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TITLE:

**THE INFLUENCE OF SOCIO-CULTURAL FACTORS ON
ACADEMIC ACHIEVEMENT AND PSYCHOLOGICAL
ENVIRONMENT**

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**Dissertation Submitted in Partial Fulfillment of
The Requirements for Degree of
MASTER in Culture and Language**

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**THE INFLUENCE OF SOCIO-CULTURAL FACTORS ON ACADEMIC
ACHIEVEMENT AND PSYCHOLOGICAL ENVIRONMENT
CASE STUDY: SECONDARY SCHOOL AND UNIVERSITY STUDENTS
OF KHENCHELA**

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**A Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master in
Language and Culture**

September, 2020

STATEMENT

We hereby certify that this dissertation is entirely the results of our own investigation. The various sources to which we are indebted, are clearly indicated in the text or in the references.

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Dedication

I want to dedicate this work to:

My Mother who Made me the woman I'am today, by being such a role model and always believing in me.

My Best Friend Djihane, for always being by my side and making my days brighter

My favorite teacher Daghbouche NADIA who provided me with all the information I needed and for always being so nice to each and everyone of us.

My dear friend Salsabil for helping me with this work and always being such a source of motivation

My dearest sister Dorsaf and brother Amine

My lovely Grandma and my aunties

And to my university, Abbes Laghrour University, khenchela

sendes

Dedication:

*I would like to dictate this work to
My my dear parents who have always been there by my side in tough
times and making my days brighter.*

*My beautiful and lovely sisters and brothers especially my ride or die
sisters **Lina** and **Bicen** who have always been a source of inspiration
and support as well as **Messaia** and **Zakaria***

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provided me with assistance .*

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My lovely grandma .

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List of Abbreviations

SES :Socio-economic status

ERI :Ethnic-Racial Identity

Abstract

This dissertation aimed at investigating the relationship between socio-cultural Factors and personality development. It also discussed the influence of parenting style on students' academic performance.

There are many factors that affect personality development and general traits. They could be environmental, social and genetics. Yet, culture is believed to be the most important of all.

This research is composed of two main parts, a theoretical part which consists of one chapter and an empirical part made up of one chapter as well.

The first chapter aimed at tackling the subject of students' personality and academic achievement from a socio-cultural standpoint by pinpointing the relationship between the two of them and the importance of parenting style.

The second chapter on the other hand, was concerned with the research tools, data analysis of the questionnaires administered to both teachers and students. also, a short test directed to the students' parents.

In order To achieve this research's aims, the study used two questionnaires: One designed for Secondary school; University students and another one administrated for the teachers.

The study also used a small test for the students' parents to asses their parenting style in relation to their child's academic performance and personality traits in general.

The findings of this study were analyzed using descriptive analysis based on data collected from the two questionnaires and the parenting style test, it was found that there are significant differences between those who have been raised in a traditional family with strict parents and those who have been raised as an independent adult.

It was also found, that most teachers agreed on the importance of teaching culture starting from middle School because that is when students start learning English for the first time.

They also believed that teaching students about culture at that specific age would help them develop a sense of self awareness and be more accepting of the world around them which is referred to as cultural awareness.

In addition to that, students have shown a sense of awareness towards other cultures thanks to the internet which has played a major role in changing how people today view cultural differences.

The parenting style test on the other hand, has shown that most parents always try their best to raise their children with a positive attitude. Yet, it is not always easy because they often face many challenges and difficulties. And because of that, they try to put pressure over them until grades become their main objective instead of knowledge.

Too much spoiling also can lead to problems for the child as he or she wouldn't be able to identify what is expected from them. and that will surely influence both of their social life in school and their academic achievement as well.

Parents being too strict also can lead to lack of confidence and withdrawn in school which again, can affect students' performance in school and even if they do succeed in academics it will surely affect their future life.

Students who have been bullied by Peers may also feel that they are not good enough and there for they might lose interest in studying.

INTRODUCTION

A. Statement of the problem

Being students at the University of Khenchela for Five years and being employed for two Years as assistant teachers teaching ESP at the department of Biology, it was observed that the majority of learners seemed to have been influenced by their own culture.

It was noticed too that the majority coming to the university expected to meet people with similar personality traits and characters like theirs. Possessing little knowledge on how to actually deal with different people who do not share the same cultural factors. This homogeneous cultural belief created a feeling of distress and confusion and diverted them into heterogeneous groups.

Researches have revealed that a close relationship exists between personality and culture. Consequently, to those observations it is felt that both teaching and parenting style should change and that teaching alone is not sufficient to accommodate and concentrate on developing academic aspects and characteristics of their students, but must focus on socio-cultural aspects as well.

Bearing in mind these gaps into the curriculum, the researchers set a target for their study objectives and reached a starting point in their respective ideas and study to investigate and stress that academic concepts and contents must not only include verbal and non-verbal communication but also must generate social values, morals and norms in the education of pupils to prepare them for future life.

B. Aims of the Study

1. This study deals with the importance of taking socio-cultural aspects into Consideration in early education of students.
2. It attempts to determine how Culture integration is very important for the development of The child's communication skills competence and the development of their future Personalities.
3. It also aims at proving the positive impact of teaching culture starting at a young age and its effect on learner's academic achievement.

C. Limitations of the study

- ❖ Because of the small size of the sample, other researchers need to base the same study. On a larger sample size to end up with more accurate results.
- ❖ This whole pandemic situation made it hard for us to conduct our research the way we were planning to as we scheduled an interview with a therapist to investigate and learn more about personality development and what shapes us into who we are as Individuals.
- ❖ The special situation of the covid-19 rendered the sample strongly regional and therefore the interpretations should be taken with caution.
- ❖ There was no clear deadline for submissions and that influenced our progress.
- ❖ We have chosen to investigate teachers, students and parents. Which meant conducting two questionnaires and one test and that was very efforts and time consuming.
- ❖ Lack of previous studies in this area rendered the investigation difficult.

D. Hypotheses

In the various different psychological studies, the researchers investigated, many factors have been found to determine personality development and general traits such as environment, social factors and genetics have been discussed. The majority of the theorists believe that culture is one of the most important shapers of personality and that what proves why people who are born and bred in the same culture share common personality traits.

Based on the above ideas, the researchers' generated an interest in cultural aspects and formulated the following hypotheses:

❖ Hypothesis one:

It is hypothesized that if social and cultural factors are taken into account early in childhood, they could shape personality traits in the students' future life.

❖ **Hypothesis two:**

It is also hypothesized that social and cultural factors if acquired early in childhood they could influence future students 'academic performance.

To achieve the research aims and to test the set of the two hypotheses, three questionnaires were randomly formulated to groups of:

- 1- Teachers
- 2- Students
- 3- Parents.

E. Assumptions

It is assumed in this study that:

- Teaching culture creates a dynamic educational behavior.
- Socio-cultural factors have a huge influence on the personality development of students.
- Students whose parents adopted an authoritative parenting style fare better in academic achievement than their counterparts whose parents adopted an uninvolved parenting style (disengaged).

F. Methodology and Means of Research

In this study the most suitable method selected was the descriptive method. The questionnaires and the associated test were carefully added to pinpoint the teachers' views concerning the influence of socio-cultural factors, academic performance and the classroom overall dynamic environment and thoughts on parenting style of students.

The questions of students on the other hand were set to discover how socio-cultural factors could influence the development of their personalities in a negative or positive way.

The test on the other hand was administered to the parents to assess their parenting style and find out if there was a possible relation between their child' development and academic success in overall.

G. Population sample

In order for us to achieve inclusiveness we focalized our attention on three parties.

- Third year secondary students.
- University students.
- Students' parents.

CHAPTER ONE

LITERATUREREVIEW

Introduction

This chapter attempts to shed the light on the influence of socio-cultural factors on students' academic achievement and personality. Many general concepts will be discussed such as personality, academic achievement, culture, parenting style effect, a parental socioeconomic status effect, peer group effect, teacher-student relationship effect, stereotype threat effect, and ethnic-racial identity effect.

1.1. The concept of personality:

“Personality can be defined as the long-standing traits and patterns that push individuals to think, feel, and behave in specific ways”. (Opens tax College, 2014). The word personality dates from antiquity it comes from the Latin word “Persona”; in the antique world, a «persona” was a mask worn by an actor this mask was not used to conceal one`s identity but primarily used to represent a specific personality trait of a character.

Allport clearly articulated his granular understanding of the subject and put it into words as the following: personality can be viewed as the vital organization within an individual of multiple psychological means that determine the person's characteristic behaviors and thoughts. In layman terms, a variety of factors amalgamate to create each person, and as a result of those factors, the individual is assumed to think and act in somewhat expected ways.(1937, as in cited in Mark Cleland 2015, p.3).

People are influenced by genetics, but the social environment can have a remarkable effect on them. Such is the case with shyness; a child may become shy, even though they were genetically disposed to be clubbier. It`s one`s experiences who make him/her who she/he is; Experiences, learning, thinking, and relating to others all these variables blend to shape an individual`s personality.

1.2. The concept of Academic achievement:

Academic achievement represents performance outcomes in intellectual domains that indicate the extent to which a person has accomplished specific goals; short-term or long – term goals that were the focus of activities in instructional environments, specifically in school, university, college.Spinath (2012) put forth that individual academic performance and achievement is an essential pre-condition for individual and societal prosperity (Spinath 2012,p.1).

According to Steinmayr, et al. (2015): the terrain of academic achievement is broad, hence the definition of academic achievement is well hinged on the indicators used to measure it. All criteria involved in the measurement of academic attainment have in common that they portray intellectual endeavors and thus, feckley, reflect the intellectual capacity of a person.

