

RESEARCH  
ARTICLE

## Factors Affecting Academic Achievement

Taibi Amal

Doctor

Faculty of Social Sciences, University of Algiers 2

Algeria

Email: amel.taibi@univ-alger2.dz

Doi Serial

<https://doi.org/10.56334/sci/8.9.27>

Keywords

Academic achievement, drugs, family, society.

## Abstract

Academic achievement is one of the topics that psychologists and sociologists are interested in because of its impact on the future life of the individual and on society. Despite the importance of academic achievement as a criterion in light of which the educational level of students can be determined through educational processes that aim to build the students' personalities, we cannot rely on the honesty of the achievement grades that they obtain, due to the presence of factors that affect these grades, some of which are related to the student in terms of his abilities. And his inclinations, aptitudes, and moods, including those related to his environment in terms of the family's social and economic status, which in turn is reflected in the attitudes of the student's parents, and their encouragement or discouragement for him to achieve. There are other factors related to the study subjects, in terms of their ease or difficulty, or the way they are taught.

**Citation.** Taibi, A., (2025). Factors affecting academic achievement. *Science, Education and Innovations in the Context of Modern Problems*, 8(9), 288-294. <https://doi.org/10.56352/sci/8.9.27>

**Issue:** <https://imcra-az.org/archive/383-science-education-and-innovations-in-the-context-of-modern-problems-issue-9-vol-8-2025.html>

## Licensed

© 2025 The Author(s). Published by Science, Education and Innovations in the context of modern problems (SED) by IMCRA - International Meetings and Journals Research Association (Azerbaijan). This is an open access article under the **CC BY** license (<http://creativecommons.org/licenses/by/4.0/>).

Received: 14.01.2025

Accepted: 09.05.2025

Published: 19.07.2025 (available online)

## Introduction

The first responsible for the child are the parents, as they have the task of raising their children, preparing them for tomorrow's life, and entering into the group mentality, male and female, and due to the different levels of parents, and the lack of mastery of some of their tasks towards their children, schools, mosques and schools have emerged to compensate for this shortage, and cover the weakness that may fail to raise children.

With the growth and wideness of society, it includes a large number of individuals, to the point where mosques are not enough to educate them, and scientists for their part took political views, so the need arose to reorganize education on new foundations and rules, so society entered the school era and began to teach science to males and females, each separately.

Due to the economic situation that has deteriorated in recent decades, the state has been forced to integrate males and females into co-educational schools, thus creating a co-education system. This new system, which has imposed itself strongly - co-education - has attracted the attention of many learners, and we in turn have taken the initiative to pay attention to this system, so that we conducted a research in which we tried to address mixing and its impact on the academic achievement of both sexes. As we also had situations and opinions from the educational family towards this phenomenon, this is due to their work in the field.

There are many studies, whether Arab or foreign, that try to find out the various factors affecting academic achievement between the sexes (**males, females**).

Among these Arab studies were carried out by "**Abdul Majeed, Latifa Lutfi and Abu Helou Yaqoub**" in Jordan in the academic year 1981-1982 on a randomly selected sample **consisting of 459 students and 460 female students** and the problem posed was about innovation and its relationship to intelligence and academic achievement. In order to carry out this study, the researchers made sure of its truthfulness and stability, then unload and analyz the data, where the average scores of students and their standard deviations were extracted in both intelligence and abilities The researchers also relied on the cumulative school averages of students at the end of the academic year 1981-1982 and extracting their average scores in general achievement, and in the achievement of separate subjects.

They also calculated the correlation coefficients between intelligence and innovation, intelligence and achievement, innovation and achievement and between intelligence and all factors of innovative thinking (**originality, flexibility and intellectual fluency**).

The aim of the study is to uncover the correlations between innovation and both intelligence and attainment to illustrate the extent to which these variables are independent of each other<sup>1</sup>.

