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Investigating the Relationship Between Teacher Praise and Learners' Academic Performance: A Case of Second-year Secondary Schools in Khenchela.

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Abstract.

The present study aims to investigate the relationship between teacher praise and learners' academic performance as well as the effects of praise on students' performance. To reach those objectives, two questionnaires are formulated as data collection tools. The first questionnaire is designed for learners in which it investigates their knowledge to the meaning of teacher praise and the frequency of receiving it from their teachers. The second one is designed for teachers in order to check to what extent they praise their learners, for what reasons, and if their praise is related to their learners' performance. The findings are analyzed quantitatively and revealed that teacher praise is related to learners' academic performance. As a result, teachers who praise their learners frequently will affect their students' academic performance.

Keywords: Learners' academic performance, teacher praise.

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General Introduction

General Introduction

Introduction

Effective teaching is a standard of determining the teacher's success, and it is considered as an important factor to reach the underlined educational objectives. In order to attain these goals, teaching should be accompanied with some trends and approaches to offer more chances of better understanding to the learners, and make them capable of participating in classroom without any difficulties that constraint their performance. Based on this, teacher praise is one of the trends which are misused as problem solving issues.

Statement of the Problem:

This study aims to examine the relationship between praising learners by their teachers and their academic performance. The current experience shows that learners are performing less in their classrooms especially if they are less praised by their teachers.

Questions and Hypothesis of the Study:

Q1: Does teacher praise correlate with learners' academic performance?

Q2: In which way teacher praise influences learners' academic performance?

To answer those questions, the following hypothesis is formulated:

Teacher praise may be related to learners' academic performance.

Aims of the Study:

This study aims to determine the relationship between teacher praise and learners' academic performance, in addition to investigate the effects which may occur on learners' performance after being praised.

Research Design:

The research design of this study is oriented to quantitative paradigm to detect the relationship between the independent variable which is teacher praise and the dependent variable which is learners' academic performance. It is the appropriate design for the present

study to determine the relationship between them. The results will provide numerical data that can be analyzed statistically as the researchers look for the link between the two variables.

Data Collection Tools:

The researcher designed two questionnaires; one administered to the learners and the other to the teachers, in order to reach the major objectives of the study. Both of them designed using multiple-choice questions. The learners' questionnaire contains fourteen (14) questions. However, the teachers' questionnaire is composed of two (2) sections. The first section is about teachers' background and it contains nine (9) questions. The second one is about teacher praise and learners' academic performance and it includes thirteen (13) questions.

Population and Sampling:

The participants of the study are second (2nd) year students of secondary schools that are located in Khenchela province. The researcher will randomly select thirty two (32) learners from the whole population. The reason behind choosing this specific population is that the researcher assumes that they have background knowledge about what both variables mean.

Structure of the Study:

The present investigation is mainly divided into three chapters. The first chapter discusses the most important aspects that are related to teacher praise such as definitions, types, and characteristics. However, the second one discusses learners' academic performance and the major factors that influence it. The third chapter consists of data analysis and discussion. Here, the researcher describes the statistics and reports data through graphs. In addition, she/he interprets and discusses the findings.

Chapter One

Teacher Praise

Chapter One .Teacher Praise

Introduction

Teacher praise has become an important topic in education in which many studies have proven that it is an effective way to engage learners in the learning process. When learners are praised by their teachers, they feel self-confident and take part to improve their skills and abilities. From this regard, educators suggest that praise has numerous types and characteristics to be successful when it is applied in addition to some factors related to it, and differ from one learner to another.

1. Definitions of Praise

The term “praise” is defined differently according to scholars. It is defined by Brophy (1981, p. 5) as “to commend the worth of or to express approval or admiration”. While Thomas (1991) uses the term “descriptive reinforcement” to describe it. In addition, it is defined as “performing feedback that includes verbal or non- verbal communication of teacher behavior, of student behavior” (Hawkins & Heflin , 2011, pp. 97-108), as well as ,“teacher initiated statements that convey to children the specific academic or social behaviors in which the teachers would like to see students continue to engage”(Conroy et al, 2009, pp. 18-26) .

Also, it is referred to as “positive evaluations made by a person of another’s performances or attributes, where the evaluator presumes the validity of the standards on which the evaluation is based” (Henderlong & Lepper, 2002, pp. 774-795). Finally, it is showed as “positive feedback from an individual who perceives the behavior to be meeting a desired standard, in order to encourage that behavior” (Fishbakh et al, 2010, pp. 517-530). Those definitions are made by different researchers but most of them agree that praise is like a reaction made by teachers towards learners’ behaviors, actions, or activities. It may be positive or negative depending on the type of the learner’s action.

2. Purpose of Praise

Every issue in the world has a goal or a purpose to be reached. Teacher praise as one of these issues has its own purpose. For this, Brophy (1981, p. 6) states “the purpose of praise is to reinforce a student’s behavior .To reinforce is to bring attention to any”. So, by praising

learners, their behaviors will be reinforced either by correcting them when they are wrong, or by working more on them when they are positive and therefore, being reinforced and encouraged. In this scope, Akin- Little et al (2004) mention “praise has the ability to improve student academic or behavioral performance, but only if the student finds it reinforcing” (pp. 344-366). This shows that teacher praise may have a positive effect on learners’ performance only if they deal with it as a helpful and encouraging issue.

3. Types of Praise

3.1. Global Praise

Brophy finds that this type is mostly used in classrooms and a number of researchers support this idea like; Robins (2012), Beaman and Wheadall (2000) in which they state that this kind of praise is not linked to a specific behavior or completion of a task. They agree with Brophy that it is not effective in changing the behavior or the learning of an individual .This kind of praise is used according to Robins(2012)in “a teacher / class relationship where it is understood to be intended for everyone , to create a corporate, feel good moment” (p.135).

Bear (2010) agrees and says that when the teacher uses a frequent global praise, avoids criticism and punishment. S/he will enhance the positive climate of the class. Based on the previous idea, global praise is used only when there is a strong relationship between the teacher and the learners, which helps in creating a good atmosphere in the classroom, and makes learners feel the advantage of being praised by their teachers and in front all of their classmates.

3.2. Contingent Praise

In many researches, contingent praise is considered as a powerful reinforcement in the reduction of a variety of behavior problems at the individual level (Bear, 2010; Brophy, 1981).In addition, Bear (2010) states that contingent praise is: “a way to communicate important behavioral expectations that are commonly valued in our society” (p.103). That is to say, this type helps in reducing behavior problems that face learners in the classroom and thus, it will affect their behaviors and attitudes in a positive way.

3.3. Age- related Praise

This type has a clear relationship with the person being praised, which means that there is a difference between different age individuals' praise. In this regard, Brophy (1981) mentions “younger students may not clearly perceive the distinctions between praise that is not contingent, specific, and credible” (p.16). Younger students wish to greet for adults and they accept face praise rather than others (Webster-Stratton, 2012).

Both Bear (2010) and Brophy (1981) agree that when students get older, their desire to please teachers becomes less. They become sensitive to how praise is administered and they begin to analyze adults' statements rather than just receiving it like they did in the past. As a result, age-related praise has a strong relationship with the learners' age. It shows that the age of the student plays a great role in determining the type of praise because each time the learner is getting older; s/he becomes more aware of the type of praise s/he wants from his teacher, and then he will analyze it rather than just accepting it.

3.4. Credible Praise

Bear(2010) points out “older students are inclined to conclude that frequent praise for really simple tasks are given primarily to those who need it, that is, those lacking in ability or self – discipline” (p.113). It means, this type of praise is given for those who need it, not all of the learners. It is given mainly to those who lack ability to control their behaviors.

Brophy (1981) finds that this type of praise is often used by teachers who have low expectations for learners. It is directed to the lowest achievers. He mentions that learners are often praised publically and privately, and says “teachers not so much trying to reinforce specific behavior as to build the teacher - student relationship” (p.18). That is to say, teachers should focus on their relationship with their learners when they praise them without forgetting to reinforce a specific behavior for them.

3.5. Specific and Evaluative Praise

Specific praise refers to that type which includes specific information or descriptive feedback (Brophy, 1981). It differs from evaluative praise because it includes judgement and not concerned with learners' values, as well as, it takes place within a trust relationship. Kohn (1999, as cited in Robins 2012) states that the manipulation of this type is divisive and

damaging teacher- pupil relationship due to the fact that “children are regularly reminded of where the power lies” (p.67).For this, Robins (2012) mentions that in a Montessori environment, teachers are trained about the difference between evaluative praise; which means to impose adults' values on learners' work, and descriptive praise which deals with the learner as if s/he evaluates his/her own work in order to become an independent thinker and learner. Yet, many researchers agree that specifying praise is necessary if it is to be used as an effective tool of reinforcement. However, Brophy (1981) finds that teachers are specific in only five percent (5%) of praise comments and statements.

3.6. Effective and Ineffective Praise

Brophy (1981) claims that effective praise is contingent on the targeted behavior and specifies the behavior to be reinforced .From one hand, he mentions some key ingredients in order to have an effective praise. First, the praise should be delivered in response to a specific behavior. Second, the behavior being praised must be identified in specific terms. Then, praise should be sincere, credible, and spontaneous. Also, it should reward the attainment of clearly defined and understood performance criteria. Moreover, it must provide information about the learner's competencies. Furthermore, it should be given in recognition of noteworthy effort or success at a difficult task for that particular student. Finally, praise must attribute success to effort and ability implying that there can be similar success in the future.

From the other hand, Brophy (1981) mentions the aspects which lead to the ineffective praise, they are: First, it becomes ineffective, when it is delivered randomly or unsystematically. Second, while it is restricted to global positive reactions which are delivered in bland fashion with minimal attention to the student or the behavior. Then, the time it rewards participation that is not related to performance. Also, it becomes ineffective when it compares the student's performance to other students. Moreover, when it is given without regard to the effort needed to complete the task. Furthermore, while it attributes success to ability alone or to external factors such as: luck and ease of the task. Finally, the time it is given by a teacher who acts as a power figure and external authority in a manipulative manner.

To conclude, Brophy (1981) states that praise can stifle students' natural curiosity and desire to learn, by focusing their attention on extrinsic rewards rather than intrinsic rewards which come from the task itself.

3.7. Verbal and Non-verbal Praise

Kanouse, Gumpert, and Canavan - Gumpert (1981) claim that verbal praise refers to “positive evaluations made by an individual of another’s products, performances, or attributes” (p.98). In other words, teachers are supposed to praise their learners for their performance. Many researchers like Haughton (1990), who depicts that when teacher’s verbal praising is increased, positive effects are seen on the students’ educational performance. That is to say, verbal praise has generally positive effects on students’ achievements and performances.

According to Lepper and Henderlong (2002, as cited in Burnett 2014), verbal praise is more beneficial than non-verbal praise to motivation because it encourages performance. For them, verbal praise promotes autonomy and enhances competence without an over reliance on social companions. For other researchers, verbal praise is the type of praise that is given to learners to make them keep trying because it gives them the confidence to read on their own, and it helps them to reduce interruptions when talking. Most spread example of this type is: book images.

Unachkwu (2007) carries out a research on learners using verbal and non-verbal praise. The results show that learners who were verbally praised showed a significantly high achievement in motivation than those who were non-verbally praised. A number of educators make researchers about learners’ desire to be praised. For that, Burnett and Mandel (2010) find that although the majority of learners want to be praised, seventeen percent (17%) of them show that they never want to be praised, either individually or publically. This response reflects many orientations as “they do not have the social skills or the teacher- student relationship is fragile” (Webster – Stratton, 2012, as cited in Miriam 2013).

4. Evidence of Using Teacher Praise

According to Ennis et al (2018, pp. 134-139) “teacher praise has been established as a naturalistic and simple evidence-based strategy to encourage prosocial behaviors and reduce problem behaviors in classroom”. In their study about teachers’ use of behavior-specific praise, Royer et al (2019) find out that teacher praise increases school-based settings in the learner, decreases them in inappropriate behaviors, and reduces the learner tardiness. Therefore, Hawkins and Heflin (2011) show that the possible reason behind the effectiveness of praise can be related to the developmental stage of learners. For this, a lot of educators

have conducted some works in middle and high school level classrooms, the works focus on increasing the rates of teacher praise, as well as, the effects on learners' behaviors.

In this regard, Allday et al (2012) state that the use of strategies like: video self-modelling, visual performance, coaching, and collaboratively developing classroom rules is effective in increasing teachers' use of behavior-specific praise. In another study with middle school teachers, Pisacreta and Colleagues (2011) show that when teachers are able to maintain 1:1 ratio of praise to behavior correction statements, the level of learners' disruption decreases to manageable levels. In addition, teacher praise is also connected to teacher-student relationship quality. Cook et al (2018), Murray and Pianta (2007) mention that there is a historical evidence which demonstrates that providing praise to learners can help them to develop positive relationship with their teachers.

Also, Sabey and Colleagues (2019) assert that praise becomes more powerful when it is used strategically following individualized student success. They suggest that educators should pay attention to how learners respond to praise. Moreover, "acknowledgement of student success, emotional closeness, willingness to help, and high expectations are all noted as key elements in a high quality student-teacher relationship" (Alder, 2002; Guess & Bowling, 2014). Finally, Murphy and Zlomke (2014) indicate that positive student- teacher receive interactions support learners' social development, and may improve their attitude toward school. As a result, improve their attitude toward teacher, classroom, and learning environment.