Ukwuije's study findings on some of the purposes of academic achievement measurements are enumerated as follows:

- A. To determine the relative effectiveness of a program in terms of students' behavioral outputs;
- B. To assist student's development in acquiring desirable knowledge skills, attitudes, and social values;
- C. To help teachers assess and determine the quality of teaching and learning materials;
- D. To spur student's motivation to learn as they discover their progress or lack of progress in a given task;
- E. To encourage students to become more disciplined and acquire systematic study habits;
- F. To familiarize parents or guardians with their child' performance;
- G. To make a reliable decision about education planning and to provide educational administrators with reliable information about teacher's effectiveness and school need. (2000, cited in, Eric C, A, 2018, p.26).

In summary, academic achievement measurement is of the utmost importance to schools' colleges, and universities. Students' academic achievement differs and may fluctuate according to different variables including psychological, sociological, and socioeconomic status.

1.3. The concept of culture

Culture is, notoriously, an intractably large and complex phenomenon and undoubtedly a difficult term to define; it is a term that describes and characterizes various ways in which human differences and similarities are recognized and marked.” Culture is a set of basic assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral

conventions that are shared by a group of people, all of these in a way or another affect a person's behavior". (Spencer-Oatey, 2008, p. 3).

Another definition of culture may be articulated in Kluckhohn's words as the following: culture is not merely behaviors, but the result of social, mental, biological as well as material factors (Bledo 2010).

One can characterize culture by observing a number of its essential elements; These are often summarized as follow: Culture is both learned and inherited. That is, it is the result of the connection that occurs between sociological factors as well as one`s genetic make-up; Culture has both universal and variable components. That is, it consists of behavioral patterns that are shared by all of humanity collectively, and by other variable elements (e.g., perception of time and odors, interpretation of gestures) that are culture-specific and largely acquired in developmental settings; incremental changes occur through innovations, discoveries, diffusion (temporary acquisition) or acculturation (long-term contact with another culture; Culture is transmitted and is thereupon adaptive. Each generation passes its culture on to the next which constantly refines it in the face of adaptive pressures; Culture is based on symbols—systems that people use to capture and communicate their experiences, feelings, and emotions. These entail language as well as images, paintings, icons, stories, myths, legends, rituals, etc. (Mirko, F 2016)

Edward B. Tylor, the pioneer of cultural Anthropology, thought up a nonpareil definition of culture that most sociologists find satisfactory, Taylor (1871):" Culture when taken in its mere ethnographic meaning, is that intricate concept which includes cognition, thought, art, morals, philosophy, tradition and any nonidentical capabilities and habits developed by man as a part of the society". (Tylor, 1871,p. 1).

1.4. The Effects OF Social Factors on Academic Achievement:

People are inevitably influenced by genetics; However, the environment in which one is reared and ages can presumably have a profound effect on how their genetic make-up is realized; contributions from the student's home environment withal other contributions from society can be instrumental for both student's academic achievement and his/her personality. The following internal variables have been demonstrated to affect the academic achievement of the students such as parenting style, socioeconomic status (SES), and teacher-student relationships.

1.5. Parenting style effect:

Parenting is an all-important and mighty part of the parent and child relationship, parents have the weighty responsibility of creating a safe and loving home environment that would be propitious and vital for their children to develop emotional, social, and cognitive abilities that will serve them during their lifespan. One researcher emphasized that children were born with a "tabula rasa" or a blank slate in which parents and society could easily communicate their values and beliefs to their offspring (John Lack 1689, p. 125). Despite that Jean Jacques Rousseau (1762) propounded the view that "children were born innately good and that is up to parents and society to uphold and further teach the values inherent in children" (Jacques Rousseau 1762, p.126). So, that parenting style is multifaceted and one of many determinants of student's behavior. The word style is defined as "the particular way in which something is done" (Oxford Advanced Learner's Dictionary 2020, style entry).

Parenting styles generally reflect the way how a parent disciplines and socializes a child, Baumrind's model provided perhaps the most influential and widely used scheme for describing parenting styles. Baumrind (1991) primarily identified two main parenting dimensions, namely acceptance/responsiveness, and demandingness/control. These two dimensions are a subject that has garnered much interest lately: "demandingness refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplining their child and alacrity to confront the child who disobeys" (Baumrind 1991, pp. 61-62). The dimension of responsiveness indicates "to which extent parents intentionally encourage individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind 1991, p.62).

Three major parenting styles, as described by Baumrind (1991) indicate three different pathways for child development namely: Authoritative, Authoritarian, and permissive. Authoritative parents are known for setting clear, evidently rational standards for responsible comportment, which are in sync with their children's developing abilities; They promote and encourage responsible or otherwise mature behavior through supportive rather than punitive methods, warmth, and responsiveness to children's needs. (Diana Baumrind 1991 cited in Judith Smetana 2011, p.194). Authoritative parenting has been associated with a wide array of positive outcomes in adolescence, including enhanced

academic attainment, increased competence, autonomy, and self-esteem, virtuous behavior, less deviance, anxiety, and depression, and a cleverer and multiskilled orientation to peers (Baumrind, 1991a,b; Maccoby & Martin, 1983; Steinberg, 2001 cited in Judith Smetana 2011, p.194).

Authoritarian parenting occurs when the parent is highly demanding but lacks responsiveness to the child; delivering punishment for mistakes; The child is not allowed to voice his/ her opinion asking questions might be labeled an aberration authoritarian parenting is markedly associated leastways with one unfavorable outcome, they are rigid and archly demanding, but they are not responsive; these parents tend to value submission to rules. They discourage give - and - take between parents and children and do not consider their child's needs. They also offer little explanation for their decisions" (Judith Smetana 2011, p.194). Most children who grow up under the authoritarian regime suffer from low self-esteem and inferiority issues; Such acceptance of authoritarian systems leads to kids become submissive, this style of parenting severely constrains creativity.

The antithesis of this parenting style is the permissive parents adopt a friendly approach with their children, they hardly punish any inappropriate behavior or misconduct, they are considered inconsistent and lax they love to nurture the talents and the needs of their offspring sustain their personality but do not expect their children to behave maturely; Such parents are very relaxed and lenient with their children; these parents are described as responsive but not demanding (Aarohi Achwal, 2018) parents of this category are described as "responsive but not demanding. They do not punish them for misbehavior. Whenever possible, they avoid asserting their authority". (Baumrind 1991, cited in Judith Smetana 2011, p.174). Low self-esteem issues emerge in the adolescent years when permissive parents withdraw their love as a form of punishment along with their general negligence.

In later work, and partly based on Maccoby and Martin's (1983) influential treatise, Baumrind distinguished permissive from uninvolved parents. uninvolved parents are known for not make many demands on their children due to their disengagement from the needs of the child. Therefore, parents of this fourth kind are neither demanding nor responsive (Baumrind 1989, cited in Judith Smetana 2011, p.194).

❖ Parental Socioeconomic Status (SES)

The home can be a nurturing place for the achievement of the student which is an acute predictor of his overall success and a ubiquitous and enduring goal of education. Or a place of low expectations and lack of reassurance. Parents' socioeconomic status is a notable dimension to consider when it comes to ensuring that goal. The significance of SES derives from its substantive outcomes on student performance. Socioeconomic status (SES) pertains to an individual's (or family's) comparable position in the social hierarchy and straightly relates to the resources in the home; Such resources advert to parental income, and parental occupation, and parental education as the three vital indicators of Socioeconomic status (John A. C. Hattie 2008, p.61).

One area of contention is the contextual meaning of socioeconomic status, but Duncan's (1972) definition of the tripartite Constitution of socioeconomic status seem to satisfy all parties; it comprises parental income, parental education, and parental occupation as the three essential indicators of (SES) (Gottfried 1985 Hauser 1994 Mueller & Parcel 1981, as cited in Selcuk R. Sirin 2005, p.418). Parental income as an indicator of SES mirrors the possibility for social and economic resources that are made available to the student and can virtually have far-reaching consequences on the student's vocational and academic success: Children from low-SES families are unlikely to rejoice in experiences that promote the development of skillfulness and adroitness in reading acquisition (Buckingham, Wheldall & Beaman-Wheldall, 2013, p.7).

Research continues to link lower SES to lower academic performance when compared with people who belong to the well-off quantile; As advocated by Becker and Tomes (1986), families belonging to poor quantile are financially necessitous; These economic scarcities, in turn, can further exacerbate the situation and lead disruption in parenting, fluctuation in family tension, this indicates that socioeconomic status is closely related to the home environment, Krashen (2005) holds that students whose parents are educated score higher on achievement tests than their counterparts who are not educated; they can better help their offspring when it comes to assignments (Farooq et al. 2011, p.14). UNESCO (2004) states that the social class and economic condition are important factors related to academic success and cannot be disregarded (Najimi et al. 2013). Where as "household resources; therefore, can also indicate whether a student's home situation is adequate for learning "(Van Ewijk and Slegers 2010, p.9).

In summary, SES is a broad concept as well as a reliable predictor of a broad range of outcomes across the student's lifespan; it can have a profound effect on student's academic progress as well as their overall success; Hence SES is pertinent to all realms of behavioral and social sciences.

1.6. Teachers-students 'relationship effect

Researchers have long sought to discern the endogenous as well as the exogenous factors that influence student's achievement and behavior, one factor that has been addressed and investigated from multiple standpoints is the teacher-student relationship. Patricia Brady Gablinske (2014) posits that there is quite a voluminous literature that offers sound insight into the student-teacher relationship as the key component to student's healthy academic development; there is presumptive evidence that the quality of teacher-student interaction has irreversible effects on their learning and overall progress (Patricia Brady Gablinske, 2014, p.12).

