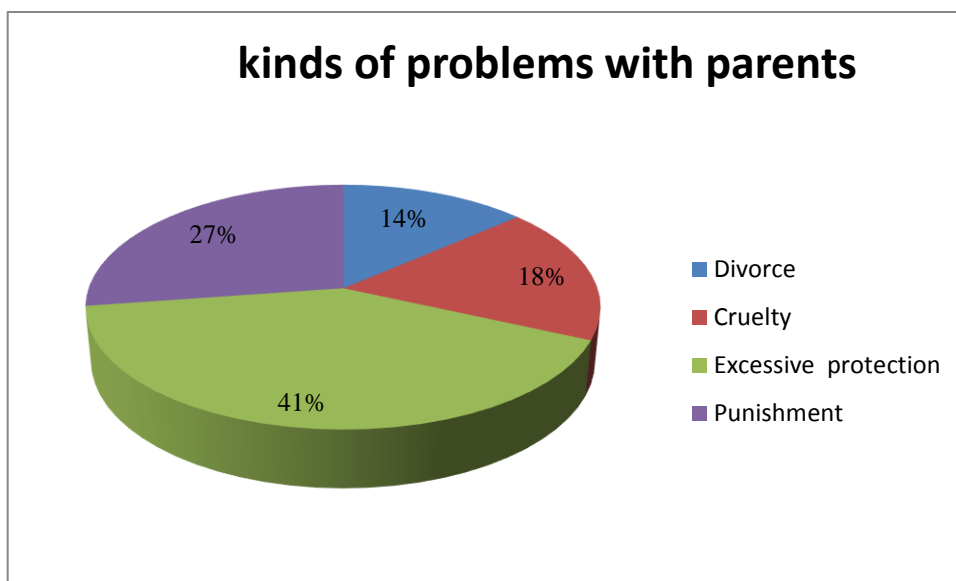| Response	Participants	Percentage
Divorce	15	13.6%
Cruelty	20	18.1%
Excessive protection	45	40.9%
Punishment	30	27.3%
Total	110	100%

Table 2.8: kinds of problems with parents .

Figure 2.8: kinds of problems with parents .

The result shows that the majority of pupils have a kind of problem.Fourty five participants said that their parents prevented them from doing things they love and this is due to their fear.Thirty participants state that their parents punishthemwhenevr they do a mistake.Whereas twenty pupils said that their parents treat them severely.And fifteen participants state that the only problem they have is the seperation of their parents due to divorce.

Question 2.9: Do your parents ask you for help to do your homework ?

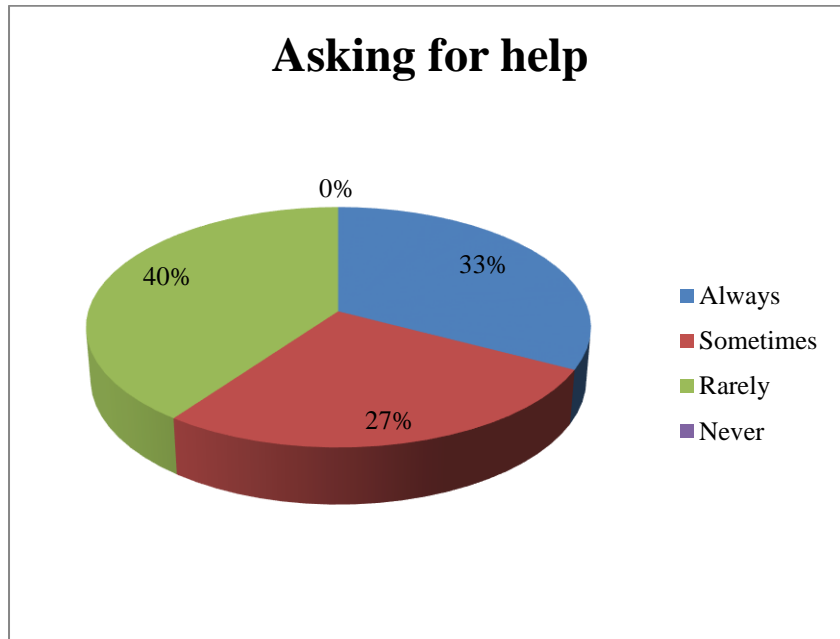| Response	Participants	Percentage
Always	36	32,7%
Sometimes	30	27,3%
Rarely	44	40%
Never	/	/
Total	110	100%

Table 2.9: parents' help..

Figure 2.9: parents' help .

Forty four pupils state that it is rarely when parents ask to help them in their homework.The other thirty six said their parents do. Whereas thirty pupils said that whenever they face any difficulty they find help.