#### **Factors impacting academic achievement:**

The foreign studies were for "**Kaczynska** schools Parsovia in 1934 on a sample selected randomly reached **1046 pupils aged** between 7 to 15 years and the problem posed about the impact of life conditions on the academic achievement of students and for doing this study, the researcher applied intelligence tests achievement tests and a medical test for: **138 pupils and schoolgirls**, and test the conditions of life on **135 pupils and schoolgirls**, then a sterile study for: **51 cases of males and 05 cases of females** have found:

- Males are more likely to be influenced by orders that reduce their school results to a degree below their true IQ, while females are exposed to factors that raise their school results to a greater degree than their true IQ.
- There is a correlation coefficient between school information and life circumstances, the researcher concluded that there is a relationship between school information and the health status of students and that temperamental traits help the student to achieve good academic achievement, students who excel academically are characterized by integrity taste in the organization and the ability to maintain work with the organization, and these features are found in females more than in males<sup>0.2</sup>

#### **2- Factors affecting academic achievement:**

Academic achievement factors are due to the participation of several interrelated factors, which interact with each other and vary in type and its impact from one case to another and can be divided into: physical and health factors, mental factors, psycho-emotional factors and social factors.

**2-1- Physical and health factors:** They are factors related to growth, public health, various sensory impairments, speech disorders... and others.

##### **A- Poor structure, public health and physical impairments:**

A study by **Simon** (1953) on physical characteristics and academic readiness found that pupils who failed in primary school were less physically mature than successful pupils<sup>3</sup>.

Therefore, there is a close relationship between physical growth and academic achievement, and this is confirmed by Muhammad Khalifa Barakat, as sensory development disorder has a direct impact on mental growth and maturity. Poor structure and public health are among the most influential factors in causing academic delay.

Due to the consequent susceptibility to fatigue, inability to exert effort, exposure to colds, headaches, functional disorders of the body systems, endocrine imbalance and epilepsy, all these health factors disrupt the continuation

<sup>1</sup> - Yaqoub Abu Al-Helou, Khalil Al-Khalili, Kayed Salameh, Research and studies related to basic education in Jordan.1991, p. 110.

<sup>2</sup>-Kaczynska, M (1934), Academic success and intelligence, P: 63, 64, 75, 77, 130

<sup>3</sup> - Memorandum of the end of the bachelor's degree 1993-1994 Academic achievement among children who were suffocated after birth.

of school work<sup>(1)</sup>. Therefore, **Muhammad Ayoub Al-Shuhaimi** believes that the patient should be treated in a special way that is commensurate with the psychological and health aspect, taking into account depriving him of many things he enjoyed before the illness.

Therefore, parents and educational officials must deal with the patient in special ways, avoiding overcare and providing some means of entertainment to compensate for what he has missed<sup>2</sup>.

W.B Fyzerton suggests that the school should do everything possible to treat physical deficiencies, pay particular attention to activities that lead to healthy physical development, and develop healthy as well as cognitive living habits in pupils<sup>3</sup>.

In general, a good healthy structure makes students feel energetic and active, while the sick student with weak structure lags behind his colleagues and is prone to academic delay. Also, sensory impairments are responsible for cases of academic delay, the most important of which are the senses of hearing and sight, and more complex cases appear from physiological disorders that relate to the nerve centers of the senses, sensory-motor incompatibility, which appear in cases of reverse writing, and cases of color blindness, which are auditory disorders in the perception or understanding of some letters or words and are difficult to express in writing<sup>(4)</sup>.

Children with visual or hearing impairment tend to experience academic delays, especially in reading-based subjects, where the pupil finds it difficult to detect the visual forms drawn on the blackboard, but if the pupil suffers from visual impairment, the process of reconnoitring the visual form becomes a daunting process for him, which leads to poor reading, and the same happens to students with hearing impairment<sup>5</sup>.

**2.2 Speech disorders:** These disorders appear in speech defects that cause delays in reading, oral work, speech defects, and the disorder that affects the tongue and speech organs that leads to poor student achievement, the most important of these disorders are:

- **Stuttering:** It is a disorder in the voice and an inability to pronounce some letters or repeat them. Usually it appears in the child at the age of five and increases in intensity at the age of eleven. This muttering begins in its initial form when the child begins to learn to speak at the age of three years, and it may continue with him while he suffers a difficulty in pronouncing some words. Also, accompanied by a spasm in the face, mouth and the use of some movements and signals to disclose what he wants to say.