Constructivism is a theory of learning; Fosnot (2005) posits that a constructivist approach to learning sees the learning environment as a mini-society, a group of learners who actively construct or make their knowledge carefully engaged in an activity, discourse, interpretation, and reflection. Whilst the constructivist theory of education denotes that knowledge is constructed at the individual level by the student, that learning takes place in a social environment (classroom) with experiences that have been carefully constructed by the teacher. Apart from the parents, it's the student's teacher who is effective in the front seat in regards to his/her personality development and both academic and social performance (Mucella, Melis & Ahu 2011, p.739). When the teacher truly believes a student can learn; he/she motivates and supports the student, this in turn will make learning easier, hence, students are much more likely to progress (Conley & Arthur 2019, p.49). In a longitudinal study of adolescents in grades 7 – 12, it was revealed that positive teacher-student relationships can be closely connected to better student outcomes both academically and behaviorally.

In summary, the teacher-student relationship is vital to student's learning, several schools of thought addressed this overarching issue including psychologists, educators, and

sociologists, and presumably has far-reaching consequences on student's learning and behavior.

1.7. Cultural factors influencing a student's academic achievement and personality

Culture is a way of life; an individual cannot be entirely unaffected by the cultural setting in which he/she is reared and ages. We influence each other and get influenced by peers; a racial-ethnic group with whom we highly identify and so on this way our personality is shaped as well as academic achievement affected.

1.8. Peer group influence effect

Peers are an inevitable aspect of our social life; they inevitably entail a broad range of people with whom we live from early childhood until agedness; Members of the same classroom, community, work constitute fairly conspicuous peer group contexts. Castro Giovanni (2002) defined peer groups as the kind of social group that is constituted of people who share similar interests; in its most fairish form, they are a coming-of-age intermediary offolks around the same age who share paralleled life experiences by which they acquire brand new skills and learn to face challenges in the social arenas (cited in Filade, Bankole Adeyemi et al. 2019, p.82).

There are multitudinous ways in which peers can influence the learning process, such as offering a helping hand, strengthening bonds, giving feedback when necessary (Wilkinson &Fung, 2002). Peers can assist in providing emotional support, cognitive restructuring, given the omnipresence of peers in our lives, they are likely to influence our personality. Friendships can be a critical part to the classroom environment, as they typically involve higher levels of caring, support, and help, forcing each other to lever up, and help avoid unnecessary stress and anxiety and therefore, result in a lot of learning opportunities, hence enhancing academic achievement (Anderman &Anderman, 1999, as cited inHattie2009, p.105). The higher the quality of the friendships, the greater the magnification of the influence of the friend—this is particularly true during adolescence and it can lead to gaining a reputation as a learner, a social misfit, an athlete, and so on; some of these reputations can be either propitious or harmful to an individual's academic achievement (Berndt 2004, cited in Hattie 2009, p.105).

Group socialization theory (Harris, 1995) is one of the countable approaches that notably considers the role of peers in shaping an individual's personality, it posits that from childhood until agedness; socialization in peer groups influences personal and intellectual development. Kraus and colleagues (2012) argue that people from well-off quantile engage in self-focused reasoning and behavior, and seek to change unpleasant environments, while people in lower classes display unfocused behavior and try to cope with unpleasant environments rather than attempting to change them (Piff, Martinez, et al. 2012; Townsend, Eliezer, et al. 2013). positive peer influence on academic performance is hinged upon a person's self-esteem, personality, and self-reliance it can markedly boost student's motivation and push them to perform better in class (Lashbrook 2000 cited in Filade et al. 2019, p.82).

1.9. Stereotype threat effect

stereotypes are not just benign mental images they can sometimes be detrimental to marginalized or otherwise stigmatized groups where the risk of being judged in light of those stereotypes can elicit a disruptive state that undermines performance and further impugn their ability. Stereotype threat can be defined as: "the risk of validating negative stereotypes about an individual's racial, gender, ethnic, or cultural group to which they belong" (The glossary of education reform 2013, Stereotype entry). Joshua Aronson (2002) insists that stereotypes can tear down a person's encounter, chiefly in school or in many social arenas -just by suggesting to the target of a stereotype that a negative label might apply to one's self or one's group, it is a predicament that can excruciate anyone, given that all of us belong to one group or another that has some sort of reputation, and given that each of us can develop and maintain our reputation.

When the stereotype or one's reputation alleges an importantly negative quality the expectations that come with it can be disquieting, and stereotype threat can have fundamentally troublesome impacts and be imminent to the self (Joshua Aronson, 2002, pp. 281-282).

Devine presumes that the stereotype alleging intellectual inferiority carries with it the risk of confirming a deeply negative, racial inferiority: a suspicion of being unalterably limited in understanding and of not belonging in the academic arena. Negative stereotypes alleging are markedly problematic, both because intelligence is universally valued and because these stereotypes are extensively disseminated; By early childhood, nearly everyone in our culture becomes aware of the content of a variety of the prevailing ethnic and racial stereotypes. Even

if people do not approve of those stereotypes; the bare cognizance of their content is enough to bias and blur people's perception, and treatment of individuals from stereotyped groups (1989, cited in Joshua Aronson 2002, p.283).

When stereotype threat emerges about one's academic attainment; in such situations, the achievement is weakened by the extra cognitive, and emotional burden of worrying that low performance will confirm the stereotype, and then somehow discarding this extra burden should ameliorate achievement (Steele & Aronson 1995, p.798).

Jean-Claude Croizet has found that French students who belong to the poor quantile performed poorly on a test when reminded of their social status; which in France is stereotypically associated with low academic performance (Croizet & Claire, 1998, p.299). Even though it is needless for a person to believe in a stereotype, feel the imminence from its unflattering allegations of inability, and rejects its premise, still face and contend with the perceptions of other people. A person can still feel bothered or alienated in academic settings if he or she feels devalued or certifiable of inferiority by other folks (Aronson et al., 1999; Good & Aronson, 2001, p.31)

In summary, Stereotype threat is a situational predicament, and represents a handicap that if not wholly discarded would undoubtedly impede and nullify a student's academic performance; it emerges when these performance motives are jeopardized by the awareness of an ability-impugning stereotype that will be confirmed by poor performance and becomes plausible as a self-characterization and, thus more threatening to the student.

1.10. Ethnic-Racial Identity (ERI)

Researchers have studied (ERI) as an aspect of identity in its entirety and also since it often exhibits correlations with other variables during adolescence. Moreover, because adolescents tend to spend much of their time in educational settings during this developmental period, it is a warranted assumption that ERI may have positive correlations with academic achievement (Byrd & Chavous, 2009, cited in Dana & James 2016, p.52).

Umaña-Taylor et al. suggest the term (ERI) that describes experiences that reflect both individuals' ethnic background and their racialized experiences as a member of a particular group (Lawrence, Catherine S. & Tamis 2016, para.1).

Ong, Phinney, & Dennis, 2006; Phinney, 1992 posit that ethnic identity achievement allows individuals to have a developed sense of themselves, and consequently make important decisions in their lives and experience healthy, psychological well-being (cited in, Dana & James 2016, p.53).

According to Steele (1992), racial minority students who are conscious of negative stereotypes would be expected to perform more poorly when race and achievement are made salient in educational contexts (Steele 1992, p.53). Jacqueline et al. (2013) hold that Black students may be vulnerable to outcomes associated with stereotype threat. In settings where race is salient and performance appertains to high-stakes outcomes, Black students who are aware of racial stereotypes may perform poorly, especially if they strongly identify with their ethnic/racial group to which they belong (Jacqueline et al. 2013, p.250).

Resembling the Sellers and colleagues, proponents of the racial-ethnic self-schemas framework have insisted that the direction of the correlation depends on whether a positive or negative stereotype is present in specific achievement contexts. According to these theorists; some groups are associated with a positive stereotype à propos achievement (e.g., Asian-Americans), so a positive correlation between their ethnic identity and achievement would be expected.

Conclusion

The aforementioned sociocultural factors are said to have an impact on students' academic achievement and personality; hence the next chapter investigates the relationship of how these socio-cultural factors impede student's academic achievement and personality.

CHAPTER TWO

DATA ANALYSIS AND FINDINGS

INTRODUCTION

The previous two chapters dealt with the interrelationship of socio-cultural factors and personality, and also the way parenting style affects students' academic performance. The following chapter aims at describing the sample and the methods used for data collection.

To accomplish the aims of the study, we used the following tools for collecting the data:

- Two questionnaires¹, one for the learners and one for the teachers of English, and a short test to the students' parents about their parenting style.

We have chosen to investigate University students and Third year Secondary School ones because their English is more advanced, they are more aware of socio-cultural factors and the differences that exist between their mother culture and other cultures.

¹For more clarification about the questionnaires and the parenting style test check the Appendices.

Analysis of the Results

2.1. Teachers' Questionnaire

- Section One: *Personal information*

▪ Question One: Teachers' Educational Degree:

Table One: Teachers' educational level

Option	Number of subject	Percentage
BA (Licence)	5	22%
Ma (Magister, Master)	10	43%
PHD	8	35%

- The data obtained revealed that Forty-Three per cent (43%) had a Master/Magister degree which represented the majority of teachers and it is shown in the figure below.