Question 2.10: Do you find difficulties to communicate with your parents?

Response	Participants	Percentage
Yes	54	49%
Sometimes	35	32%
No	21	19%
Total	100	100%

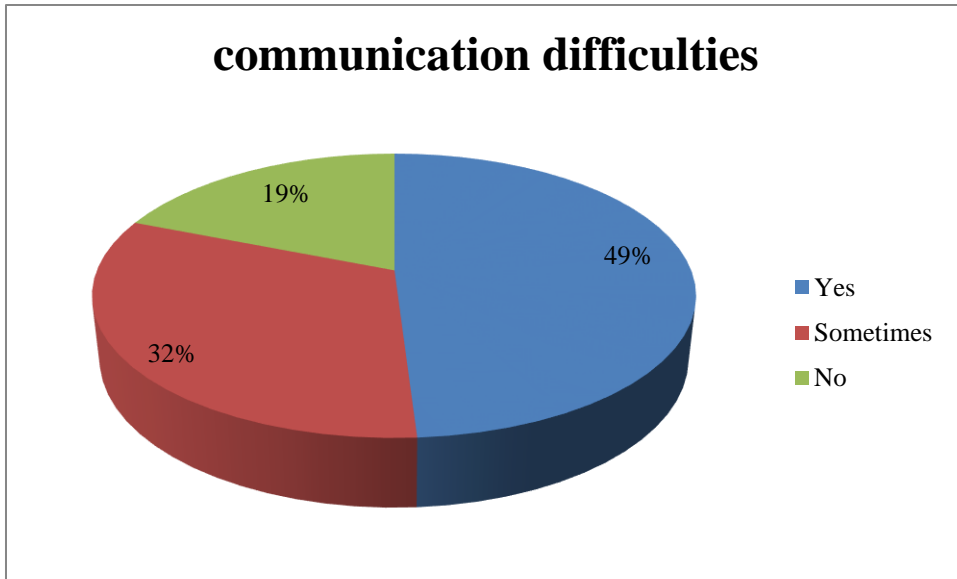Table 2.10:pupils' difficulties in communication.

Figure2.10: pupils' difficulties in communication.

Total of fifty four participants stated that they have a big problem of communication with their parents .Other thirty five said that not all of time but sometimes in such domains have that lack of communication. Whereas twenty one confirm that there is no problem in communication.

Question 2.11:Do you have family conflicts ?

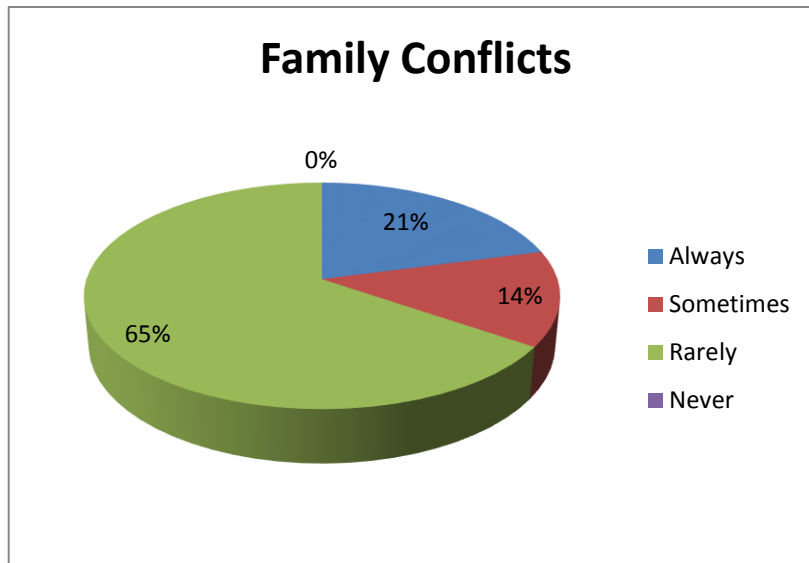| Response	Participants	Percentage
Always	23	20.9%
Sometimes	15	13.6%
Rarely	72	65.5%
Never	/	/
Total	110	100%

Table 2.11: pupils who have family conflict

Figure 2.11 : pupils who have family conflict

Over half of participants when asked "Do you have family conflicts? Seventy two said rarely.Twenty three said always. Leaving fifteen participants with the response that they have conflicts sometimes.