In order to implement this praise, there are a number of guidelines should be followed. First, praise should be contingent on the learner's behavior. For that, Cooper and Scott (2017) say that teacher praise is best delivered when it is contingent, and when it is explicitly related to class and learner behaviors that teachers wish to increase. Second, it must occur immediately after behavior as Hattie and Timperley (2007, pp. 81-112) claim "in order to make praise effective, it needs to occur immediately after the behavior occurs, especially if the praise is delivered for a behavior that the learner has not yet mastered". They add that immediate praise which emphasizes the correctness of a task will help to keep the focus on the target behavior, and increase the probability of its existence in the future. Then, the teacher must stand in close proximity to the target learner because it is helpful when praising him/ her, and it enables the teacher to make sure of the learner behavior (Hester et al, 2009, pp. 513-535).

Also, praise should be used consistently. In this regard, Brophy (1981) shows that the adolescents are more successful when the behavior supports are consistently applied. Praise which is delivered systematically is one of the important positive behavior support strategies at the teacher's disposal, especially when teaching a new skill or behavior (Alberto & Troutman, 2009). Finally, the teacher must be specific with praise statements as Brophy (1981) and Skinner (1953) claim. They show that learners' specific skill levels should be considered when providing praise. In classrooms, statements of praise are best delivered if they are directly related to behaviors or skills that the teacher wishes to increase, and if they provide informative feedback on the appropriateness and success of specific behaviors or performances.

5. Characteristics of A Successful Praise

Based on the previous information, there are some characteristics for praise to be successful. First, as Brophy (1981) claims "the praise needs contingency to be successful, the reinforcement of praise should not be delivered until the behavioral criteria have been met" (p.6). In the classroom, the teacher praises his/her learners only when they perform a desired behavior. The greatest success comes when the action and the praise for that action are related. This leads to an increase in the positive behaviors (Moore Patin, Oliver, & Wehby, 2010, p. 174). The second characteristic has a relationship with the specific praise. It means that the praise should specify the exact behaviors to be reinforced, if praise lacks this criteria, teachers will fail to give learners the information they need to guide their learning (Wright, 2012). For this, Burnett and Mandel (2010, p.145) note that the general praise is not specific, despite the fact that it is the most common type in classrooms; it is not effective because it is not linked to a specific behavior.

Third, praise must be sincere and credible (Brophy, 1981, p. 12). It means that people can say something and act the opposite but learners should believe that the type of praise they receive reflects exactly their actual behavior. Besides, there are other characteristics related to learners. They play a major role in determining the type of praise given. Regarding this, Brophy (1981) names a type of the learner who trains his/her teacher to praise him/her by bringing his/her work up to the teacher for approval, smiles often, and volunteers answering questions to impose the teacher to praise him/her on a frequent basis. The learner's age as well has a role in determining the type of praise to be effective or not. Learners who are under eight (8) years old seek the praise from their teachers and they may have a higher

success rate (Brophy, 1981). So, teachers are supposed to focus on learners' good answers or good work to praise them rather than criticizing them for their mistakes and poor answers, this will help other learners to work hard in order to be praised by their teachers.

The success in praise comes when the learner is praised directly for the exact behavior he does in order to be increased and improved. For this, praising another learner may not have the same results, they may get "the hint" but they are less likely motivated to improve. For every negative or corrective feedback, a student needs at least four (4) positive praise statements (Marchant & Anderson, 2012, pp. 22-28). As a result, the praise must be linked directly to the exact behavior and the positive one and must be given immediately following the action. It differs according to the level of learners, their reactions, characteristics, age, and preferences and then evaluates its effects on their needs.

6. Objectives of Praise

First, praise can be a motivator for learners in the beginning stages of learning, by focusing on indicators of student effort rather than on product (Daly et al, 2007). Second, praise can encourage learners in the acquisition of learning by improvements of responding (Haring et al, 1978). Third, when the student achieves a progress beyond the acquisition stage, an appropriate goal may be fluency (Haring et al, 1978). Then, It is noted that the effectiveness of praise is sensitive to context, situation, and to relationships. Praise by a poor classroom manager is threatened by losing control and may be a desperate attempt to "do something" (Brophy, 1981, p. 27). Moreover, teacher praise' statements "can be perceived as reinforcing by certain students in certain situations, but perceived as manipulation by other students in certain situations" (Bear, 2010, p. 108). So, the effectiveness of praise can differ from one situation to another, and teachers should evaluate their learners depending on the context and considering the relationship between them before praising.

7. Effects of Praise:

Brophy (1981) mentions that teachers' attempt to use praise as a systematic tool of reinforcement in the classroom is impractical, even if they are able to praise their learners frequently. He adds that the reality that much teacher praise is not a deliberate reinforcement, but is elicited by learners who actually condition their teachers to praise them and that despite the fact that teachers can praise their learners systematically, there is still an indication of the ineffectiveness of this praise type because not all learners are interested in pleasing their teachers.

(When they become older, they become uninterested of pleasing teachers). In addition, Esler (1983) reports that correlations between teacher rates of praise and students' learning gains can be negative, and even if they are positive, they are too low to be significant.

Therefore, some authors like Martin (1977), Stringer and Hurt (1981) find out that praise may actually decrease learners' self-motivation and make them dependent on rewards. In this regard, Green and Lepper (1974, pp. 49-54) claim that when teachers praise preschool children for doing something, which they are already motivated to do, they will become less motivated to do it. The study shows that the various forms of praise can have different types of effects on different types of learners that is to say, learners from different socioeconomic classes, ability levels, and even genders; those types may respond differently to praise. As a result, the use of praise may have different effects depending on the achievement being measured (E. g: praise may be useful for learners' motivation, but it may discourage their problem solving).

For classroom management, Kounin (1970) observes kindergarten classrooms to gain insight into effective management practices. He finds that the smoothness of the momentum of classroom instructions and activities is the most powerful variable in controlling deviant behavior and maintaining student attention. He concludes that praise has no role in the effective classroom management.

For this, Mueller and Dweck (1998, pp. 33-52) make a study about the learner personality, and they find out that some types of praise can be detrimental to performance. They assert that praising someone for his/her intelligence after an easy challenge may have negative effects. According to them, those negative effects come from some sources; which are: First, choosing easier challenges to have a good performance. Also, being not interested in learning new ways to improve the performance, then, when failure happens later on; the small components of intrinsic motivation and performance will be observed. In addition, the same authors name other source of the negative praise of effects; which is the learner's self-consciousness. The researchers claim that self-consciousness may disrupt the student skilled performance. For them, the mechanisms that will lead to the negative effects of praise are: First, praise increases self-attention and may impair skilled performance. Also, it conveys an implicit demand for a continued good performance. Finally, it causes a reduction in the effort rather than a direct negative effect on skill.

Mueller and Dweck (1998) add that praise may decrease performance when it is dispositional. It means that learners are not praised for their actions but for their dispositions, the frequent target should be student intelligence. For example, intelligence may induce the learner to excessively worry about it in such a way that the learner will avoid to enhance his/her intelligence. Besides, praise may affect learner's self-esteem and autonomy. In a study about the topic, Rowe (1974, pp. 291-308) finds that praise can lower learners' confidence in their answers as well as the number of responses they offer. He states that learners have exhibited many characteristics of lower self-esteem like responding in doubtful tones. Also, they frequently try to read or check teacher's eyes for signs of approval or disapproval. Whereas Meyer (1979, pp. 259-268) shows that depending on some conditions, praise can lead students to have low expectations of success especially at difficult tasks which will decrease their performance and their persistence intensity at the task.

So, certain kinds of praise may cause failure to the most capable learners. As a result, since not all of them can be good, nice or smart, they are required to do not take difficult tasks in order to avoid negative evaluations.

Conclusion

To conclude, the praise is considered as an important aspect to create a good atmosphere in the classroom .It also reinforces the relationship between the teacher and his/her learners but it requires some features to be successful and effective.

Chapter Two

***Learners' academic
performance***

Chapter Two .Learners' academic performance

Introduction

The process of learning is related to two principal participants; teachers and learners. The teacher is the one responsible for transferring the information whereas the learner is the one who receives it. For this, the teacher uses different strategies and approaches in order to enhance learners' abilities and capacities, improve their skills, and develop their achievement.

Academic performance is one of the issues that should be taken into consideration to be improved by both teachers and learners because it introduces the results of the approaches used, and their effectiveness on learners' grades, level, and development. It can show that learners understand the courses presented, and that they may do their activities without problems. Thus, every time they perform better, they will have better outcomes in their education.

1- Definition of learners' academic performance:

A lot of researchers have given definitions to academic performance, each one of them defines it according to his/her profession.

Akay and Küçükkaragöz (2016) define performance as an effort made by students to transfer their learning experience to real - life situations through cognitive and affective skills like; research, critical thinking, decision making, and problem solving whereas Kapur (2018) defines it as an issue that helps to determine learners' goals and aims for the future. Regarding those definitions, it can be said that academic performance is a tool to decide about the future goals and determine what they are.

In addition, Lee and Shute (2010, pp. 185-202) mention that learners' academic performance is a “net result” of their cognitive and non- cognitive attributes. Also, it is “the sociocultural context in which the learning process takes place” (Liem & McInerney, 2018). Moreover, it is a function of learner expectations to obtain valuable outcomes (Pintrich & Robert, 1994). It is important for an institution, since it provides good results which will lead to the good job performance in the future (Kuncel et al, 2005).

Besides, Narad and Abdullah (2016, pp. 12-19) state that academic performance is the knowledge gained and assessed by a teacher using marks, and it represents all the goals set by learners as well as teachers to be achieved in a specific period of time. Similarly, Yusuf and Bello (2016) mention that it can be considered as a measurable and observable behavior of the student during a specific period of time (p. 12).

Finally, Martha (2009) emphasizes that learners' academic performance is about their achievement in exams, tests, and in course work. However, Yunlock (2010) defines it as "knowledge and skills that students have mastered in a subject, or a course. It is a measure of how well students have performed in the various assessment items set for them, based on some educational criteria determined by professional educator".

2. Factors Influencing Learners' Academic Performance:

2.1. School Environmental Factors:

School environment can be considered as a factor which affects the learners' academic performance. It is mentioned by a group of researchers like Odeh and Dondo (2015) who confirm that it has a significant relationship with learners' academic performance. But, Lawrence and Vimala (2012) find the reverse (pp. 210-215). It means that there is no relationship between school environment and academic performance.

Environmental factors include:

2.1.1. Availability of Physical Facilities:

Physical facilities refer to issues like; tables, chairs, libraries, and halls. For this, Howley (1989) mentions that small class size is associated with high students' achievement. Whereas, Rono (1990) observes in his study that the majority of schools in Kenya lack facilities and shows that this lack affects learners' achievement. In the same country, Yambo and Adhanja (2015) find that in public schools, the key school factors which affect academic performance are modern laboratories and text-books. Similarly, Nambuya (2013) states that the availability of resources such as: library and text-books affect learners' academic performance.

That is to say, those materials have a relationship with learners' academic performance.

2.1.2. Availability of Teaching and Learning Materials:

Eshiwani (1983, as cited in Nambuya 2013) conducts a study in Western province of Kenya about the factors influencing performance, and he notes that school facilities like: text books, visual aids, and libraries are vital to performance in national exams. However, Brown and Brown (1999) find that the creative use of variety of media increases the probability that students will learn more, retain better what they learn, and improve their performance on the skills they have learned.

In Tanzania, Tety (2016) notices that instructional materials have an impact on the academic performance. As well as, in Nigeria, Awolaju (2016) finds that learners who are taught using instructional materials perform better than those who are taught without using them (pp. 705-709). Krukru (2015) agrees, assuring that the use of instructional materials facilitates the delivery of the lesson, enhances teaching and learning, and has a significant impact on learners' academic performance.

Furthermore, it is claimed that the use of instructional materials help learners to understand the concept of a subject. As a result, learners who are taught using instructional materials perform better than those who are taught without them (Adaliku & Lorkpilgh, 2013, pp. 39-46).

2.1.3. Assessment of Achievement:

According to Silver (1983, as cited in a research project 2012) “academic achievement is often used as an indicator of school qualities because it is easily measurable using standard tests”. He adds that the testing information is used primarily as a device to decide who can continue to the next grade rather than a tool to improve education quality for individuals and systems, and that frequent assessment helps to motivate learners by providing feedback and thus, improving their performance.

2.1.4. Teacher-Student Ratio:

The National Policy of Education in Kenya (1981) recommends that teacher-student ratio should be 1:35. In this regard, Idienuman (1987, as cited in a research project 2012) mentions “schools with high teacher-student ratio recorded poor performance”. It means that teacher-student ratio should be at a low level in order to have a good academic performance.

However, Okore (2000, pp. 107-115) notes that class size and learners' academic performance are related in secondary schools.