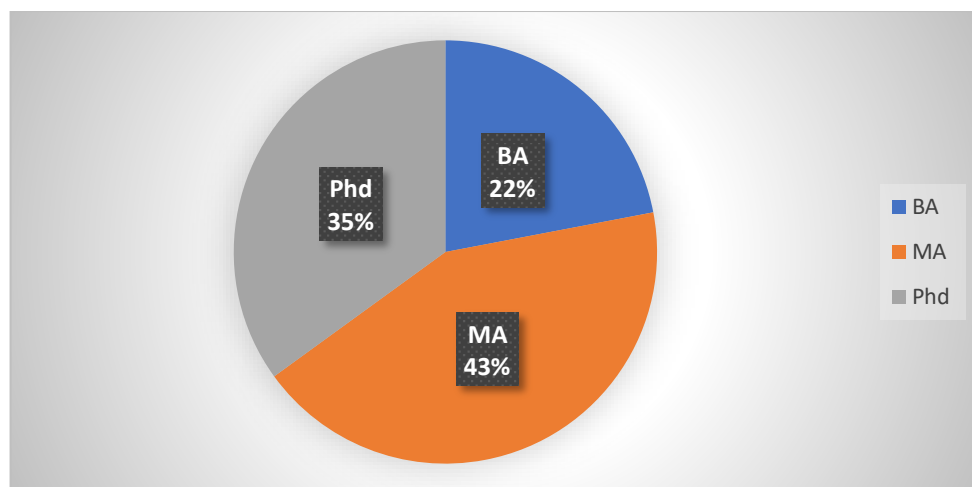


Figure One : Teachers' educational level

- **Question Two:** Teachers' level of teaching.
 - a. High school
 - b. University

Table Two:Teachers' level of teaching.

Option	Number of subject	Percentage
a	15	65%
b	8	35%

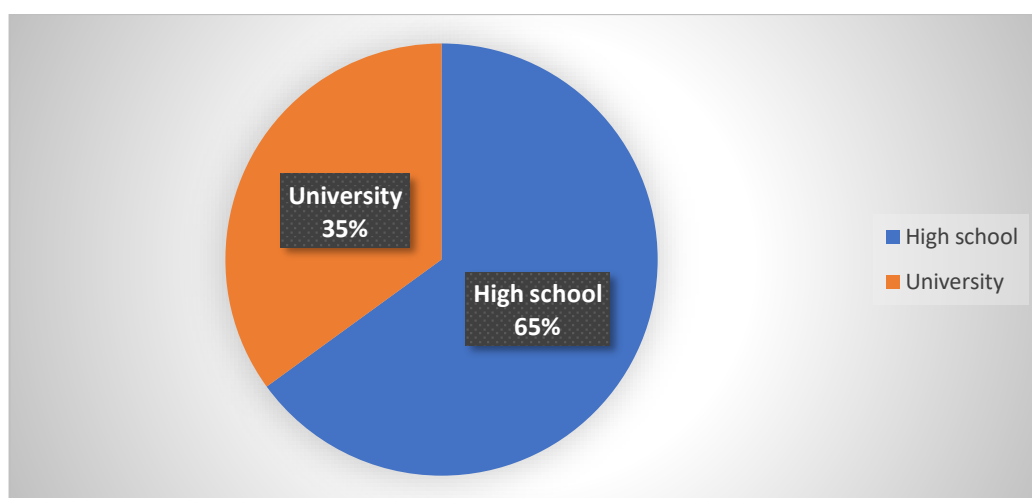


Figure Two: Teachers' level of Teaching

The figure above, showed that the majority of the respondents which was represented by Sixty-Five per cent (65%) were high school teachers of English.

- **Question Three:** Years of experience.
 - a. Less than 5 years
 - b. More than 5 years

Table Three: Teachers' years of experience

option	Number of subject	Percentage
a	5	22%
b	18	78%

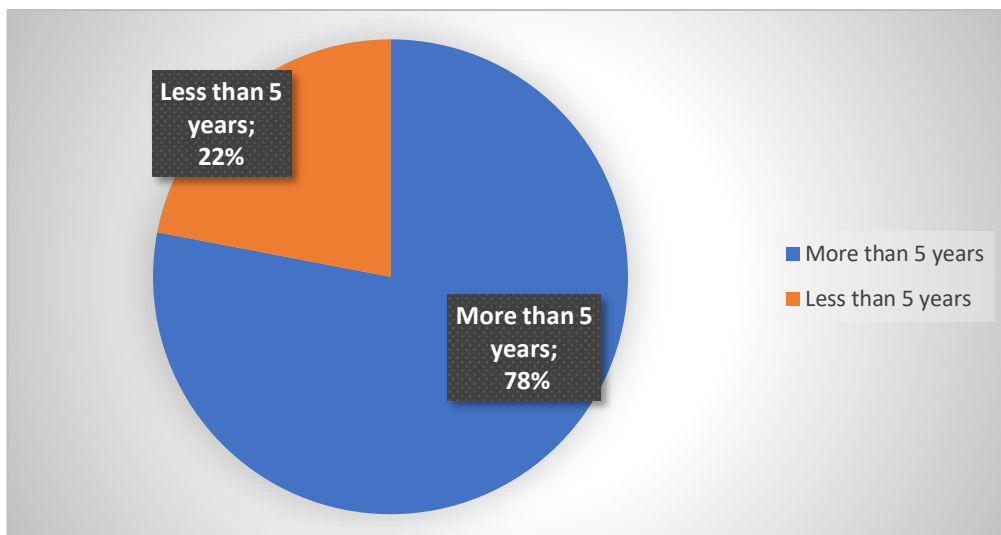


Figure Three :Teachers' years of experience

The graph above, showed that Seventy-Eight per cent (78%) which represented the majority of the teachers. Have been teaching for more than Five years.

- Section Two: Teachers' opinions on socio-cultural factors' influence on students' overall academic performance.

▪ Question Four:Teaching culture in middle school.

a.Yes.

b.No

Table Four:Teaching culture in middle school.

Option	Number of subject	Percentage
a	17	74%
b	6	26%

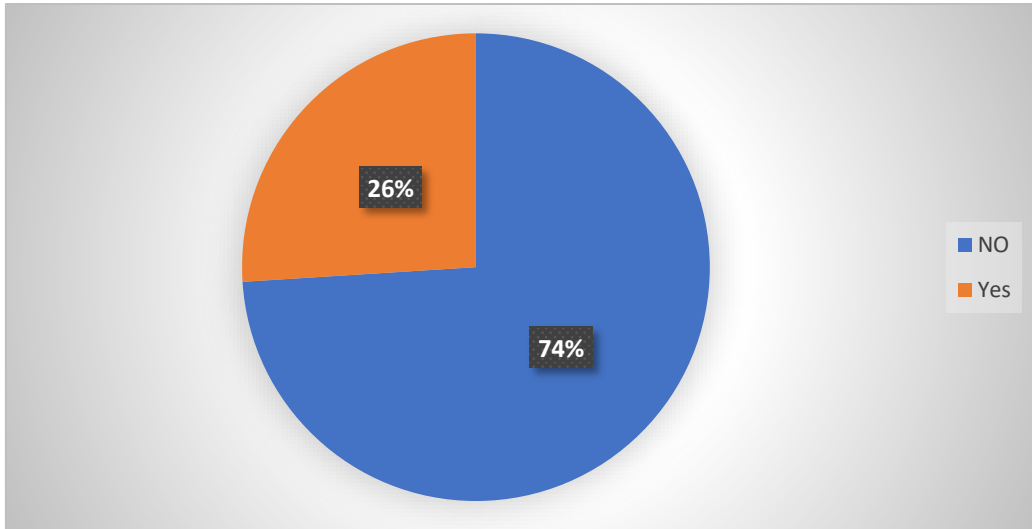


Figure Four :Teaching culture in middle school.

Figure Four indicated that Seventy-Four per cent (74%) which represented The majority of teachers, believed that letting students know about different cultures including their own, Is very important and should be done at a young age (starting from middle school.

- **Question Five:** differences between students who lived in the city and the ones who lived in the country side.

- a. Yes
- b. No

Table Five: Major differences between students from the city and students from the country side.

Option	Number of subject	Percentage
a	20	87%
b	3	13%

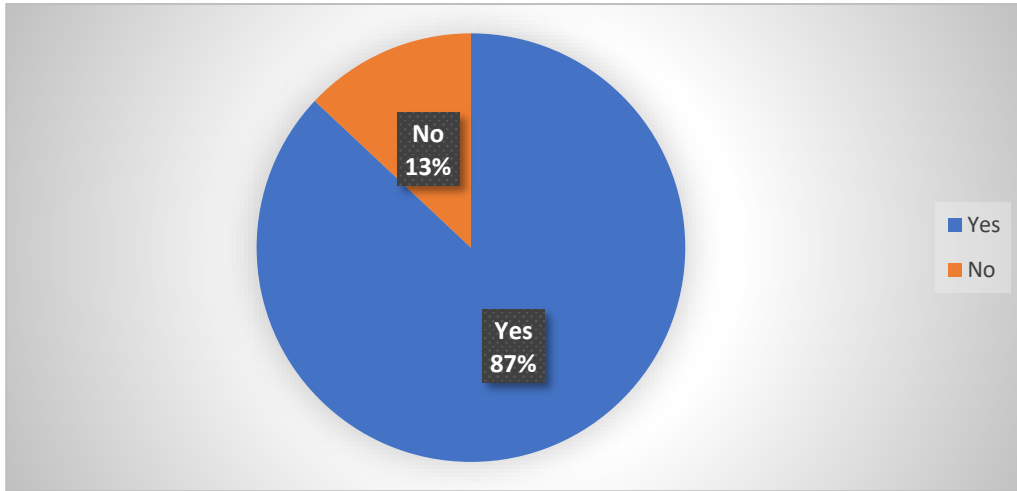


Figure Five: Differences between students who live in the city and the ones who live in the country side

As shown in the Figure above, Eighty-Seven percent (87%) of the teachers agreed that students who came from the country-side were different from the ones from city.

- **Question Six:** Teachers asked if they faced difficulties with either students coming from the countryside or from the city.
 - a . Yes, with the students coming from the countryside.
 - b. Yes, with the students coming from the city.
 - c. Yes, I have faced difficulties with both.
 - d. No, I have not

Table Six: Teachers' difficulties with the students coming from the city or from the countryside.