- **Sensory (dysphasia):** in which the person finds it difficult to use spoken or written words, due to a group of disorders as soon as the child tries to speak, these words stop in the throat and it is difficult for him to get them out clearly, also **"Broka"** interpreted these purposes as the result of a brain injury<sup>6</sup>.

These disorders cause him inconveniences such as a sense of inferiority in addition to the ridicule of his colleagues, which keeps him away from lessons and causes delays with them. Therefore, the teacher must give the student the opportunity to perform work in front of his peers successfully, avoid frustrating situations that lead the student to failure, disappointment, and avoid situations that show them in a weaker position than others<sup>7</sup>.

- **Mental factors:** One of the most important factors affecting academic achievement, lack of ability, general innate cognitive, or the so-called intelligence is one of the most important reasons leading to cases of academic delay, which is difficult to treat.

In a study carried out by **"Burt"** in 1951 that includes **700 late males and females**, it was found that about 10 are due to cases of stupidity, which alone is sufficient to cause delay, and that the correlation coefficient between

<sup>1</sup>- Muhammad Khalifa Barakat, Educational Psychology, Dar Al-Qalam, Kuwait, 1989, p. 362.

<sup>2</sup>- Muhammad Ayoub Al-Shahini, The Role of Psychology in School Life, Dar Al-Fikr Al-Liban, Beirut, 1994, p. 177.

<sup>3</sup>-W. Phaser Stone without a year, Academic Delay and its Treatment, Anglo-Egyptian Library, p. 93.

<sup>4</sup>- Mohamed Barakat, Educational Psychology, 1988, p. 26.

<sup>5</sup>- Mohamed Larbi Ould Khalifa, The Civilized Tasks of the Algerian School and University, Diwan of University Publications Ben Aknoun, Algeria, 1389, p. 44.

<sup>6</sup>- Mohamed Larbi Ould Khalifa, Civilizational Tasks of the Algerian School and University, 1989, p. 46.

<sup>7</sup>- Youssef Mustafa Al-Qadi and Lotfi Futtaim, Psychological Counseling and Educational Guidance, Dar Al-Mars, Saadian Arabia, 1981, p. 43.

intelligence and scientific achievement is equal to 0.74 and between intelligence and construction 0.63 and about 0.55 for arithmetic problems 0.54 for reading 0.52<sup>1</sup> for dictation, 0.41 for automatic calculation and the correlation coefficient drops to 0.21 for calligraphy and handicrafts, and 0.15 for drawing.

Dr. Mohamed Khalifa Barakat believes that academic achievement has to do with special mental preparations. It has been found that engineering, for example, requires a certain level of intelligence, thinking abilities, the ability to visualize and spatial perception. Additionally, learning to read requires the safety of speech system, senses and perception, abilities leading to rapid recognition and understanding, in addition to the accuracy of observation. So, mental abilities have a role in the process of academic achievement, and its impact is clearly shown in cases of academic delay, where there is no mental readiness to succeed, for example, a relatively late number of girls than boys in subjects requiring mathematical and numeracy abilities, as well as boys lag relatively behind girls in subjects that require verbal abilities, such as languages<sup>2</sup>.

### 3- Psycho-emotional factors, the most important of these factors, frustration, jealousy, deprivation;

The most important of these factors are frustration, jealousy, deprivation, comparison, fear, lack of sense of security and self-confidence, anger, introversion, depression ... Etcetera. It is one of the most dangerous factors affecting the child because of its negative effects on his academic achievement, there are some students deliberately depend on introversion and isolation instead of activity and vitality.

This may be due to physical disabilities or deformities that make him feel inferior compared to his classmates at school, or to domestic and school factors, such as the child finding strict treatment, excessive pampering or deprivation of contact with children for fear of them.<sup>3</sup>

Studies by Light and Ait have shown that chaos and neglect eliminate all motivation for academic achievement, as these researchers divided students into three groups.