In the same scope, some educators have recorded other factors including: First, the location of school; Mhiliwa (2015) shows that the distance of a school affects learners' academic performance. He emphasizes that the longer the distance of a school from the learner's residence, the more it makes the learner hungry and tired, and this will affect negatively his/her academic performance. Whereas, Yusuf and Adigun (2010) mention that there is no significant relationship between school location and academic performance (pp. 81-85). Also, Schools' rules as another factor mentioned by researchers such as Ehiane (2014) who recommends that effective school discipline should be used in order to control learners' behavior, since it has a direct impact on the academic performance. Third, the class size in which Zyngier (2014) states: "if the class size is smaller and is combined with effective teaching, its effect on academic performance will be positive" (p. 19).

However, Vandenberg (2012) assures that class size has no significant impact on academic performance. As a result, the school factors which affect students' academic performance are: availability of physical facilities and instructional materials, teacher-student ratio, class size, location, and school environment. Each one of these factors affects academic performance in different way and degree.

2.2. Teacher Related Factors:

Kara and Njagi (2013) find out that teachers' experience, age, gender, and professional qualification have no significant relationship with students' academic performance. However, they notice that performance targets, completion of syllabus, assignments, student evaluation, and teaching workload have a significant relationship with it. Also, Ganyaupfu (2013, pp. 29-35) asserts that the combination of teacher and learner-centered method have a positive effect on learners' performance.

Other researchers mention different factors such as:

2.2.1 Teacher Qualification:

Regarding this, Masinjila (1989) states that quality education requires quality teaching force. Qualified teachers are more capable to help their students to learn because they have

a deep mastery of both subject matter and pedagogy (Darling-Hammond, 1997).

Makau and Somerset (1980) emphasize that academic and professional qualifications of teachers were important factors in influencing performance. As well as, Adeyemi (1998, as cited in Waweru 2012) who claims that a teacher who does not have both academic and professional qualifications would have a negative effect on teaching and learning of his/her subject. So, those previous studies assure that teacher qualification has an effect on learners' performance.

Furthermore, Akinsolu (2010) confirms that teacher - student ratio, teacher's experience and qualification have an impact on learners' academic performance.

2.2.2 Teachers Working Conditions:

Lockheed (1991) shows that lack of motivation and professional commitments may produce a poor attendance and an unprofessional attitude which affects learners' performance. This means that not only learners need motivation, but also teachers need it in order to do their duties professionally and improve students' performance. For that, Okumbe (1992, as cited in Waweru 2012) notes that if teachers feel that they are working much harder than others, but with similar qualifications and they receive fewer rewards. They will not be satisfied with their job. Therefore, the learners' performance will be affected negatively.

Fuller (1999) explains the problems which may make the teachers unsatisfied with their jobs, and may prevent them from working professionally. He says that obstacles like transportation and housing for teachers may prevent them from getting to school at time, and staying until school hours are over. He adds that some teachers are forced to do other jobs for extra money, and thus; they will be detracted from the time and energy they need to spend in classrooms.

2.2.3 Inspection and Supervision:

Goldhammer et al. (1980, p.421) define clinical supervision as “the phase of instructional supervision which draws its data from first-hand observation of teaching events, and it involves a face to face interaction between the supervisor and the teacher”. This means that teachers should be observed from the beginning and during all the events of their work, with a direct interaction between them and supervisors.

Despite the fact that the previous study focuses on the importance of supervision. Okumbe (1999) mentions that newer and better supervisory techniques must be developed through research effort, and applied in order to release the potentials and the skills of teachers.

2.2.4 Teachers ' Level of Experience:

Musili (2015) claims that teacher's experience and professional training have an impact on students' academic performance .Similarly, Ewetan and Ewetan (2015) emphasize that the level of teacher's experience has a relationship with academic performance of learners, especially in English language classes. They state that “School with teachers with more than ten (10) years of experience performs better than school with teachers with less than ten (10) years of experience” (pp. 123-134).

Regarding the previous studies, teacher factors that significantly affect academic performance include: teachers' level of experience, assignments, teacher and student centred method of teaching, teacher- student ratio, and qualification of teachers whereas both teachers' age and gender have no relationship with learners' academic performance.

2.3. Home Environmental Factors:

2.3.1 Parents Attitudes Towards Education:

McNeal (2014, pp. 564-576) reveals that parental involvement directly affects students' behavior and attitudes. But, it affects their academic performance indirectly. In Ghana, Chowa, Masa, and Tucker (2013) find that the involvement of parents towards their children's academic performance is categorized into home-based and school-based parental involvement. They assure that home-based parental involvement has a positive significant relationship with children's academic performance. However, the relationship between school-based parental involvement and academic performance is negative. Also, Caro (2011) reveals that parent- school communication has a positive impact on their children education. Moreover, Martinez (2016) emphasizes that learners with high level of parental involvement in their academics perform better than those with no parental involvement in English language classes.

Furthermore, Shelton and Calkins (2010) find that there is a statistical significance association between parental involvement and learners' academic performance (pp. 183-197).

In Pakistan, Fatima, Sohail, and Khan (2013, pp. 209-223) find the same results. They confirm that parental involvement has an effect in improving students' academic performance. In South Africa, Ngirande (2014) mentions that parent-teacher's communication, family, and home support have a positive relationship with academic performance. They conclude that parental involvement has a significant positive impact on academic performance of students. But, this impact varies depending on the level and the degree of involvement.

2.3.2 Availability of Basic Needs:

Todaro (1992) states that better educated parents send their children to private schools, and have a good environment at home. So, the parents' economic status and level of education affect the children's performance in both sides, positive or negative. The positive side appears when the parents are educated and they have a good economic status, and the negative one appears when it is the reverse.

2.4. Learners' Characteristics:

There are several factors related to learners. In one hand, a number of researchers work to give examples about those factors which may influence their academic performance. First, Jayanthi et al. (2014; pp. 752-758) say that the learners' factors such as developing interest in a subject, engaging in co- curricular activities may influence their academic performance. Also, Sibanda et al (2015, pp. 103-115) mention examples like: regular studying, self-motivation, and punctuality in school. Learners' personal goals as well as personality traits affect their academic performance (Ulate & Carballo, 2011).

In other hand, other researchers classify learners' factors into two types: internal and social factors. According to Maric and Sakac (2014), students' factors which affect their academic performance could be classified into internal and social factors. They add that internal factors are those include interest in content of a subject and internal satisfaction while social factors contain social prestige and material reward (pp. 63-79).

The level of interest in a subject is considered as one of the factors influencing learners' academic performance. For that, MeenuDev (2016, pp. 70-74) states that learners' level of interest in a subject has an influence on their academic performance. Also, there is a positive relationship between learners' academic performance and their attendance (Komakech,

2015). Moreover, Stanca (2010) confirms that class attendance has a significant impact on learners' academic performance.

In his studies about students' characteristics which may influence their performance, McClelland of Harvard University (1961) shows that people's motivation reflects their cultural environment, including family and school. Whereas Deketele (2000) says that the degree of the ability of students to work co-operatively, and their curiosity depend on the teacher's use of participation pedagogy; the degree to which learners demonstrate responsibility to each other, and the community depends on the outcomes they anticipate as results.

Yunus et al. (2013) emphasize that there is a relationship between learners' academic performance and their attitude towards learning. But, Janssen and O'Brien (2014, p. 12) argue, saying that it is true; there is a relationship between learners' attitude and their academic performance but it is indirect. However, other researchers talk about motivation. It plays a vital role towards students' performance, both intrinsic and extrinsic motivation are related to learners' performance (Afzal, Ali & Hamid, 2010).

Similarly, Pirzada and Shahzadi (2015, pp. 9-17) mention "students' motivational characteristics such as: self-exploration, altruism, career focused, and managing social pressure have a positive impact on their academic performance".

Afzal et al (2010) assert that learners' motivation plays a role towards their academic performance. They find that both types of motivation; intrinsic and extrinsic have a positive effect on learners' academic performance. They add "intrinsic motivation has a stronger predictor towards academic performance than extrinsic motivation". At the same time, Pirzada and Shahzadi (2015) confirm that motivation plays a role in the success of academics. They mention that both types of motivation have a positive relationship with academic performance.

The association between indiscipline and less achievement occurs apparently by adolescence (Gottfredson and Skroban, 1996). That is to say; there is a relationship between learners' discipline and their achievement as well. The more they are disciplined, they achieve more.

5. Predictors of Academic Performance:

Furnham (2005) shows that academic performance is used to validate tests for over a century and there is a long standing evidence for the validity of IQ tests in educational settings. In another study, Deary et al (2007, pp. 13-21) find that intelligence was significantly related to academic performance in different subjects. However, Farsides and Woodfield (2006) suggest that the big five traits are significantly related to academic performance. In particular, conscience is positively correlated with different outcomes (Heaven et al, 2007) .In addition, neuroticism has been found to be a negative predictor of academic performance in most settings (Landra et al, 2007).

In addition, the literature has yielded more ambiguous results in regard to extraversion (Wolf & Ackerman ,2005).Lastly, openness to experience which has been significantly associated with academic outcomes in some studies rather than others (Chamorro -Premuzic & Furnham ,2003).

6. Causes of Poor Academic Performance:

Poor academic performance is defined as “a performance that is adjudged by the examiner and some other significant as falling below an expected standard” (Aremu, 2003).It is also defined as “school achievement below the expected, for a given age, cognitive skills, and schooling” (Siqueiral & Juliana Gurge- Gionnetill, 2011, p. 79).

Those researchers have classified the causes of poor school performance into two groups: pedagogical difficulties, diseases, and associated disabilities. However, Karande and Kulkarni (2005, p. 961) propose several causes of students' low performance .Those causes include: medical problems, below average intelligence, specific learning disabilities, emotional problems, and environmental causes.

In addition, Barakat and Harz Allah (2010) mention that there are six main reasons behind the students' low academic performance, they are: health problems, behavioral problems, lack of self- desire to study, lack of self- belonging to school, and teachers' lack of the required knowledge of modern educational and psychological theories. Similarly, Ahmed and Wais (2012) make a study about students' poor academic performance' causes. They find out that the causes are: First, the large number of distractions around the students, like the spread of

mobile phones and means of fun. Then, low motivation of learners towards learning .Finally, the weakness of parents ' attention to follow the level of their children.

Moreover, “there are three main elements which contribute to students’ poor performance .They are: schools’ exams, psychological feelings, learning difficulties” (Eldridge, 2012). Furthermore, Almuammria (2015) states two factors contributing to learners ' low academic performance, they are: family factors and school factors. Finally, a group of other researchers carry studies about the previous subject and they find other reasons, which are parents’ occupation level and involvement in their child education.

In this regard, Fraser (1959) mentions that father's occupation is significantly related to the child's success. This study shows that students who have parents of high income occupation are more advantaged than those who have parents with low income occupation. As a result, low income occupation of parents lead to poor students' academic performance. Stevenson and Baker (1987) assert that parents' involvement in child's early education can be associated positively with child's academic performance.

Conclusion:

Academic performance is one of the important issues that should take place in teachers’ agenda to be developed. It is affected by a number of factors, which are related to the learner and his/her characteristics, the teacher, and even the school. Similarly, the students may have a low academic performance, referring to different causes. As a result, students' academic performance should be important for both learners and teachers, because it represents their level, their capacities, and their grades.

Chapter Three

***Data analysis and
discussion***

Chapter Three .Data analysis and discussion:

Introduction

In this part, the designed questionnaires will be described. The data obtained from distributing them will be reported, analyzed, and discussed. Mainly, it will be presented through figures which will facilitate the process of discussing and analyzing it quantitatively. Finally, the results found will help to support or reject the hypothesis.

1. The Learners' Questionnaire

1.1. Administration of the questionnaire

It was administrated online to second (2nd) year learners in Khenchela's secondary schools. They were aged between 17 and 18 years.

1.2. Description of the questionnaire

It is a one section questionnaire that consists of fourteen (14) multiple choice questions. The first question aims to investigate if learners are being praised by their teachers or not, the second one is asked to check the importance of praise depending on learners' responses. The third question examines the learners' desire to be praised. The fourth one is to know the percentage of praise learners receive in one session. The fifth question aims to discover the cases where teachers mostly deliver praise for their learners, the sixth one detects the learners' feelings when being praised.

The next question (7th) is about the preferable kinds of praise for learners while the eighth (8th) question is to assure if praise is really related to learners' behavior, and has a sort of positive effect on it. The ninth (9th) question checks the existence of a relationship between teacher praise and learners' motivation. However, the next questions (11th and 12th) aim to know if praise can change learners' opinions about their teachers as well as the topics they are studying. The twelfth question detects the types of performance that teachers praise their learners for mostly. The last two questions (13th and 14th) are asked to check if praise is related to some issues like: Performance, motivation, and skills.

All the findings collected from answering those questions aim to support or reject the mentioned hypothesis.

1.3. Analysis of the questionnaire

Question 01: Do you receive praise from your teachers?