Option	Number of Subject	Percentage
a	9	39%
b	4	17%
c	6	26%
d	4	17%

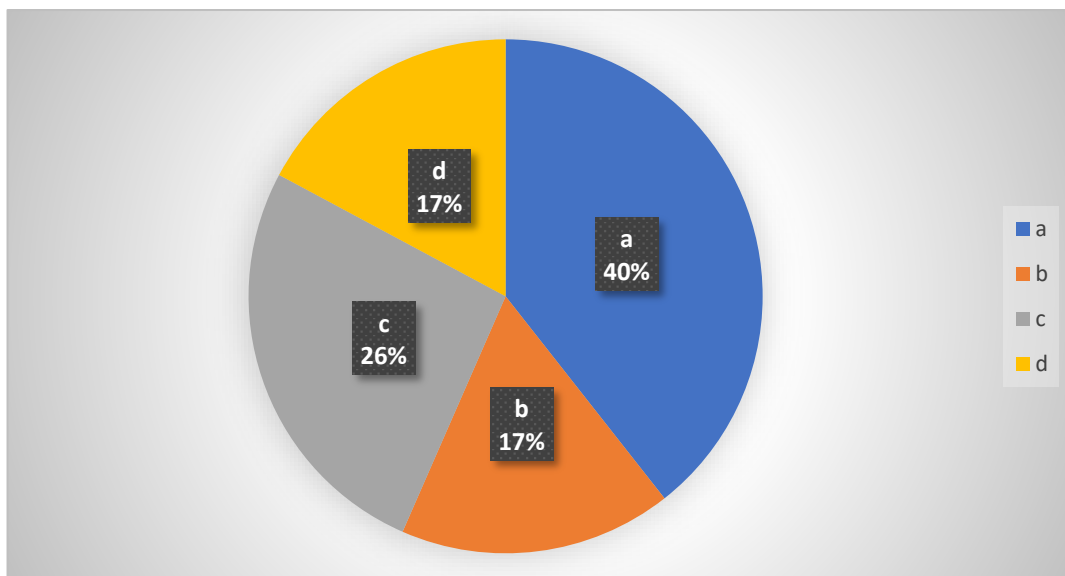


Figure Six: Teachers difficulties with the students coming from the city or the country side

- As shown in the Figure, thirty-nine percent (39%) which represented the majority of teachers have faced more difficulties with the students who lived in the countryside
- Twenty-six per cent (26%) faced difficulties with both .
- Seventeen per cent (17%) have not faced any difficulties worth mentioning.
- And also another seventeen per cent (17%) have faced difficulties with students coming from the city.

- **Question Seven:** Teachers asked if students from the city are more achieving and hard working than the ones from the countryside.

a. Yes

b. no

Table Seven: Comparison of the achievements of students coming from the city and the ones of the students from the country side.

Option	Number of Subject	Percentage
a	12	52%
b	11	48%

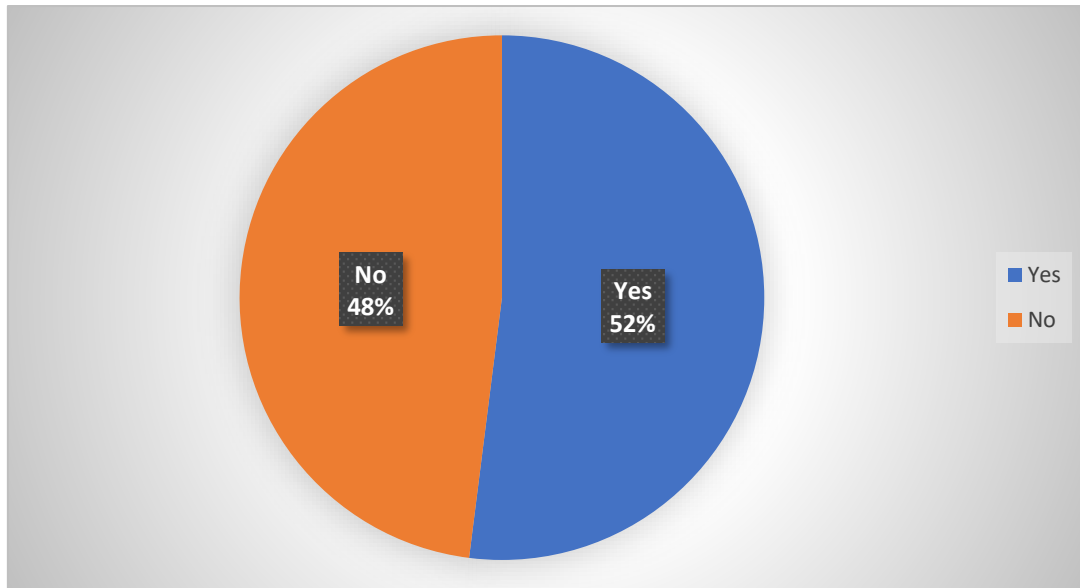


Figure Seven: Comparison of the achievements of students coming from the city and the ones coming from the countryside.

- The results represented in the figure above showed that the majority of teachers, fifty-two percent (52%) have noticed that students who lived in the city were more hard working and achieving than the ones coming from the countryside.
- On the other hand, forty-eight percent (48%) of them believed that they are equally hard working.

- **Section Three: Teachers’ opinions on how parenting style influences students’ academic performance in the classroom.**

- **Question Eight:** Teachers asked if students with educated parents think and behave differently than the ones with not so educated parents.

a. Yes

b. No

Table Eight: Students with educated parents and students with not so educated parents.

Option	Number of subject	Percentage
a	21	91%
b	2	9%

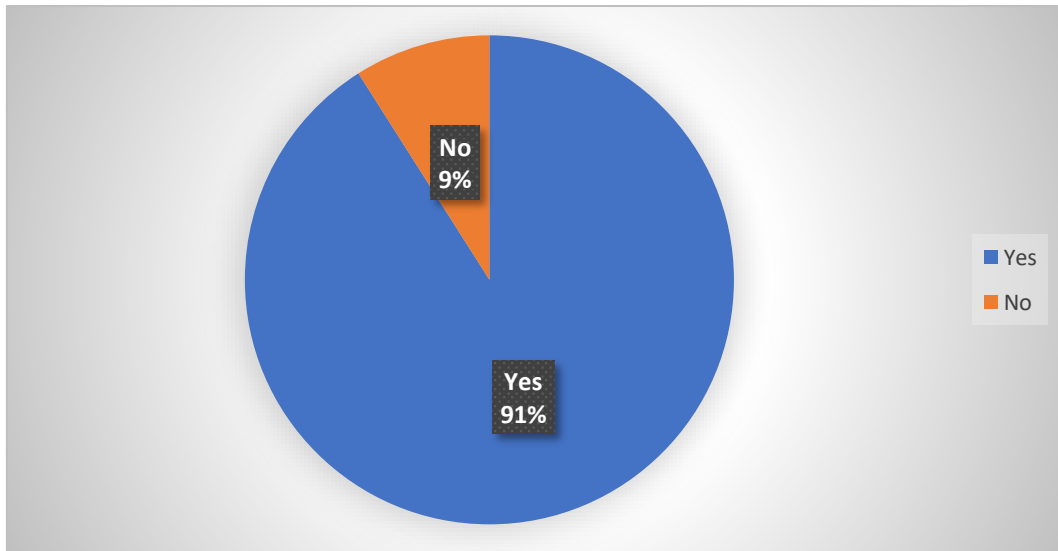


Figure Eight: Students with educated parents and students with not so educated parents.

- As shown in the figure, ninety-one (91%) of the teachers thought that students with educated parents behave differently .
- **Question Nine:** Teachers asked if students with more strict parents did better in class than the ones with more easy going parents.

- a. Yes
- b. No

Table Nine:The achievements of students with strict parents and the ones with less strict parents.

option	Number of subject	Percentage
a	13	56%
b	10	44%

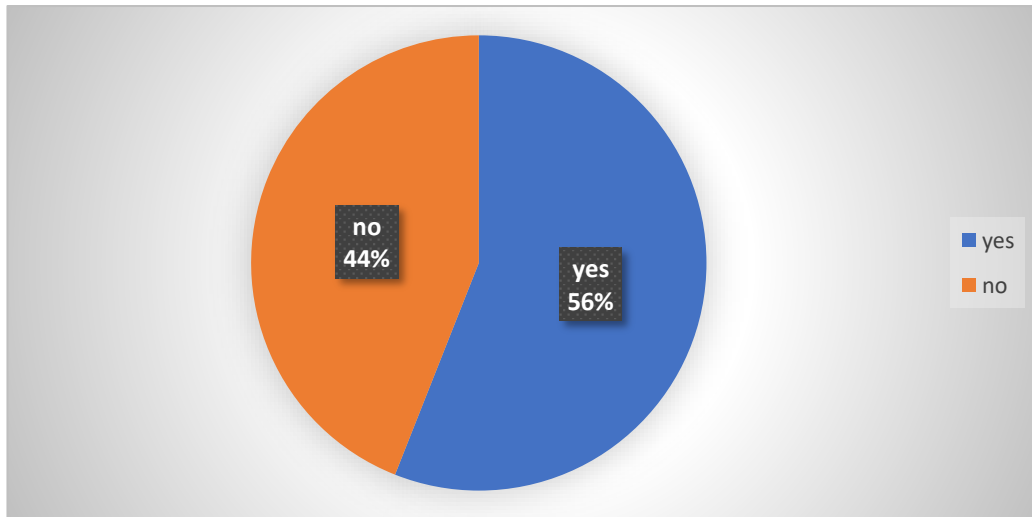


Figure Nine: teachers's opinons on students' with strict parents and the ones with less strict parents' achievements.