2.2. Parents' interview

2.2.1. Description of the interview

The interview is designed for parents who may give their own viewpoint about the parental treatment methods that helps in the academic achievement of their teenagers.They are directly involved through helping and encouraging them. Therefore, an immediate interview was organized in order to get the parents' attitudes. Five questions are dedicated to ten parents. The interview intends to examine the relationship between parental treatment methods and low pupils achievement. (Q1) how they treattheir children (Q2). Then, it investigates the helpfulness of encouragement through asking if they need help.(Q3). Finally, they are asked to indicate what type of treatment can help their child to gain their ambitions.

2.2. The analysis of parents' interview

Question 1: How do you improve the behaviour of your children: through punishment or encouragement?

All parents' answers indicate their positive attitude towards their method of treatment, they state that listening to their children is one of the best ways they can encourage them to achieve their goals.

Question 2: Do your children tell you about their performance at school?

Most parents declared that they don't tell them. And this is due to the fear from punishement such as beating or any other form of punishment.

Question 3: Do you respect the opinion of your children ?

Most of them said that We need to help children manage their emotions and giving them some space to express their feelings, without overshadowing the moment with my own feelings of how they should or shouldn't be reacting, is the only way I know how to do that.

Question4:In your opinion how to build a great relationship with our child?

Their answers shows that most of parents seek to build a strong relationship with their children in order, to help them achieve their objectives because they need the encouragement to see themselves as good people who are capable of good things. And they need to know we're on their side.

Question5: Do you tell your child that you love him?

Most answers was negative according to parents it does not need to tell their children they love them. They need to put their love into action every day for them to feel it. And when they do that their children need a lot less discipline.

3.Findings

The obtained results from the pupils' questionnaire demonstrate their awareness of the importance of having a relevance family environment.Accordingly,it is one of the basic features that helps in the growth of their personality. Pupils were able to find a fertile ground for a life of experience. The analysis of the data confirms the theories that were assumed and the reality on the ground concerning The environment that children grow up in certainly has some impact on what type of personality characteristics they develop. If families are high conflict, and the children are drawn into many arguments and disagreements, they are much more likely to become withdrawn or have a personality that is conflict-driven. In addition, if a family does not have any sort of structure within the household, children will be much more impulsive and may get into trouble more often than children who come from structured households.

Conclusion:

It is thus concluded that present study revealed that there exist a positive relationship between academic achievement and family environment among adolescents.The results from the middle school pupils supported the research from other scholars in that parents have a significant influence on their adolescent's academic performance and goal achievement. Half of the participants stated that their parents had a strong influence on their academic performance. The result of this study is consistent with Spera's (2006) findings confirming how parental values and interaction are positively related to the adolescent's interest in school, internal academic self-regulation and goal pursuit. Parents are the first people to teach their adolescent values and morals and to prepare them for school and academic success.

30

Chapter three: Research Field

Introduction:

This chapter represents some available methods for parents who like to help their children succeed in school. It is a collection of methods intended to enhance learning. This methods and parenting styles reinforce the learners' skills in which they can practice their knowledge and strengthen themselves. In addition, it offers some recommendations for parents to implement in order to develop the results obtained from integrating some parenting styles and methods in order to make their children succeed in school.

1.Suggested parenting styles :

According to Baumrind authoritative parents rely on positive reinforcement and infrequent use of punishment and this is the appropriate style which parents should integrate this style when treating their children

1.1 Authoritative parenting

"Authoritative parenting" style is the most adaptive approach to child rearing. Authoritative parenting style has several consequences for children. Children and adolescents whose parents are authoritative are seen to be more socially and instrumentally competent. Authoritatively reared children possess self-confidence in mastering new tasks, self-control, and are lively with a generally happy mood. Girls scored particularly high in independence and desire to master new tasks, and boys participated in friendly, cooperative behavior.Thes are some methods should parents use with their children:

- They put a lot of effort into ensuring that they have a positive relationship with their child.

- They explain the reasons behind your rules.

- They enforce rules and give consequences, but they take their child's feelings into consideration.

2. Permissive parenting:

Is a type of parenting style characterized by low demands with high responsiveness Permissive parents tend to be very loving, yet provide few guidelines and rules. These parents do not expect mature behavior from their children and often seem more like a friend than a parental figure.

We have found that the overly relaxed approach to parenting exhibited by permissive parents can lead to a number of negative outcomes. Children raised by permissive parents tend to lack self-discipline, possess poor social skills, may be self-involved and demanding, and may feel insecure due to the lack of boundaries and guidance.

2. Recommendations

1.The study can be conducted to determine the correlation between the parenting styles and the academic performance of adolescents in selected schools.

2. A comparative study can be done to assess the parenting styles and academic performance among mothers of school children in the rural and urban community area.

3. 1.The similar study can be conducted with large sample size in different settings.