Yes ☐

No ☐

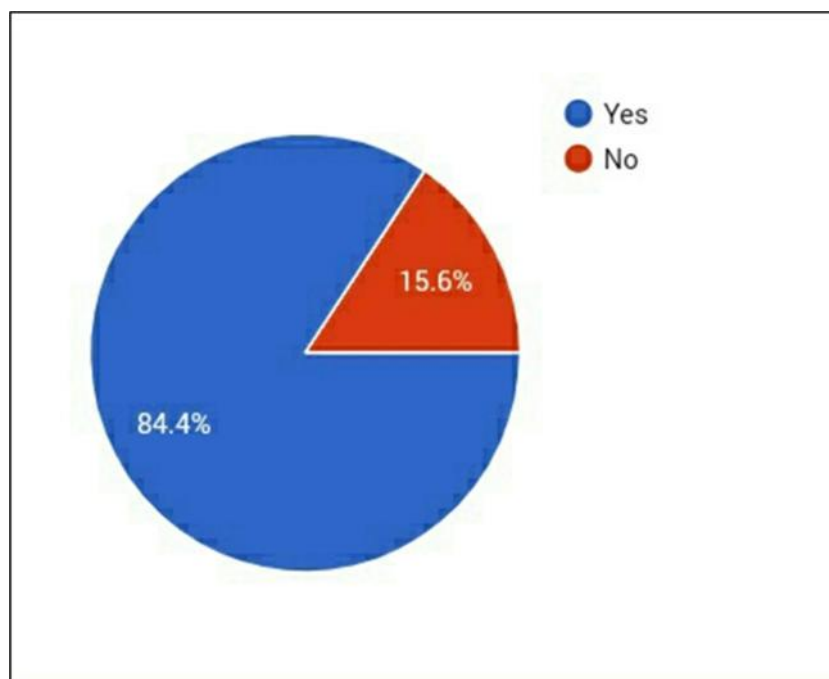


Figure1.1. Learners' responses about being praised by teachers or not

The majority of learners (84.4%) answered with “yes”. It means that they receive praise from their teachers whereas the rest of them (15.6%) answered with the reverse; that is to say “no”.

Question 02: According to you, does praise have any importance in your learning?

Yes ☐

No ☐

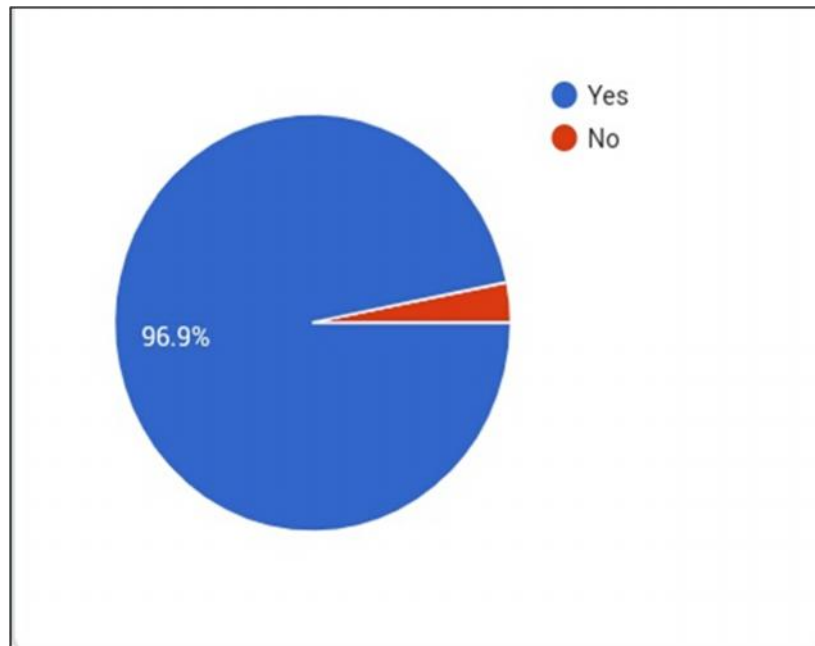


Figure1.2.The importance of teacher praise in learning

Most learners (96.9%) claim that teacher praise is really important in learning by responding with “yes” while the rest (3.1%) claimed the contrast and answered with “no”.

Question 03: Do you as learners like to be praised by your teachers?

Yes ☐

No ☐

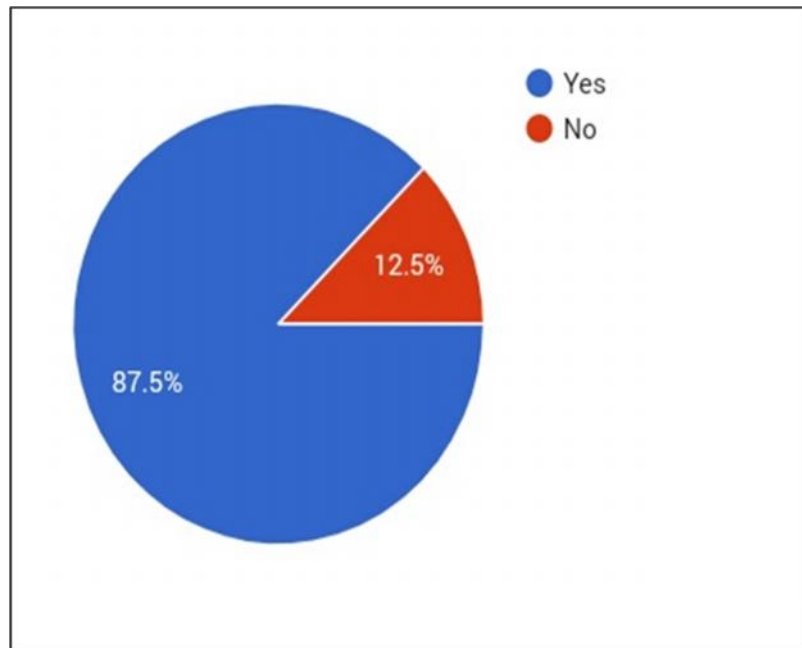


Figure1.3. Learners' desire of being praised by their teachers

The majority of them (87.5%) showed that they like to be praised by their teachers. However, the rest of them (12.5%) responded that they do not like being praised.

Question 04: How often do you receive praise from your teachers in one session?

Always ☐

Sometimes ☐

Often ☐

Never ☐

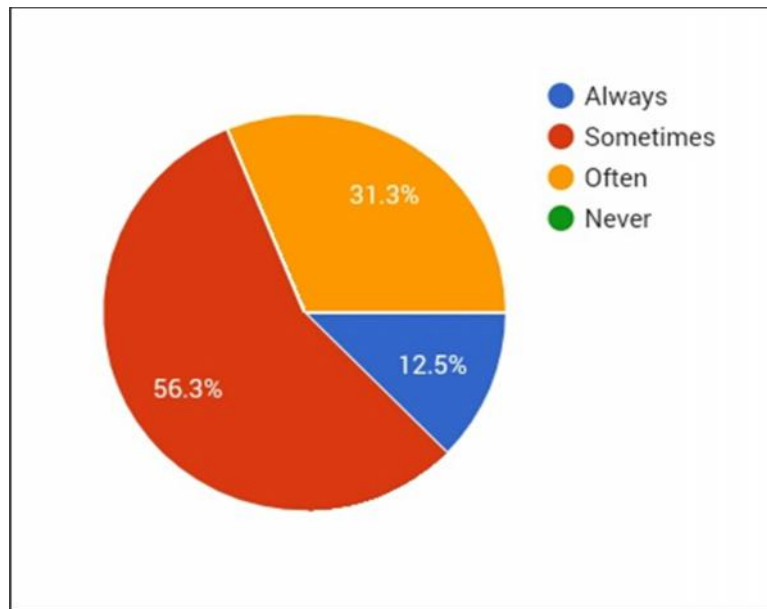


Figure1.4.The frequency of praise learners receive in one session

It is showed in the chart that most of learners (56.3%) are being praised sometimes. A less percentage of them (31.3%) claimed that they are “often” being praised. However, the least percentage (12.5%) was for those who are “always” being praised. So, being “never” praised in one session is excluded.

Question 05: When does your teacher praise you?

When doing home works ☐ when trying to answer ☐

When having good marks ☐

When displaying a good behavior ☐

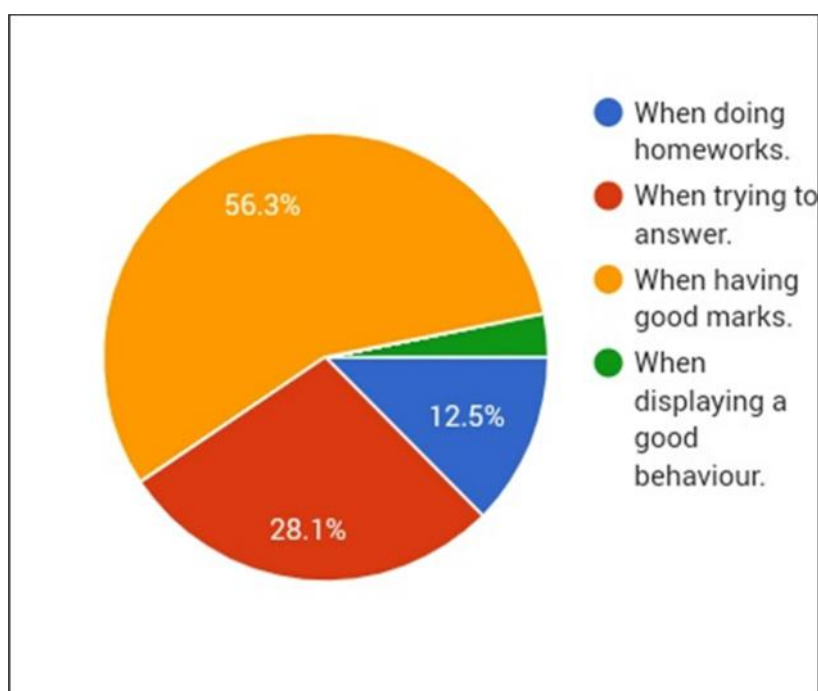


Figure1.5.The cases of praising learners by their teachers

The largest percentage of learners (56.3%) responded that they are being praised when they get good marks. A less percentage of them (28.1%) claimed that they are being praised when they try to answer. However, only (12.5%) of them showed that they are being praised when they do their home works, and (3.1%) of them responded that they are being praised when they display a good behavior.

Question 06: How do you feel when your teacher praises you in front of your classmates?

Happy ☐

Anxious ☐

Satisfied ☐

Unsatisfied ☐

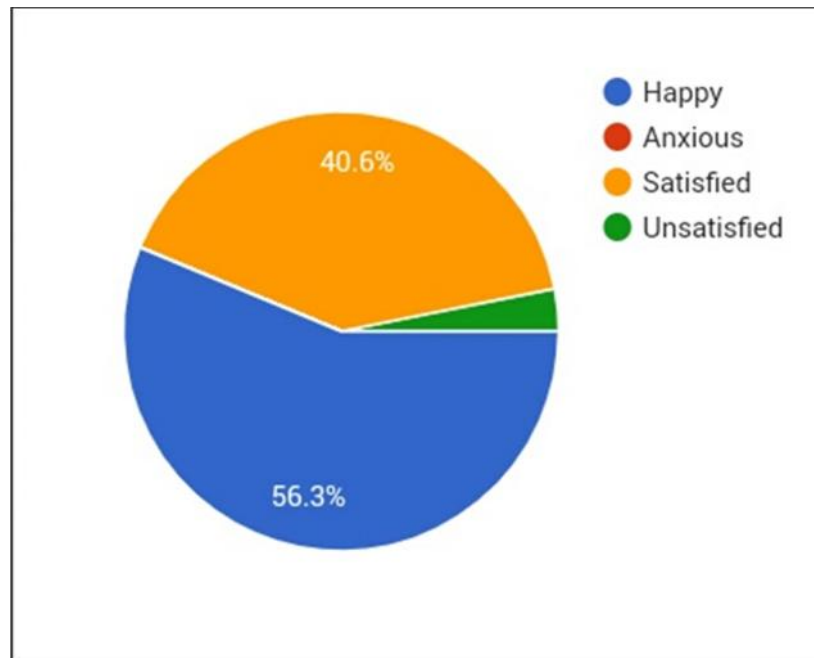


Figure1.6. Learners' feelings when being praised

It is showed that the majority of learners (56.3%) feel happy when they are praised. A less percentage of them (40.6%) feel satisfied while only (3.1%) feel unsatisfied, and none of them feel anxious when being praised.

Question 07: What kind of praise do you prefer?

Giving you extra marks ☐

Using motivating expressions like: nice work ☐

Rewarding you (giving symbolic gifts...) ☐

Applauding you ☐

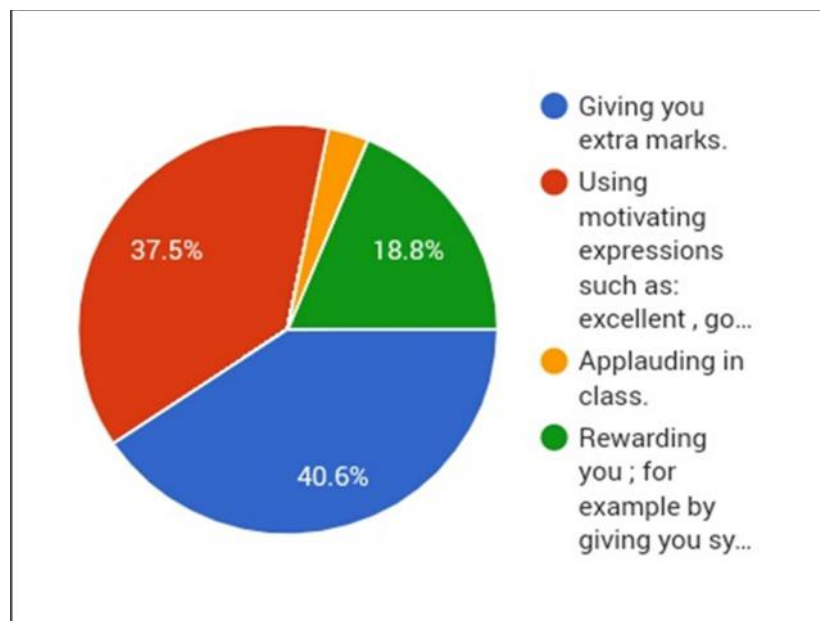


Figure1.7. Most preferable kinds of praise for learners

It is presented in the figure that (40.6%) of learners claimed that they prefer being praised by offering them extra marks while (37.5%) of them showed that they prefer some motivating expressions like excellent and good job. However, (18.8%) like to be praised by rewarding, and the rest (3.1%) prefers applauding in class.