- As represented in the graph above, Fifty-Six percent (56%) the teachers believed that students with strict parents achieved more and also made more efforts in the classroom than the students with less strict ones.
- Meanwhile, the other Forty-Four percent (44%) said that there weren't any differences.
- **Question Ten:** Teachers asked if parents' appreciation towards students is mandatory in order for them to achieve and learn more.
 - a. Yes
 - b. No

Table Ten: The importance of parents' appreciation.

Option	Number of subject	Percentage
a	21	91%
b	2	9%

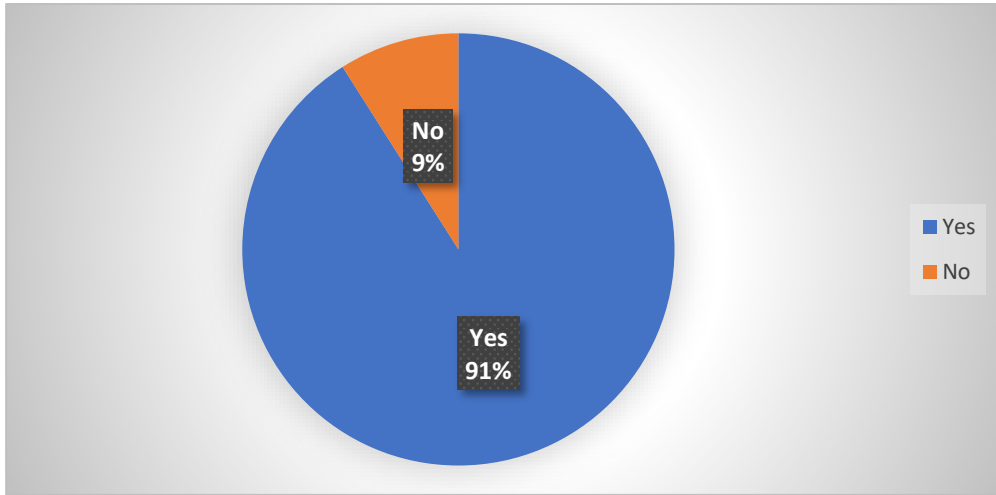


Figure Ten: The importance of parents' appreciation

- As shown in the graph above, Ninety-One per cent (91%) which represented the majority of teachers, believed that in order for the students to work and achieve more, both Appreciation and encouragement must be shown by their parents..
- **Question Eleven:** Teachers asked about students with strict parents caring more about getting good grades than the actual learning process.

a. Yes

b. No

Table Eleven:Students with strict parents valuing grades over learning.

Option	Number of subject	Percentage
a	23	100%
b	0	0

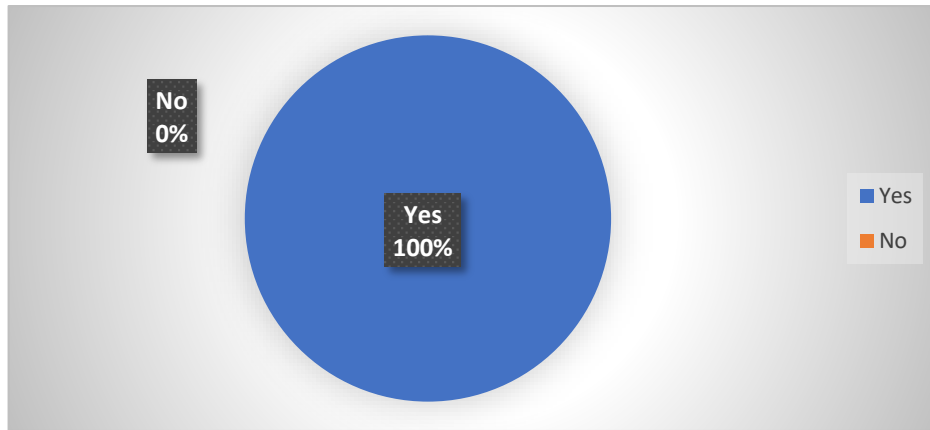


Figure Eleven: Students with strict parents valuing grades over learning

- As demonstrated in the figure above, One-Hundred percent (100%) of the teachers believed that students’ with strict parents main concern is getting good grades.

- **Section Four: Students’ attitude towards different cultures .**

- **Question Twelve:** Teachers asked if the majority of their students were aware and accepting of cultural differences and diversity.
 - a. Yes
 - b. No

Table twelve : Teachers’ opinions on students’ cultural awareness.

Option	Number of subject	Percentage
a	19	83%
b	4	17%

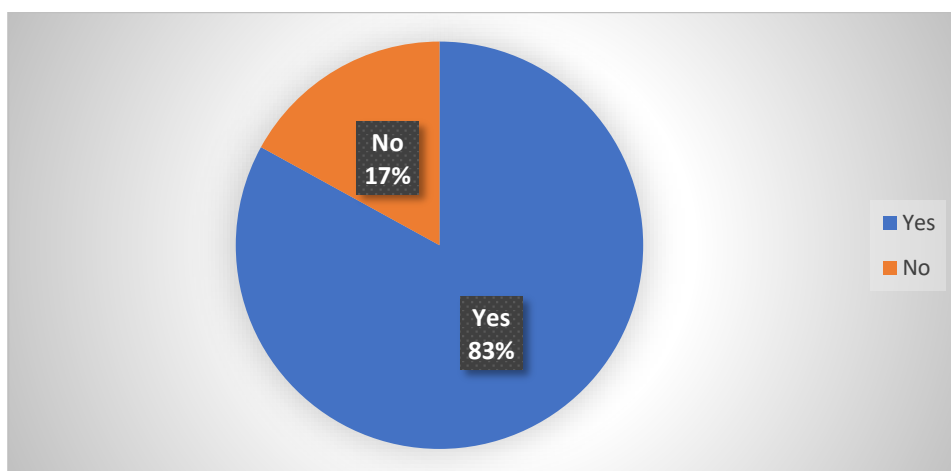


Figure Twelve: Teachers' opinions about students' cultural awareness.

- As shown in the figure above, eighty-three percent (83%) of the teachers said that their students were both aware and accepting of other cultures.

Question Thirteen: Teachers experiencing bullies inside their classrooms.

- I have
- I have not

Table Thirteen :Teachers experiencing bullies inside their classrooms.

Option	Number of subject	Percentage
a	14	61%
b	9	39%

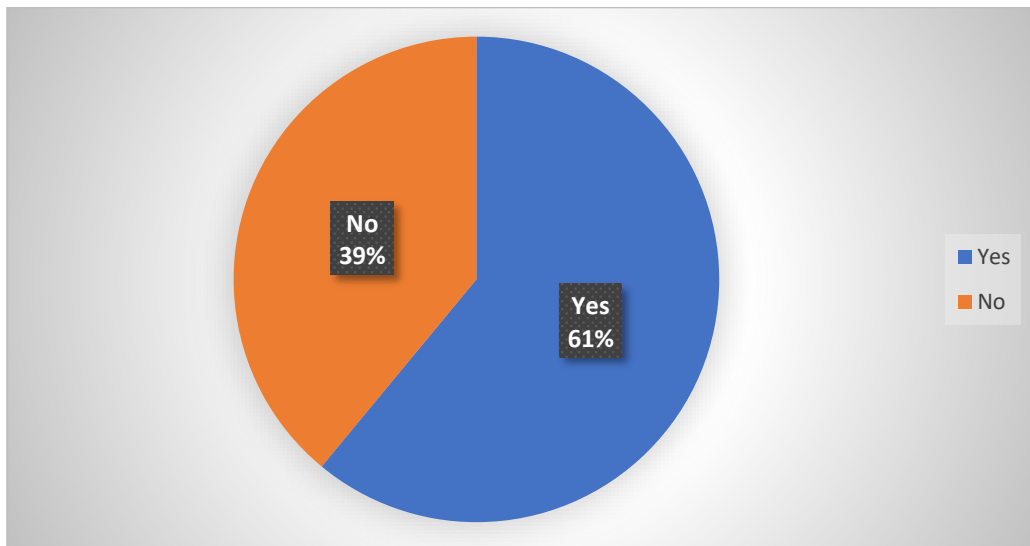


Figure Thirteen :Teachers experiencing bullies inside their classrooms.

- As demonstrated in the figure above, Sixty-One per cent (61%) of the teachers have witnessed bullies inside their classrooms. Ninety percent (90%) of them were secondary school teachers

2.2. STUDENTS' QUESTIONNAIRE

- Section one: Personal information.

- **Question One:** students' age.

- Under 20
- Above 20

Table Fourteen: Students' age.

Option	Number of subject	Percentage
a	35	61%
b	22	39%

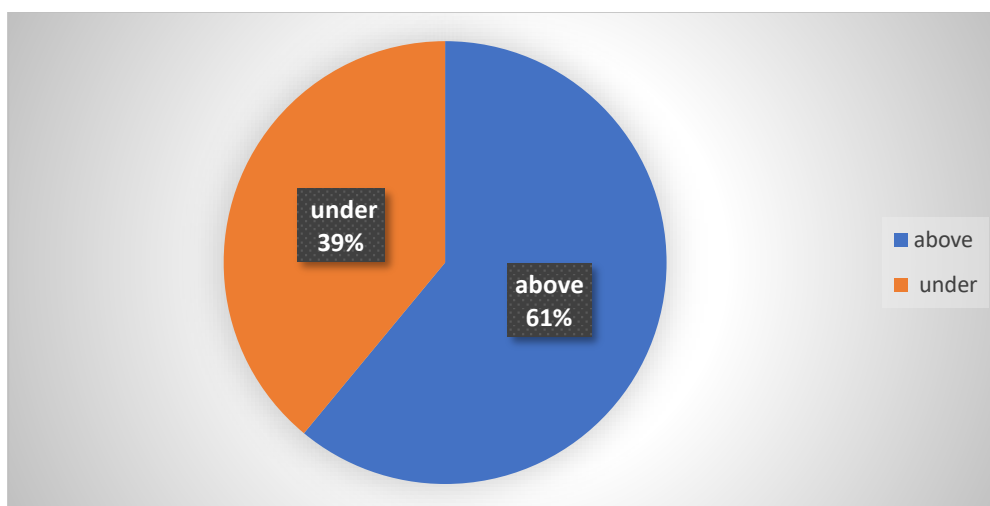


Figure fourteen : Students' age.