Due to the descriptive nature of data collected in this study, causality cannot be assumed. For example, although significant relationships were demonstrated between parenting styles, well-being, and academic adjustment, we can only assert that these variables are associated. It is also important to note that the participants in our study were college students primarily from middle class households that were afforded the opportunity to attend college. The results of this study may not necessarily generalize to individuals of the same age from other economic classes, or students not at the postsecondary level; therefore, we recommend that the model be tested with different samples, such as those from different socioeconomic backgrounds and educational statuses. In addition, for further understanding, the fit of the model should be

tested between groups on demographic factors such as sex and institutional type to determine if the relationships hold for males and females and those at historically Black colleges and universities, community colleges, and predominately-White universities. In addition, although the sample size was sufficient to support the path analysis conducted, others should replicate this study with a larger sample. It is possible that other paths approaching significance, such as the path between authoritative parenting and emotional well-being, will reach significance with increased power. We recommend reconstructing the model using indicators of emotional well-being and academic adjustment that are not from the same measure. Our emotional well-being subscale and academic adjustment subscale demonstrated a weak, but significant, correlation, which means that a small portion of the relationship between emotional well-being and academic adjustment may be a function of shared variance between the subscales. It would be beneficial for future researchers to select separate indicators of emotional well-being and academic adjustment to provide further support for the results found in the current study. Last, longitudinal studies should be conducted to provide further support for our model and to demonstrate the association of the variables at different developmental points in time for students.

As it relates to emotional adjustment and academic adjustment, students with low self-esteem and low levels of emotional well-being (i.e., high emotional distress) had academic difficulties; therefore, addressing academic deficiencies and problems directly can be a first step toward positive change for these students. Academic advisors and instructors can help students utilize support resources such as peer tutoring or individual and group sessions with teaching/graduate assistants as one way to improve their academic achievement. In addition, given the significant associations between self-esteem, emotional well-being, and academic adjustment, parents, advisors, and instructors should collaborate with mental health professionals on campus to focus on building students' self-esteem and improving emotional well-being as an added method to improving academic adjustment. Counseling interventions should focus on improving and strengthening communication and interactions with parental figures as a way to facilitate greater adjustment among students. Identifying and repairing problematic behavioral patterns and emotional issues may facilitate the successful attainment of other developmental competencies (e.g., developing romantic relationships, establishing secure peer relationships, developing or solidifying career goals, and achieving academic success; Mattanah, Lopez, & Govern, 2011). Instructors, residence life directors and

assistants, and administrators who may observe pupils suffering from emotional distress or low self-esteem.

Conclusion :

The foregoing chapter has tried to provide parents with a set of methods and suitable support measures, it is crucial to investigate common impacts of various parenting typologies on children's engagement and, ultimately, their academic performance in school. All parents want their children to succeed at school, but not all parents are successful in facilitating this success.

General conclusion:

It's not easy to raise a young teen. Many outside influences distract our children and complicate our efforts. Exhaustion, anxiety, a lack of support and limited resources may make it hard for us to be all that we want to be for our children. But whatever the challenges, we share one aim: to do the best job possible as parents. We hope that you will find this booklet helpful in achieving this goal.

Research has established the importance of family support, and parental support in particular, in predicting adolescents' educational and psychological outcomes. The family has been identified as a critical force even more powerful and direct than teachers in their children's education. A number of studies have attempted to compare the belief, attitudes, values of parents and their children and also the extent to which parents opinion agree or conflict with that of children. These studies have shown that parents' potentially influence adolescent's identities. However, few studies have been undertaken to find the perception of adolescents about parental influence. The present study investigated the perception of adolescents about their parents' influence in academic activities.

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Appendix One
Questionnaire for Pupils

	yes	No	Rarely
1. My parents ecourage me to solve my problems by myself.			
2. I have the freedom to choose my friends.			
3. My parents give me presents.			
4. Parents give me encouragement and the confidence that I can do it.			
5. I am encouraged to ask questions and show curiosity.			
6. I tell my parents about my performance in class .			
7. My parents respect my opinion .			
8. I ask my parents for help if i didin't unerstand something.			
9. I am often involved in reviewing my own work and in setting my own targets.			
10. I know what I need to do to make progress in my work.			
What are the things that help you achieve your academic level ?			

Appendix Two

Questions of interviw

Q1: How do you improve the behaviour of your children: through punishment or encouragement?

Q2: your children tell you about their performance at school?

Q3: Do you respect the opinion of your children ?

Q4: In your opinion how to build a great relationship with our child?

Q5: Do you tell your child that you love him?