Question 08: Praise improves your behavior in classroom.

Agree ☐ Strongly Agree ☐
Disagree ☐ Strongly Disagree ☐
Undecided ☐

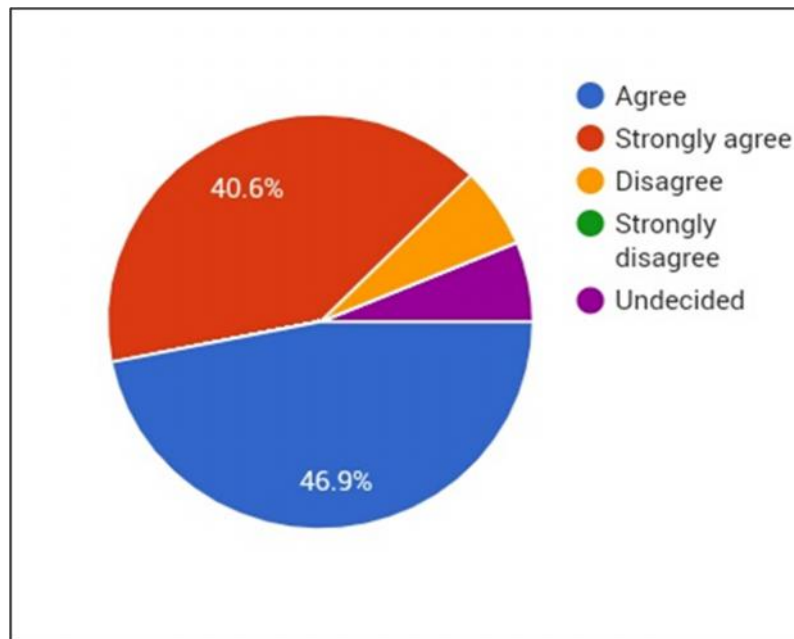


Figure1.8. Praise improves learners' behavior in classroom

The majority of learners (46.9%) agreed with the expression, and a considerable percentage of them (40.6%) strongly agreed with it. However, the rest of them (12.5%) were divided equally; (6.25%) for each between those who disagree and those who did not yet decided. So, the possibility of strongly disagreeing is excluded.

Question 09: Teacher praise motivates learners and makes them active

Agree ☐ Strongly Agree ☐
Disagree ☐ Strongly Disagree ☐
Undecided ☐

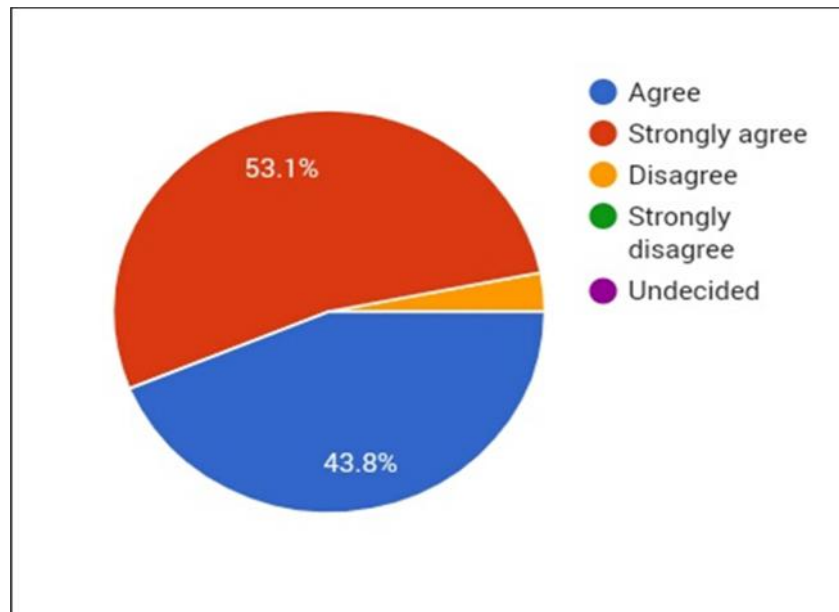


Figure1.9.Praise motivates learners and makes them active

Most learners (53.1%) strongly agreed with the expression while (43.8%) of them just agreed with it. However, the rest of them (3.1%) showed the disagreement. As a result, the learners excluded the ability of strong disagreement and non-deciding.

Question 10: Do you think that praise may change your opinion about your teacher?

Yes ☐

No ☐

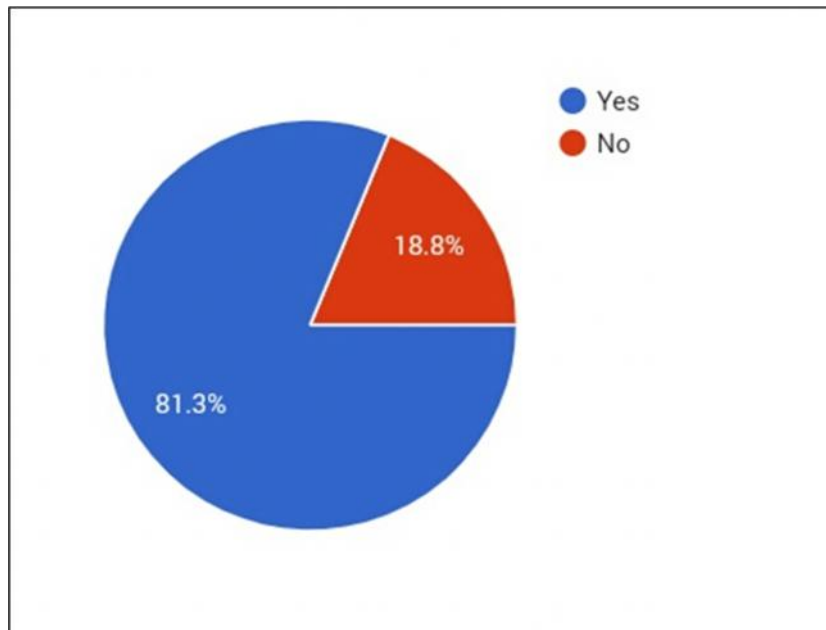


Figure1.10. Praise ability to change learners' opinions about the teachers

The majority of them (81.3%) answered with “yes” that is; praise may change their opinions about teachers, and the rest (18.8%) answered with “no” which means that praise may not change their opinions.

Question 11: Does teacher praise change your opinion about the subject you are studying?

Yes ☐

No ☐

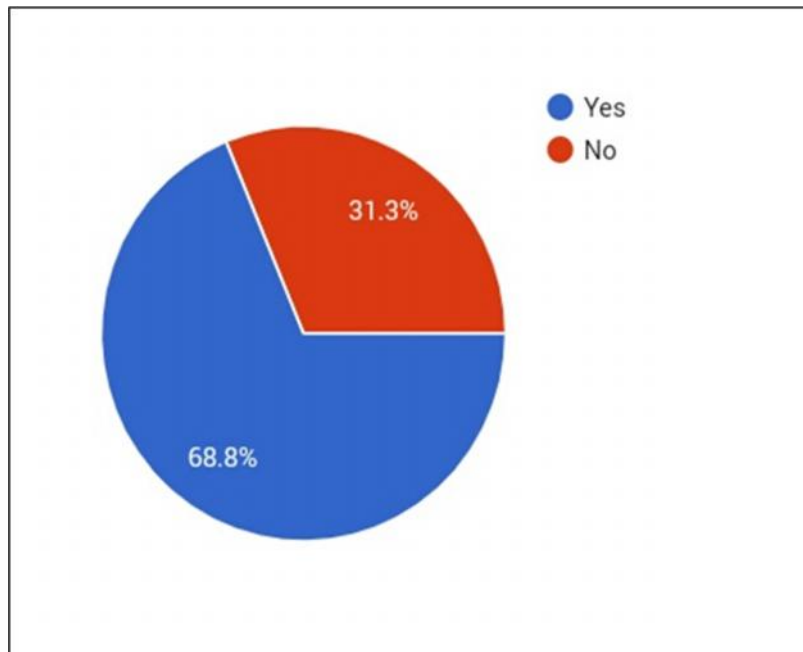


Figure1.11. Praise ability to change learners' opinion about the subject being studied

Most of learners (68.8%) claimed that praise may change their opinions about the subject being studied while (31.2%) of them claimed that it may not.

Question 12: What type of performance does your teacher praise you for?

Participation in class ☐ Right answers ☐
Projects' presentation ☐ Good behaviors ☐

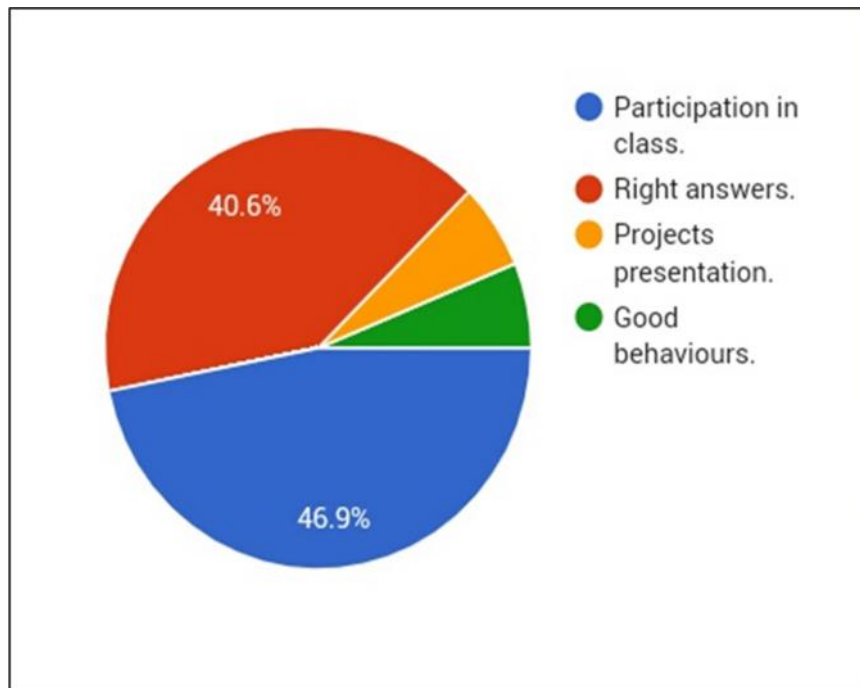


Figure1.12. Types of performance learners praised for

The great majority of learners (46.9%) claimed that their teachers praise them for their participation in class, a less percentage of them (40.6%) showed that they are being praised for their right answers while the rest of them (12.5%) were divided equally ;(6.25%) for projects presentation and (6.25%) for good behaviors.

Question 13: Does teacher praise have any relationship with your academic performance?

Yes ☐

No ☐

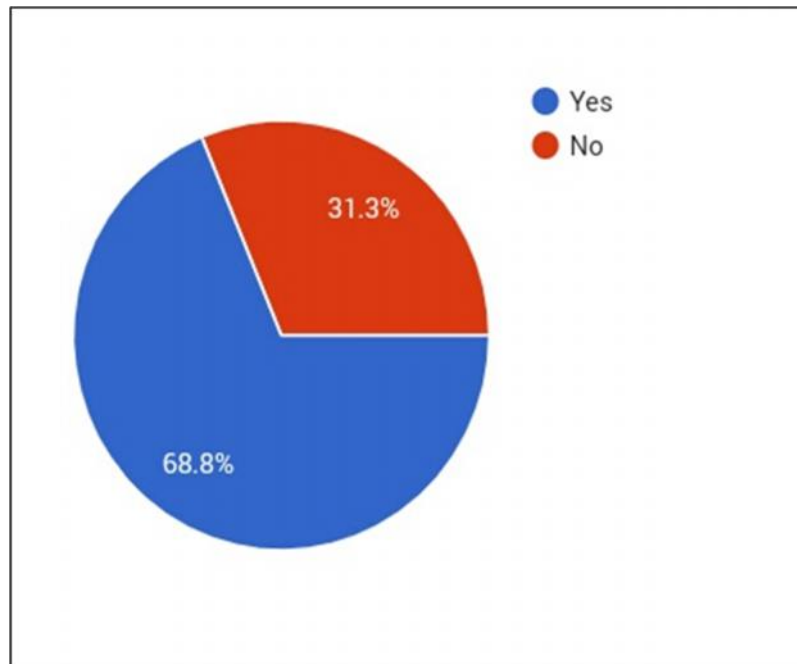


Figure1.13.The relationship between teacher praise and learners' academic performance

The figure represents that (68.8%) of learners answered with “yes” which means that the two variables are related, whereas (31.3%) of them showed that they are not related by responding with “no”.