**The first group** had a democratic atmosphere, **the second group** was chaotic, **the third group** had a dictatorial atmosphere. The first group achieved better and better, while the second group suffered from inactivity and inability to continue working, and the third group was dominated by turmoil in kings, where students resorted to aggression among themselves and against their teacher<sup>4</sup>.

Anger is also one of the psychological factors that a child or adolescent resorts to against the existing situation and the strict laws imposed by adults, and it is made worse when parents and teachers rely on forcing him to submit to behavior that he does not want and becomes more stubborn, so it was the duty of parents and teachers to direct him without being exposed to his feelings and suppressing his<sup>5</sup>.

Fear is one of the psychological factors that affect the school life of the student, the first days of the child's enrollment in school are frightening, especially the shy child and the child who depends entirely on his family. It is these fears that arise in the child from examinations, injuries and illness or congenital fears of guilt when he commits a sin, as well as the fear he or she has in his relations with the opposite sex<sup>6</sup>.

As well as jealousy, a psychological disorder dominates the emotional life of the child, where some parents resort to compare their children with the children of neighbors and amplify the mistakes made by their children, especially in the early years of school, and believe that they urge them to work and diligence. In fact, they ignite in them the fire of jealousy and a sense of inferiority and weakness as the deprivation of the most severe factors of jealousy. Also, the child who is deprived of the tenderness of his parents feel inferior and brings him to frustration, especially when he feels that he is unable to compete with his colleagues in the department<sup>0.7</sup>

<sup>1</sup> - Mohamed Mustafa Zaidan, without Sunnah, an educational psychological study of the general education student, Dar Al-Shorouk, Algerian University Publications Office, p. 179.

<sup>2</sup> - Mohamed Larbi Ould Khalifa, Civilized Tasks of the Algerian School and University, 1989, p. 50.

<sup>3</sup> - Muhammad Mustafa Zaidan, without Sunnah, an educational psychological study of the general education student, p. 179.

<sup>4</sup> - Mohamed Larbi Ould Khalifa, Civilized Tasks of the Algerian School and University, 1989, p. 50.

<sup>5</sup> - Muhammad Mustafa Zaidan, without Sunnah, an educational psychological study of the general education student, p. 176.

<sup>6</sup> - Ibid.

<sup>7</sup> - Mohamed Larbi Ould Khalifa, School Civilizational Tasks of the Algerian University, 1989, p. 47.

**4- Social factors:** represented in school and family factors.

#### 4.1 Family factors

The family is the first educational institution that provides the child with moral, religious and social values and standards. Professor Sheikha Al-Mahmoud, Assistant Head of Guidance for Subjects, stated in the Journal of Education that the family is the first human system and is the vessel in which children receive the first lessons of life, which their personalities are formed in them.<sup>1</sup>

A home in which there is calmness and tranquility provides physical, mental, psychological and spiritual comfort for the child. The harmony that occurs between parents greatly helps the child's personality cohesion. In contrast, the domestic atmosphere full of family disputes and emotional turmoil leads to psychological disorders for the student, which affects his turnout for lessons<sup>2</sup>.

Deprivation resulting from lack of love and tenderness has a significant impact on the child's actions and schoolwork, while excessive fibrosis and excessive love are no less dangerous than deprivation of kindness and tenderness.

A child who is overly affectionate by his or her parents grows up a child who is less self-reliant, stubborn and defiant to adults and children<sup>3</sup>.

There are some parents who ask their children to follow the example of the category of children who are characterized by the most successful and forbid them from sitting the category of children who are characterized by poor academic achievement and must indicate that the difference exists even between the child and his brother in the family, for instance, the eldest child bears responsibility early for his younger siblings at the time when he himself needs care, while the younger child receives special treatment from his family and sometimes increases pampering<sup>4</sup>.

#### 4.2 The economic level of the family:

Malnutrition and poverty are factors affecting academic achievement, due to the lack of amenities and the lack of a suitable place for the student to study. He may have to work at the end of the hours allocated for study to help his family members, and when he returns to school in the morning, he is exhausted from fatigue.

"Laserstone" argues that a child who comes from a poor, inactive, hungry family shows a little effort and enthusiasm for school activity and benefits little from his school.