- The figure above showed that the majority of students sixty-one percent (61%) were above twenty.
- **Question Two:** Students' gender.

a. Male

b. Female

Table Fifteen: Students' gender.

Option	Number of subject	Percentage
a	40	70%
b	17	30%

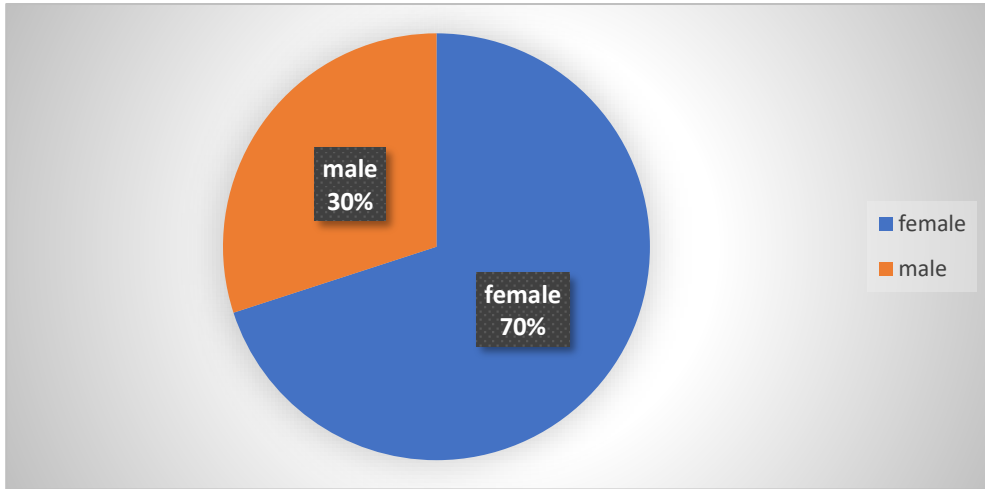


Figure Fifteen: Students' gender.

- As shown in the figure above, seventy per cent (70%) of the students were females. Meanwhile, the rest were males.

▪ **Question Three:** Students' level of education .

- Secondary school student.
- University student.

Table Sixteen :Students' level of education.

Option	Number of subject	Percentage
a	35	61%
b	22	39%

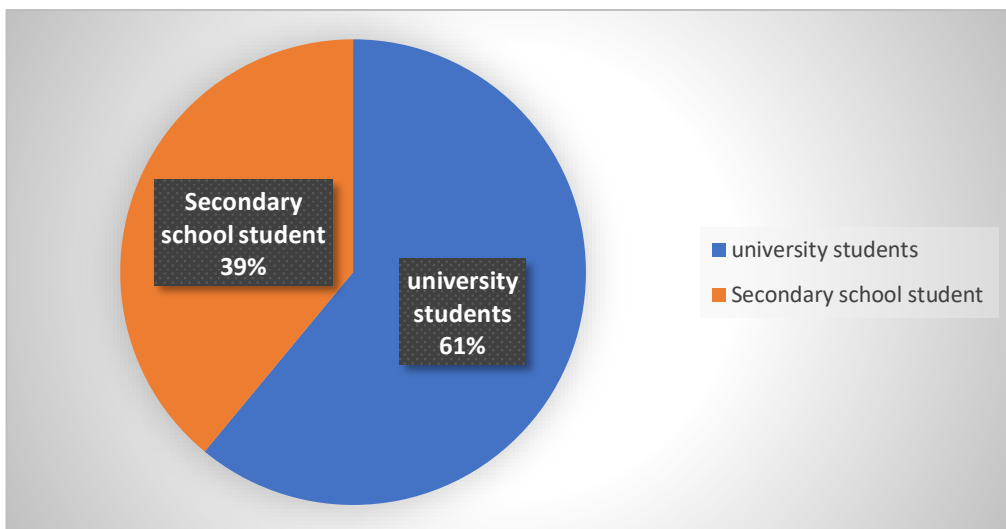


Figure Sixteen: Students' level of education

- As shown in the Figure above sixty-two percent (62%) of the students were university students.

- **Section Two: Students’ cultural awareness assessment.**

- **Question Four :** Students’ understanding of culture.

a. Shared norms, values, Customs, traditions and the way a group of people live

b. Music, theatre, dancing...etc

Table seventeen: Students’ level of education.

Option	Number of subject	Percentage
a	49	86%
b	8	17%

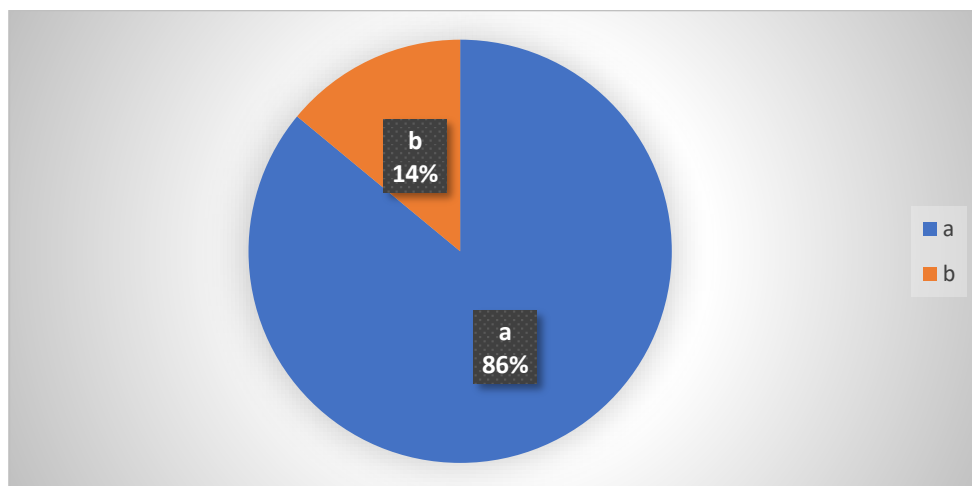


Figure Seventeen :Students' understanding of culture.

- As demonstrated in the figure above, eighty-six percent (86%) of the students answered that culture is not just about music, theatre and dancing.

- **Question Five:** students asked if they find their culture interesting.

a. Yes

b.No

Table Eighteen: Students interest in their culture.

Option	Number of subject	Percentage
a	29	51%
b	28	49%

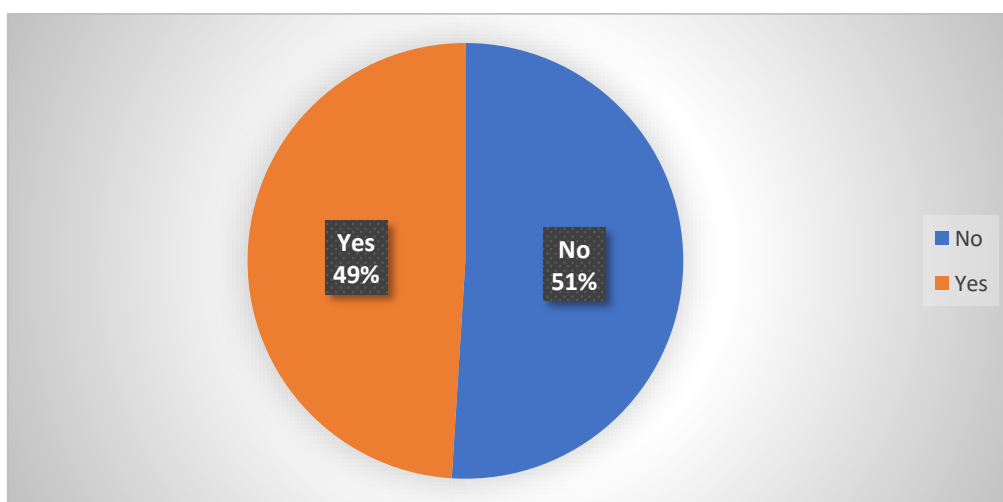


Figure Eighteen :Students' interest in their own culture .

- As represented in the figure above, Fifty-One percent (51%) of the students said that they did not find their culture interesting.
- On the other hand, forty-nine percent (49%) of them said that they find it interesting.

▪ **Question Six:** Cultural influences on students' personalities.

a. I never allow it to influence me.

b. It influences me .

Table Nineteen : Cultural influences on students' personalities.

Option	Number of subject	Percentage
a	37	65%
b	20	35%

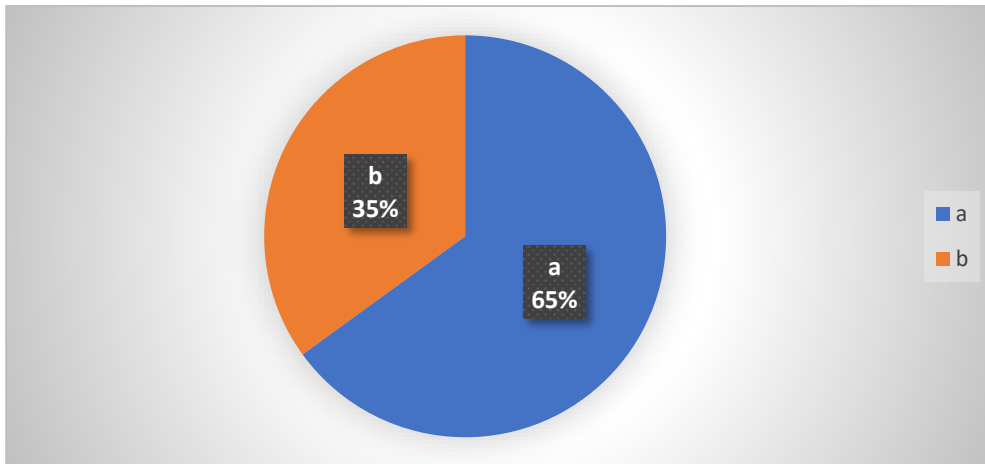


Figure Nineteen: Cultural influences on students' personalities.