Question 14: In addition to your academic performance, praise is related to other issues like motivation, behavior, and skills.

Agree ☐ Strongly Agree ☐
Disagree ☐ Strongly Disagree ☐
Undecided ☐

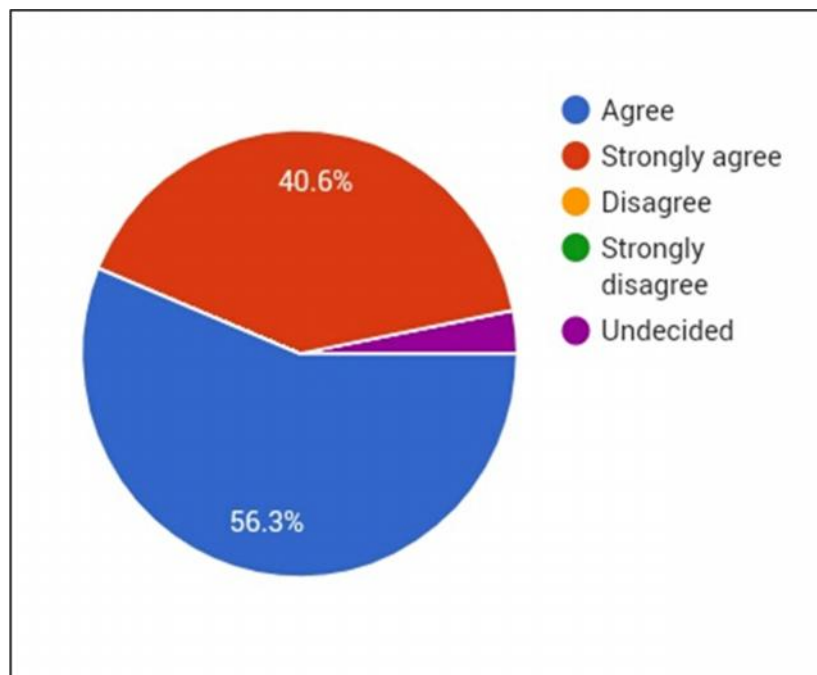


Figure1.14.The relationship between teacher praise and some issues

The great majority of learners (56.3%) agreed with the expression while a smaller percentage (40.6%) of them strongly agreed with it. However, the rest (3.1%) showed that they did not decide and no one claimed disagreement or strong disagreement about it.

1.4. Discussion of the results of the questionnaire

After reporting, collecting data, and analyzing it, it is noticed that most learners know what praise means, receive it, and claim that it is important in their process of learning.

Most of them showed that they are mostly praised when they participate in the classroom. They like being praised, especially by offering them extra marks. They added that it can change their opinions about the subject being studied as well as the teacher.

At last, most of them claimed that teacher praise is related to their academic performance, motivation, behaviors, and skills. So, it can affect those issues either positively or negatively. As a result, the hypothesis is supported by learners.

2. The Teachers' Questionnaire:

2.1. The Administration of the questionnaire:

It was administrated online to twenty (20) secondary school teachers of English in Khanchela province.

2.2. Description of the questionnaire:

It is a “two sections” questionnaire. It includes in total twenty two (22) multiple choice questions. The first section composes of nine (9) questions about the teachers' profile (gender, age, and years of experience...). This section aims to know some background information about teachers in order to investigate if there is a relationship between them and the present study. The second one includes (13) questions. It begins with the tenth (10th) question which aims to know if teachers praise their teachers. The next question (the 11th one) is about the reasons behind teacher praise. The twelfth (12th) question detects teachers' opinions about the use of teacher praise in the classroom.

The thirteenth (13th) question is about the ways mostly liked by teachers when praising their learners, the next one (14th question) aims to know the ways used by teachers to make their praise effective. The fifteenth (15th) question examines the existence of praise misusing by some teachers while the sixteenth (16th) detects the possibility of using praise in all the subjects. The next question (17th) is asked to discover if there is an obligation to relate each subject to a certain type of praise simultaneously, the eighteenth (18th) is about the changes

happened in praise effectiveness degree depending on the subject being taught. The nineteenth (19th) question is to know the meaning of “academic performance”.

The twentieth (20th) question aims to investigate the most preferable types of performance for teachers when praising their learners. The next one (21st) is to detect the existence of a relationship between teacher praise and learners’ academic performance while the last question (22nd) aims to investigate the relationship between teacher praise and issues like learners’ motivation and skills.

2.3. The Analysis of the questionnaire:

2.3.1. Analysis of section one:

It is showed through figures that the majority of teachers’ participants are females (54.3%), they are aged between twenty five (25) and thirty five (35) years old. Most of them (68.2%) claimed that they have a master’s degree with at least three (3) years of experience. Most of them (77.3%) had a permanent employment. They added that they had a pedagogical training at least for six (6) months in which they gave an importance to learners’ academic performance, and they received instructions to praise them.

2.3.2. Analysis of section two:

Question 10: Do you praise your learners?

Yes ☐

No ☐

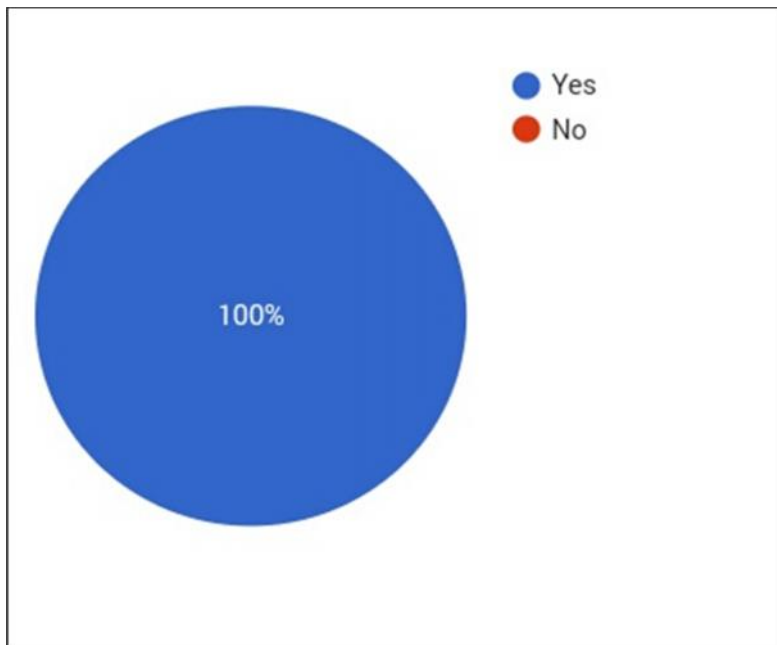


Figure2.10. Praising or not-praising learners

The figure shows that all teachers (100%) praise their learners.

Question 11: Why do you like to praise your learners?

Because they give good answers ☐ they do home works ☐

They participate in the classroom ☐ they present their project ☐

They display a good behavior ☐

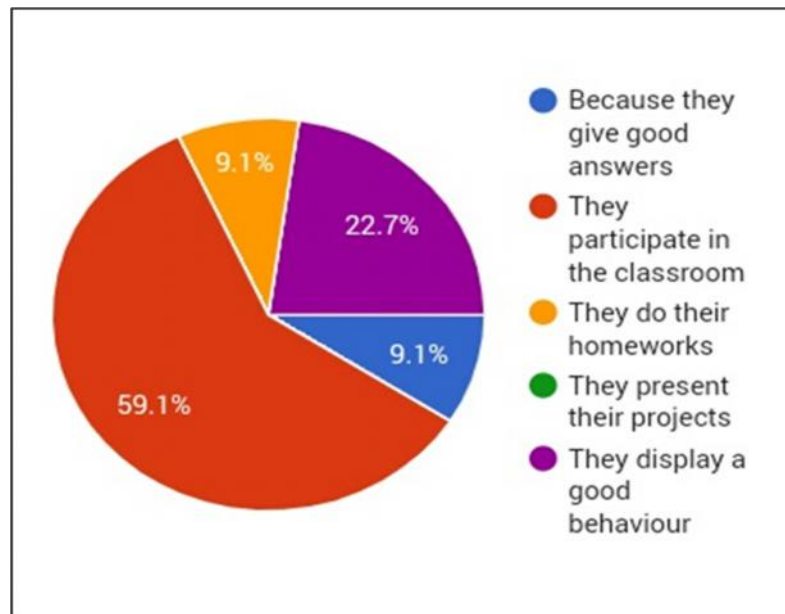


Figure2.11. Reasons behind praising learners

It is showed that the majority of teachers (59.1%) praise their learners for their participation in the classroom. A less percentage of them (22.7%) claimed that they praise their students when they display a good behavior. However, the rest of them (18.2%) were divided equally, (9.1%) for praising learners when they give good answers, and (9.1%) for praising learners when they present their projects.

Question 12: What do you think about using praise in classroom?

Effective ☐

Ineffective ☐

Necessary ☐

Unnecessary ☐

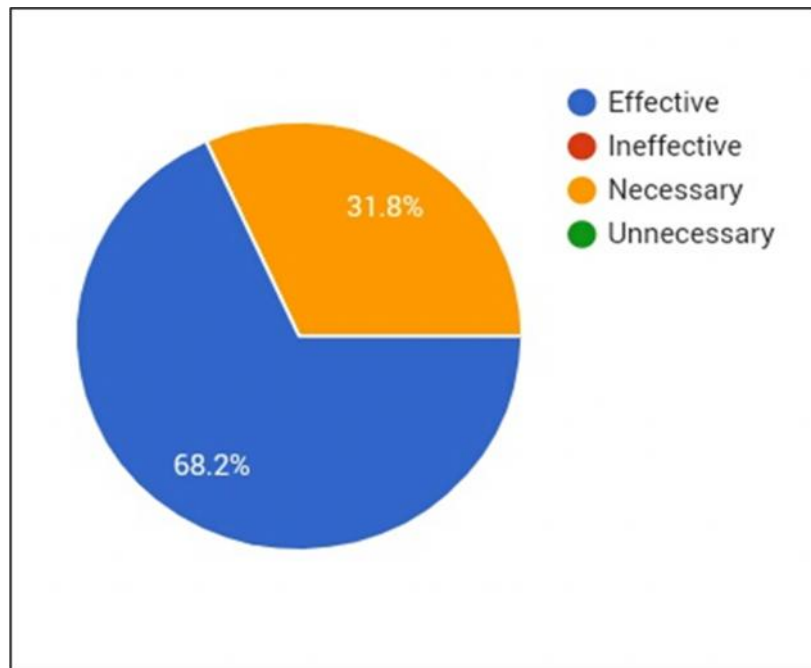


Figure2.12. Teachers' opinions about using praise in classroom

It is showed that (68.2%) of teachers claimed that using praise is effective whereas (31.8%) claimed that it is necessary to use it in the classroom. None of them showed that it is ineffective or unnecessary to use praise.

Question 13: How do you like to praise your learners?

Offering them extra marks ☐

Using motivating expressions ☐

Rewarding them ☐

Applauding them ☐

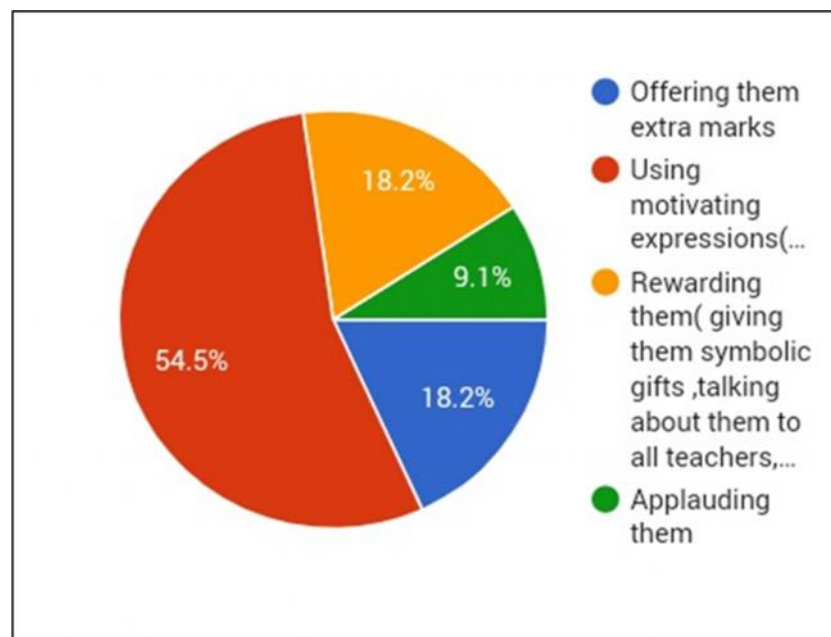


Figure2.13.Teachers' most preferable ways to praise learners

It is showed that most teachers (54.5%) like to praise their learners by using motivating expressions. However, (36.4%) of them divided equally, (18.2%) for rewarding them and (18.2%) for offering them extra marks. The rest (9.1%) claimed that they like to praise their students by applauding them.

Question 14: How do you make your praise effective in classroom?