Therefore, the economic level has a role in adapting the child to school, the more the economic situation is deteriorating, the more cases of introversion, shyness and avoidance of establishing sound social relations appear, but if the economic situation is in good condition, this adaptation is better.

#### 4.3 The cultural level of the family:

The high or low level of education of the child is related to the cultural level of the parents, if it is high, the education that the child receives at school is complementary to what he received at home. But if it is the opposite, the child lacks sufficient experience to prepare for the educational process, and this is confirmed by Mohammad Mustafa Zaidan, where he says that the student who finds at home a cultural atmosphere that helps him to study his lessons, do his homework, and benefit from the diverse culture in the household, which parents and brothers choose through their reading of books and newspapers and their follow-up to useful radio or television classes, also

<sup>1</sup> - Education, a refereed journal issued by the Qatari National Committee for Education and Science, 1992, p. 65.

<sup>2</sup> - Muhammad Khalifa Barakat, Educational Psychology, 1989, p. 356.

<sup>3</sup> - Muhammad Ayoub Al-Shahini, The Role of Psychology in School Life, 1994, p. 85.

<sup>4</sup> - Mahmoud Hassan, Without Sunnah, The Family and its Problems, Dar Al-Nahda Al-Arabiya, Beirut, p. 250.

the development of their linguistic wealth or intellectual ability, serve as a cognitive stimulus for the child that pushes him to develop his school knowledge<sup>1</sup>.

## 5. School factors

School is the second environment to which the child moves after the home environment, and at school the child finds a wider circle and a new field for practicing his activities and relationships, in which he acquires new information and skills, while the school completes the function of the home in shaping the child's personality<sup>2</sup>.

In order to succeed, appropriate factors and conditions must be available in the school.

**5.1 When a child reaches 6 years of age**, he spends most of his time in school after he used to spend it at home. The school usually consists of a teacher principal and administrators, so the school atmosphere must be characterized by positive interaction, active cooperation and opportunities for students to satisfy their needs and encourage them and thus increase their desire for academic achievement<sup>3</sup>.

**5-2 - The school must have a good financial situation**, so that it can provide the necessary requirements of books, magazines and stories, which contribute to raising the level of equipping laboratories with the necessary supplies of devices and solutions to enable students to conduct experiments. In addition to this visits and exploratory trips in order to get the student out of the routine school atmosphere and increase his experiences. This is not enough if we do not pay attention to cleanliness inside the school and provide all the necessary conditions so that the student can study appropriately, in this later Fizer Stone says that it is a waste of time and effort to give health guidance to a slow-learning child in a school that itself does not have good lighting and ventilation, lacks sanitary toilets and hygiene, and lacks the possibilities for sports activity, recreation and amenities<sup>4</sup>.

**5.3 The absence or delay of a child from school is a sign of maladaptation**, that leads him to school delay, and this absence and delay is due to the child's health condition, which prevents him from attending.<sup>5</sup>

**5.4 The school is responsible for raising children morally**, as well as scientifically, so it is keen on the general appearance of the pupil and some pupils see this as an interference in their personal lives, some of them rebel against the school's laws, which delays their school success, so the school must understand that the laws, and regulations are designed to protect the pupil<sup>6</sup>.

Therefore, when the school has occasions, it should offer prizes to successful students so that each of them feels superior and increases his self-confidence, because the feeling of success preserves hope, which helps to exert more effort.

**5.6 The teacher is no less important than the attention to the student**, because the preparation and reform means the preparation of generations, so the personality of the teacher negatively or positively affects the students, in the event of psychological disorders reflected negatively on his students and this is shown by the studies Clark 1991 conducted on **200 teachers randomly selected from 28 primary institutions** from the United States of America and these studies showed that teachers who enjoy good mental health, are less distressed<sup>0.7</sup>

The teacher must win the love of his students, and sympathy with them, because the relationship based on friendliness and understanding is likely to continue further, the teacher may face many unexpected situations from

<sup>1</sup> - Muhammad Mustafa Zaidan, without a year, an educational psychological study of the general education student, 1981, p. 185.

<sup>2</sup> - Muhammad Khalifa Barakat, Educational Psychology in the Family, Dar Al-Ilm Kuwait, 1977, p. 36.