Drawing the learners' attention before praising them ☐

Making an eye contact with them ☐

Raising tone when praising ☐

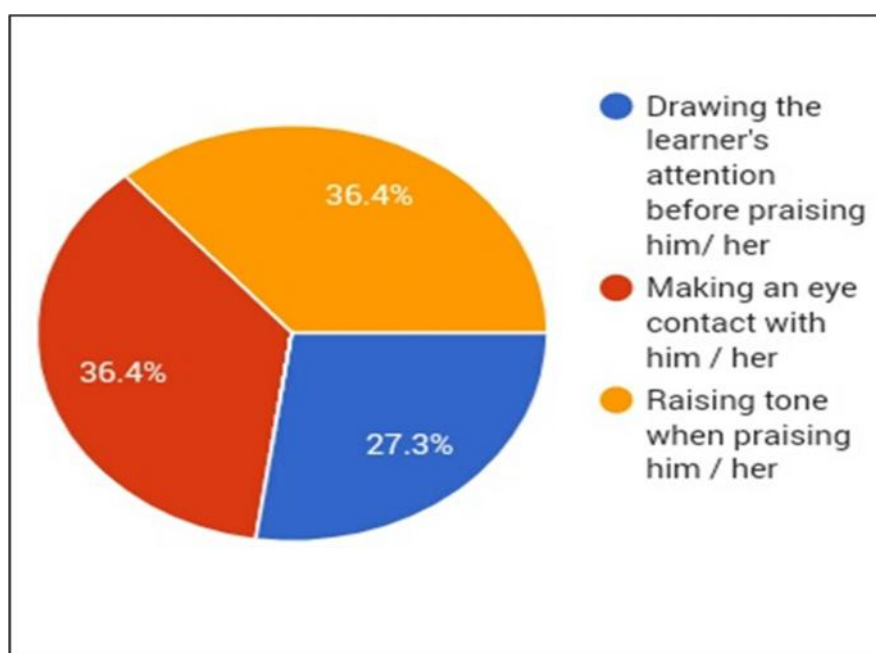


Figure2.14. Teachers' ways of making effective praise

In this regard, (36.4%) of teachers showed that they make their praise effective by making an eye contact with their learners when praising them. The same percentage (36.4%) was for teachers who claimed that they make their praise effective by raising tone when distributing it while the rest of them (27.3%) showed that they make it effective by drawing the learners' attention before praising them.

Question 15: Do you think that praise can be misused by some teachers?

Yes ☐

No ☐

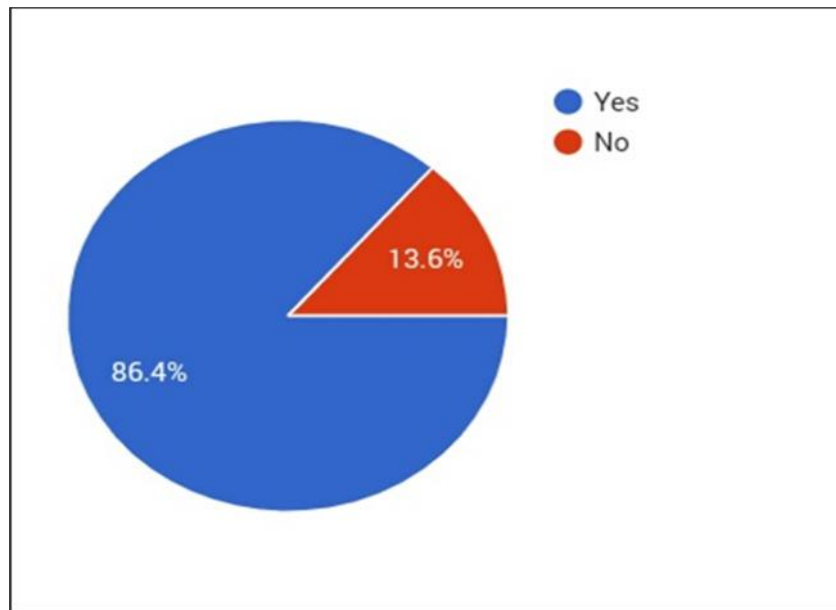


Figure2.15.The possibility of misusing praise by some teachers

The majority of teachers (86.4%) assured that praise can be misused by some of them whereas (13.6%) of them denied this idea.

Question 16: Teachers may use praise in any subject.

Agree ☐ Strongly Agree ☐
Disagree ☐ Strongly Disagree ☐
Undecided ☐

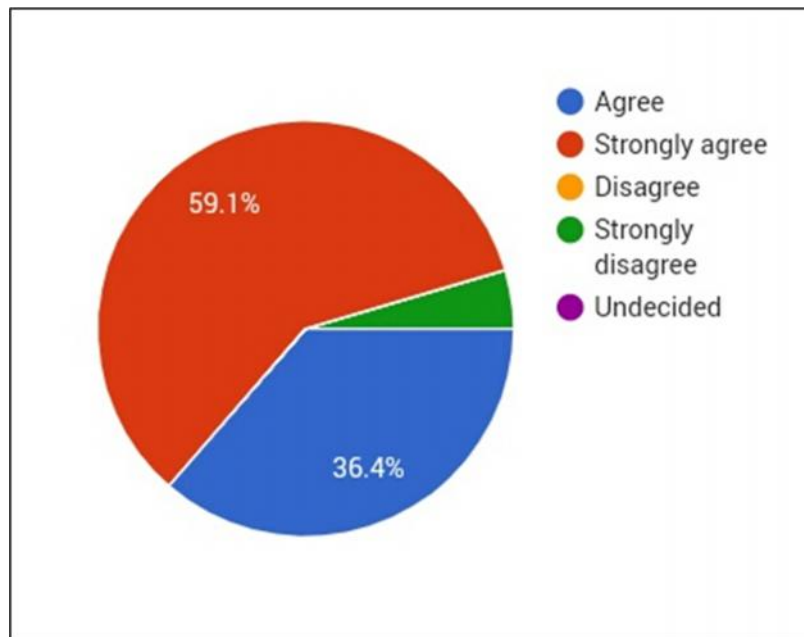


Figure2.16. Possibility of using praise in any subject

The figure shows that (59.1%) of teachers showed their strong agreement with the expression, (36.4%) of them showed their agreement with it, and just (4.5%) claimed their strong disagreement with the expression. So, non-deciding about the expression and simple disagreement with it were neglected.

Question 17: Depending on the previous answer, does each subject being taught require a different type of praise?

Yes ☐

No ☐

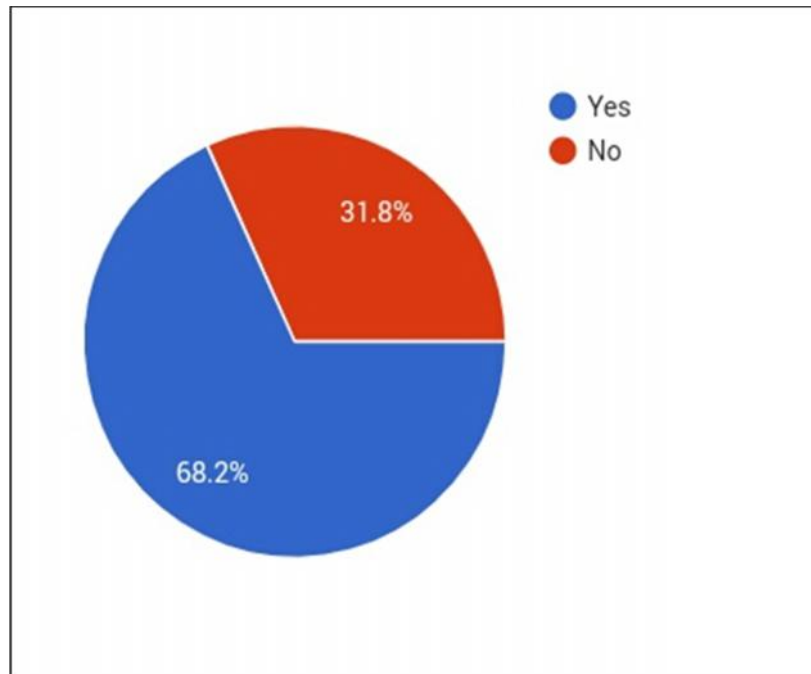


Figure2.17. The requirement of each subject to a different type of praise

Most teachers (68.2%) answered with “yes”, that is to say; each subject requires a different type of praise while (31.8%) of them claimed that not each subject requires a different type of praise, and answered with “no”.

Question 18: As a teacher, do you think that the degree of praise effectiveness changes according to the subject being taught?

Yes ☐

No ☐

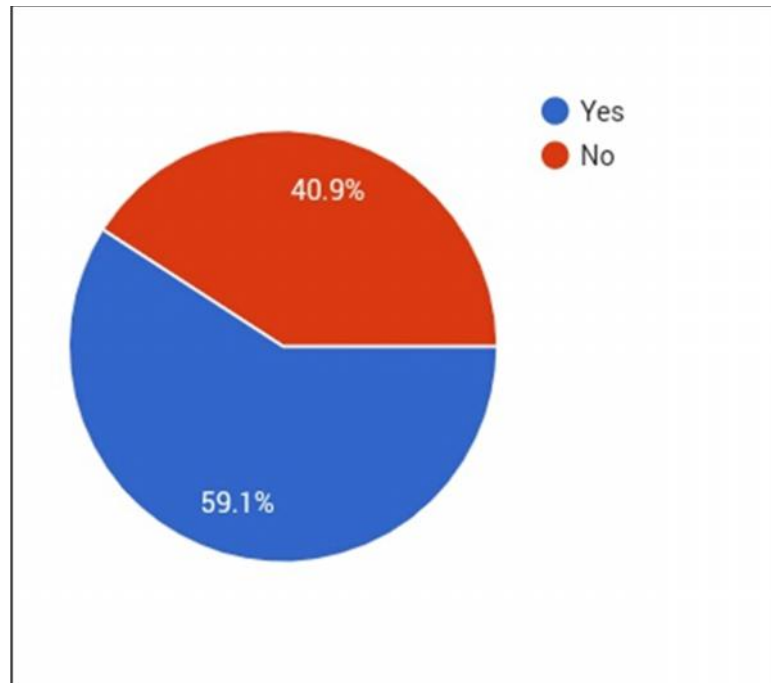


Figure2.18.The possibility of praise effectiveness' change depending on the subject taught

The majority of teachers (59.1%) answered with “yes”, it means that the effectiveness of praise changes according to the subject being taught while (40.9%) of them answered that it does not change and they responded with “no”.

Question 19: What does academic performance refer to?

Learners' behaviors in classroom ☐

Participation during the session ☐

The final results ☐

Other issues ☐

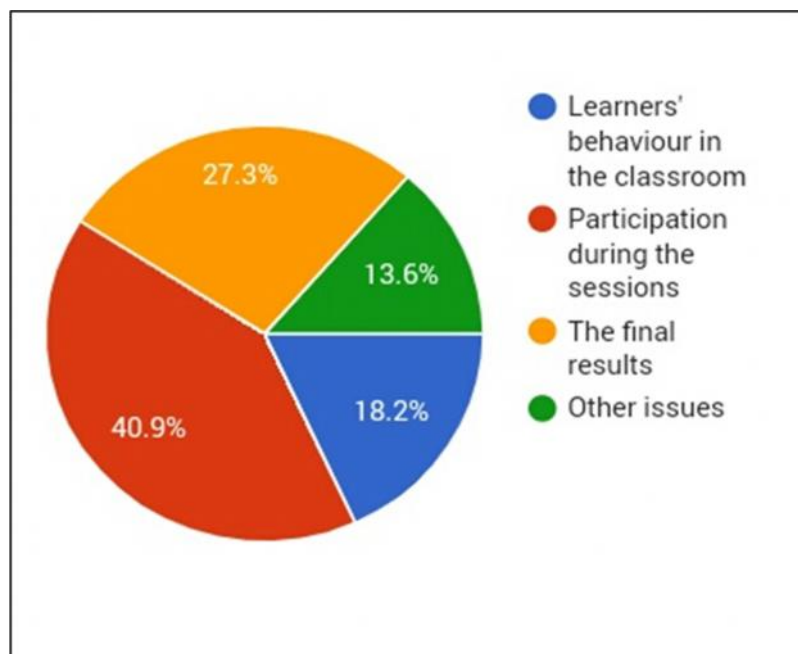


Figure2.19. The meaning of academic performance

Most teachers (40.9%) claimed that academic performance refers to the learners' participation during sessions, (27.3%) of them showed that it refers to learners' final results. However, (18.2%) of them responded that it refers to learners' behaviors in the classroom, and the rest (13.6%) claimed that academic performance refers to other issue

Question 20: For what type of performance you like to praise your learners more?

Their behavior in the classroom ☐ The final results ☐

Their participation during the session ☐ Other issues ☐

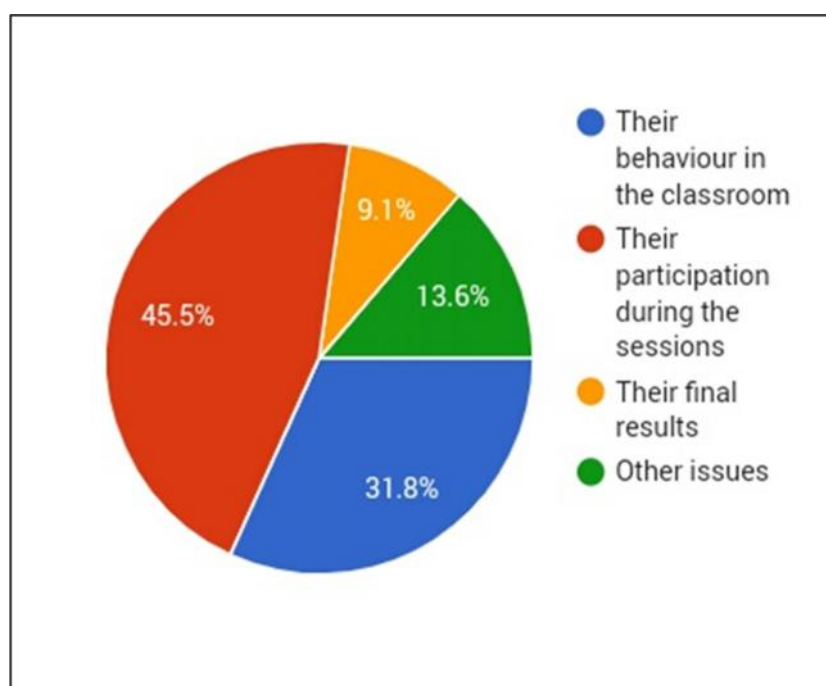


Figure2.20.The types of performance teachers praise their learners for

Most teachers (45.5%) responded that they praise their learners for their participation during the sessions. (31.8%) of them claimed that they praise their learners for their behaviors in classroom. (9.1%) of teachers showed that they praise students for their final results and the rest (13.6%) responded that they praise them for other issues rather than the mentioned ones.

Question 21: Do you think that praise is related to learners' academic performance?

Yes ☐

No ☐

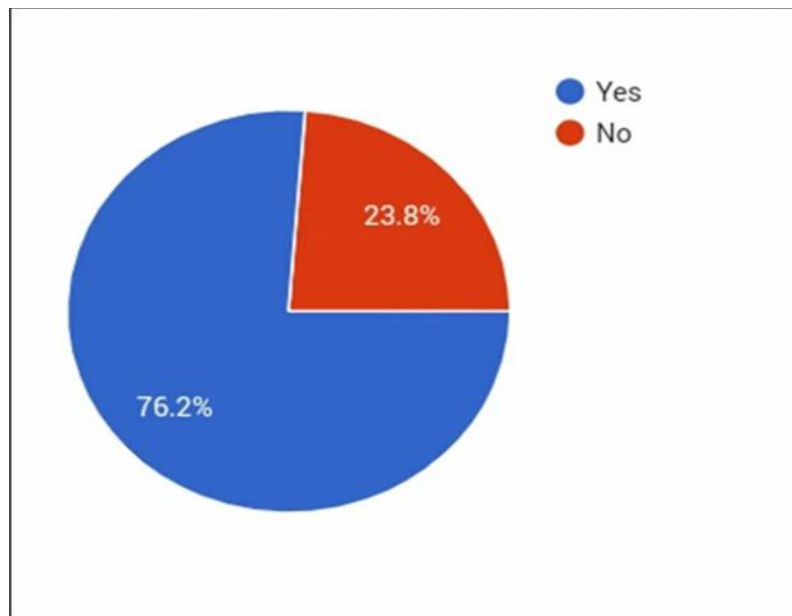


Figure2.21.The relationship between teacher praise and learners' academic performance

The majority of teachers (76.2%) responded that the mentioned variables are related while (23.8%) of them showed that they are not related.

Question 22: Praise is related to other issues rather than performance (issues like: learners' motivation and skills...)

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐

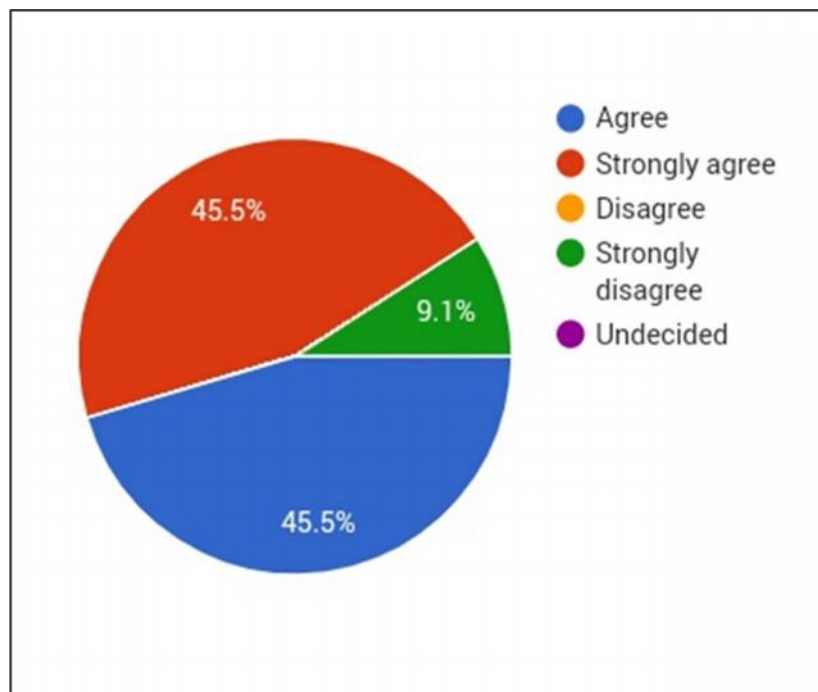


Figure2.22. The relationship between teacher praise and other issues

Equal percentages of teachers; (45.5%) agreed, and (45.5%) strongly agreed that teacher praise is really related to those issues whereas (9.1%) of them strongly disagreed with the idea. So, non-deciding or just disagreeing with the idea neglected.

2.4. Discussion of the results of the questionnaire:

After reporting data and analyzing it. It is noticed that the teachers who praise their learners are mostly females, aged between twenty five (25) and thirty five (35) years old, with at least three (3) years of experience. So, the gender and the years of experience have an effect on practicing teacher praise.

The majority of them believed that the use of teacher praise is effective in the classroom because it motivates learners, and improves their behaviors. They added that it is related to learners' academic performance, motivation, behaviors, and skills.

At last, the hypothesis of the study is supported by teachers. So, there is a relationship between teacher praise and learners' academic performance.

Conclusion

This chapter focused on data collecting tools and analysis, it provides an analysis and a discussion of the final results. Based on the final results, the designed hypothesis is supported and confirmed. Thus, praising learners may improve their academic performance because there is a relationship between teacher praise and learners' academic performance.

General Conclusion

General Conclusion

The present study is conducted to investigate the relationship between teacher praise and learners' academic performance.

In order to reach the designed aims and objectives, the work has been divided into three chapters. Two chapters have shaped the theoretical part, and a third one formed the practical part. On the one hand, the first chapter included teacher praise definitions, types, and characteristics according to a number of scholars. On the other hand, the second chapter formed a review about learners' academic performance based on different studies. However, the third chapter was about collecting data through the distribution of the questionnaires for Secondary schools' teachers and learners.

Regarding this, the findings have been analyzed and discussed to confirm or refute the hypotheses which claim that teacher praise and learners' academic performance are related, and that there are some changes may occur to learners' performance after being praised by their teachers. As a result, teachers and learners emphasized that the use of praise is effective in the classroom, since it is related to learners' performance and it has a sort of positive effect on it.

In fact, this study faced a lot of difficulties which limited the progress of investigation. At the beginning, it was planned that collecting data would be through distributing questionnaires for both teachers and learners; namely secondary schools' ones directly. But, because of the corona virus outbreak and the quarantine, questionnaires were distributed online and this created the problem of time, since each questionnaire took a long period of time to be answered.

Secondary school teachers must use praise frequently in their classes, they may reward their learners by offering them cards of success, or colored stars for the excellent ones. They also can organize trips for the eminent students. This will motivate their learners, improve their behaviors, and create a strong relationship between them and their teachers.

To conclude, we believe depending on this study that the use of praise is a necessary issue for better learners' performance. Simultaneously, we believe that the replication of this work in an experimental design will confirm this result in a better and clearer way.

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Appendices

Appendices

The Learners' Questionnaire:

In order to help us with our research, we would like you to answer some questions about our study which is: The relationship between teacher praise and learners' academic performance. It will take approximately ten (10) minutes from you to answer all questions, your answers would be taken as they are and they would be kept highly confidential. Thank you for your participation.

Read the questions carefully and tick (×) the right answer:

1-Do you receive praise from your teachers?

Yes ☐

No ☐

2- According to you, does praise have any importance in your learning?

Yes ☐

No ☐

3- Do you as learners like to be praised by your teachers?

Yes ☐

No ☐

4- How often do you receive praise from your teachers in one session?

Always ☐

Often ☐

Sometimes ☐

Never ☐

5- When does your teacher praise you?

When doing home works ☐

When trying to answer ☐

When having good marks ☐

When displaying a good behavior ☐

6- How do you feel when your teacher praises you in front of your classmates?

Happy ☐

Anxious ☐

Satisfied ☐

Unsatisfied ☐

7- What kind of praise do you prefer?

Giving extra marks ☐

Using motivating expressions (Excellent, good job...) ☐

Applauding you in class ☐

Rewarding you (Giving you symbolic gifts...) ☐

8- Praise improves your behavior in classroom.

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐

9- Teacher praise motivates learners and makes them active.

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐

10- Do you think that praise may change your opinion about your teacher?

Yes ☐

No ☐

11-Does teacher praise change your opinion about the subject you are studying?

Yes ☐

No ☐

12-What type of performance does your teacher praise you for?

Participation in class ☐

Right answers ☐

Projects' presentation ☐

Good behaviors ☐

13-Does teacher praise have any relationship with your
academic performance?

Yes ☐

No ☐

14-In addition to your academic performance, praise is related to other issues (Issues like:
your motivation, skills, and behavior...)

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐

The Teachers' Questionnaire

In order to help us with our research, we would like you to answer some questions about the study which is: The Relationship between teacher praise and learners' academic performance. It will take approximately ten (10) minutes to answer all questions .Your answers will be taken as they are and they will be kept highly confidential. Thank you for your participation, we really appreciate it.

Section One: General Information:

Please, read the questions and tick (×) the right answer:

1-what is your gender?

Male ☐

Female ☐

2-How old are you?

Under 25 ☐

25-35 ☐

35-45 ☐

45-60 ☐

+60 ☐

3-What is your employment status as a teacher in this school?

Permanent employment ☐

Fixed term contract for one school year ☐

Fixed term contract for less than one school year ☐

4-What is the highest level of education you have accomplished?

Bachelor's degree ☐

Master's degree ☐

Doctorate degree ☐

5-How long have you been working as a teacher?

This is your first year ☐

1-3 years ☐

4-6years ☐

6-10 years ☐

10-15 years ☐

More than 15 years ☐

6-Have you followed any pedagogical training (Teaching methods and techniques, learning strategies) to be a teacher?

Yes ☐

No ☐

7- If so, for how long?

Six (6) months ☐

One (1) year ☐

Eighteen (18) months ☐

+18 months ☐

8-Have you received any instructions to praise your learners during your training?

Yes ☐

No ☐

9-Have you given any importance to learners' academic performance during the training?

Yes ☐

No ☐

Section Two: The Relationship between teacher praise and learners' academic performance

10-Do you praise your learners?

Yes ☐

No ☐

11-Why do you like to praise your learners?

Because they give good answers ☐

They participate in the classroom ☐

They do their home works ☐

They present their projects ☐

They display a good behavior ☐

12-What do you think about using praise in classroom?

Effective ☐

Ineffective ☐

Necessary ☐

Unnecessary ☐

13-How do you like to praise your learners?

Offering them extra marks ☐

Using motivating expressions (Excellent, good job...) ☐

Rewarding them (Giving them symbolic gifts, talking about them to all teachers, appreciating their work in front of their classmates) ☐

Applauding them ☐

14-How do you make your praise effective in classroom?

Drawing the learners' attention before praising them ☐

Making an eye contact with learners when praising them ☐

Raising tone when praising them ☐

15-Do you think that praise can be misused by some teachers? (I, e: teachers prefer to praise some learners rather than others).

Yes ☐

No ☐

16-Teachers may use praise in any subject. (E. g: using praise in mathematics, science, literature...)

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐

17-Depending on the previous answer, does each subject being taught requires a different type of praise? (E, g: global, credible, contingent....).

Yes ☐

No ☐

18-As a teacher, do you think that the degree of praise effectiveness changes according to the subject being taught?

Yes ☐

No ☐

19-What does learners' academic performance refer to?

Learners' behavior in the classroom ☐

Participation during the session ☐

Final results ☐

Other issues ☐

20- Depending on the previous question, for what type of performance you like to praise your learners more?

Their behavior in the classroom ☐

Their participation during the session ☐

Their final results ☐

Other issues ☐

21-According to you, do you think that praise is related to learners' academic performance?

Yes ☐

No ☐

22-Praise is related to other issues rather than performance (Issues like: learners' motivation, skills and behavior...)

Agree ☐

Strongly Agree ☐

Disagree ☐

Strongly Disagree ☐

Undecided ☐