<sup>3</sup> - Muhammad Mustafa Zaidan, without Sunnah, an educational psychological study of the general education student, p. 149.

<sup>4</sup> - W.B. Weser Stone, Academic Delay and its Treatment, 1971, p. 93.

<sup>5</sup> - Muhammad Mustafa Zaidan, without Sunnah, an educational psychological study of the general education student, p. 172.

<sup>6</sup> - Ibrahim Esmat Mutawa, Scientific Education and the Foundations of Teaching Methods, Dar Al-Nahda Al-Arabiya, Beirut, 1982, p. 89.

<sup>7</sup> - Muhammad Ayoub Al-Shahini, The Role of Psychology in School Life, 1994, p. 42.



his students, which might lead him into revolting against them and promising them punishment, but this does not solve the problem but rather increases its intensity. The teacher can get rid of it with a smile or a quick comment<sup>1</sup>.

A teacher whose research and reading ceases as soon as he obtains a qualification certificate for entry into the job becomes a routine and a boring work, so he must consult books and magazines published in this field in order to be aware of new changes and opinions in the field of education<sup>2</sup>.

## 6. Conclusion

We have explained the factors of academic achievement and the extent of their impact on the success or failure of the child in all educational stages for both sexes and these factors are primarily due to the child and his mental ability and the safety of his health from disabilities and diseases while maintaining his mental health from various disorders such as: frustration, jealousy, deprivation, fear, introversion .... Because it reduces the student's learning incentives.

There are other factors summarized in home conditions and the prevailing turmoil or calm, and school conditions appear especially in the transactions between the various parties to the educational family, if it is troubled hinders the educational process and vice versa.

**Conflict of Interest.** The author declares that there is no conflict of interest regarding the publication of this article.

## Acknowledgment

The author extends sincere gratitude to the Faculty of Social Sciences at the University of Algiers 2 for its academic support and encouragement throughout the course of this research. Appreciation is also expressed to the students and families who contributed valuable insights during the data collection process.

## 7. References:

1. Abu Al-Helou, Y., Al-Khalili, K., & Salameh, K. (1991). *Research and studies related to basic education in Jordan*.
2. Al-Qadi, Y. M., & Futtam, L. (1981). *Psychological counseling and educational guidance* (p. 43). Dar Al-Mars.
3. Barakat, M. K. (1977). *Educational psychology in the family* (p. 36). Dar Al-Ilm.
4. Barakat, M. K. (1989). *Educational psychology*. Dar Al-Qalam.
5. Barakat, M. (1988). *Educational psychology*.
6. Bachelor's Thesis. (1993-1994). *Academic achievement of children who were suffocated after birth*.
7. Education. (1992). *Education: A refereed journal issued by the Qatar National Committee for Education and Science*.
8. Kaczynska, M. (1934). *Academic success and intelligence*.
9. Larbi Ould Khalifa, M. (1989). *The civilized tasks of the Algerian school and university*. Diwan of University Publications Ben Aknoun.
10. Mahmoud, H. (n.d.). *The family and its problems*. Dar Al-Nahda Al-Arabiya.
11. Mutawa, I. E. (1982). *Scientific education and the foundations of teaching methods*. Dar Al-Nahda Al-Arabiya.
12. Phaser Stone, B. (n.d.). *Academic delay and its treatment*. Anglo-Egyptian Library.
13. Shahini, M. A. (1994). *The role of psychology in school life*. Dar Al-Fikr Al-Liban.
14. Weser Stone, W. B. (1971). *Academic delay and its treatment* (p. 93).
15. Zeidan, M. M. (n.d.). *An educational psychological study of the general education student*. Dar Al-Shorouk, Algerian University Publications Office.
16. Zeidan, M. M. (1981). *An educational psychological study of the general education student*.

<sup>1</sup> Ibrahim Esmat Mutawa, Scientific Education and the Foundations of Teaching Methods, 1982, p. 91.

<sup>2</sup> Muhammad Ayoub Al-Shahini, The Role of Psychology in School Life, 1994, p. 44.