- As shown in the figure above, sixty-five percent (65%) of the students said that they did not allow their mother culture to influence them and their personalities in any way.
- **Question Seven:**Students' thoughts on gender roles.

- a. No, each gender has a specific role that certainly cannot be switched
- b. It is possible to switch roles .

Table Twenty: Students' thoughts on gender roles.

Option	Number of subject	Percentage
a	41	72%
b	16	28%

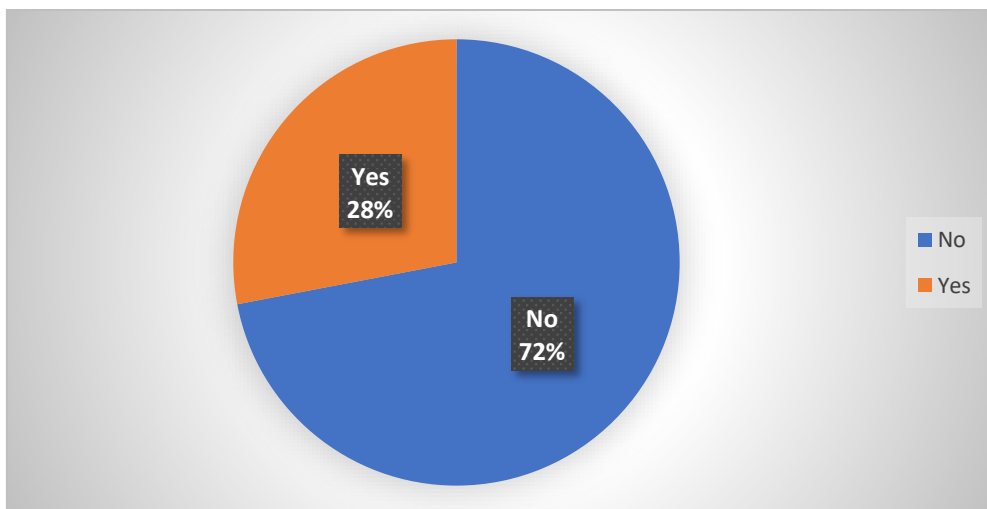


Figure Twenty: Students' thoughts on gender roles.

- As shown in the figure above, Seventy-Two percent (72%) of the students believed in gender roles. And that father and mothers' duties cannot be switched.
- **Question Eight:** Students asked if their families treated males and females differently.

- a. Yes
- b. No
- c. Sometimes

Table Twenty-One: Gender equality in students' families

Option	Number of subject	Percentage
a	33	58%
b	3	5%
c	21	37%

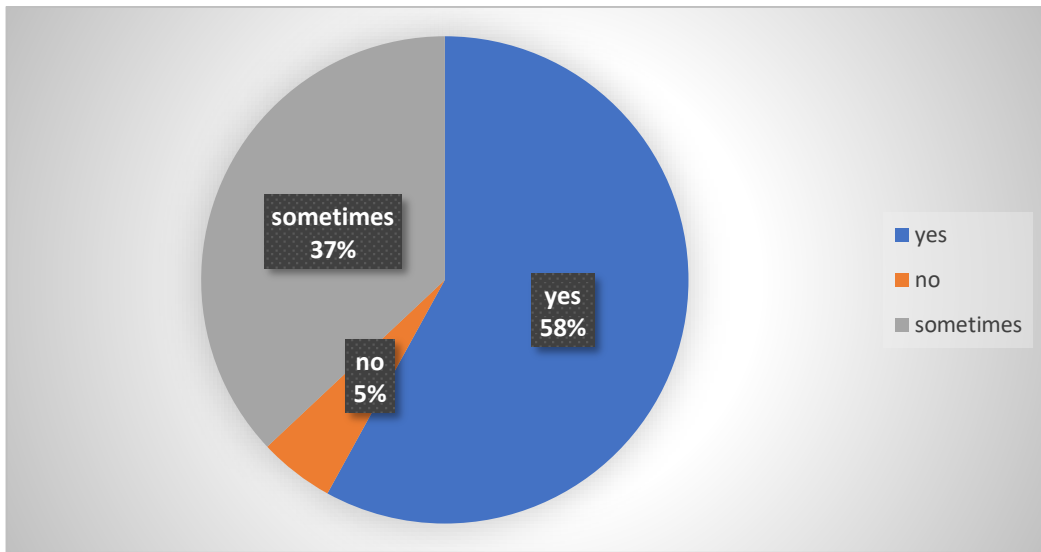


Figure Twenty-One: Gender equality in students' families.

- As shown in the figure above, the majority of students' families treated males and females differently which is represented as fifty-eight percent (58%) .
- Meanwhile, thirty-seven percent (37%) of them said that it only happened to them a few times .
- And the six percent (6%) left stated that they have always been treated equally.

- **Question Nine:** Students judging others just because they were different.

a. Yes

b. No

Table Twenty-Two :Students judging others.

Option	Number of subject	Percentage
a	40	70%
b	17	30%

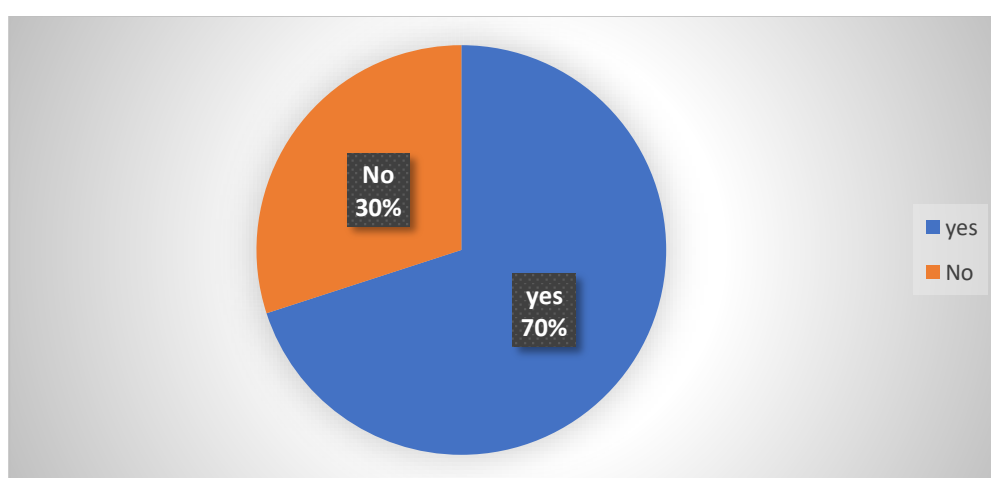


Figure Twenty-Two : Students judging others.

- As indicated in the figure above, seventy percent (70%) of the students have judged other students just because they had different beliefs /opinions on things / looked different or were from another place.

- **Question Ten:** Students experiencing being judged because of being different.

a. Yes

b. No

Table Twenty-Three :Students being judged.

Option	Number of subject	Percentage
a	52	91%
b	5	9%

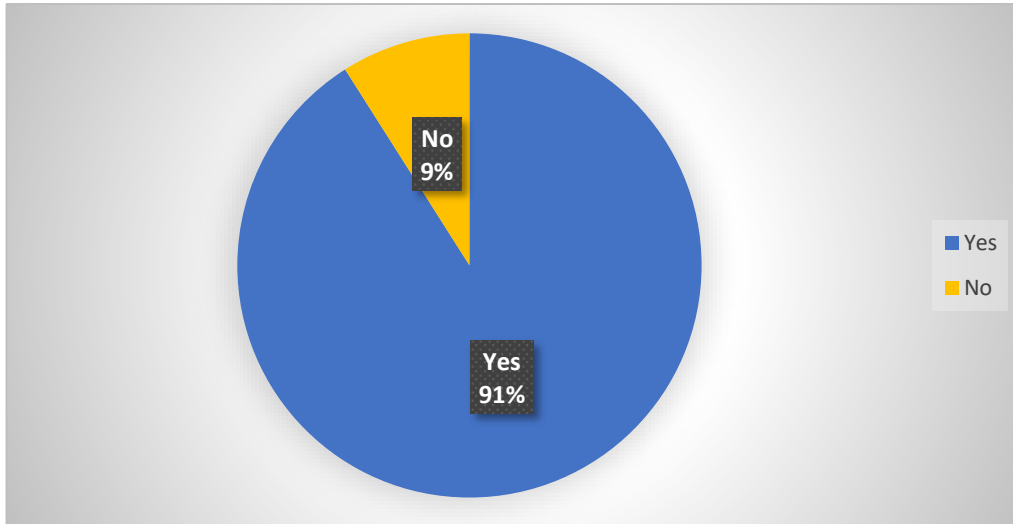


Figure twenty-Three: Students being judged.

- As shown in the figure above, Ninety-One percent (91%) of the students have been judged at least once in their lives just because they had different beliefs /opinions on things / looked different or were from another place.
- **Question Eleven:**Students’ way of greeting another foreign students.

- a. A hand shake
- b. A kiss
- c. A bow
- d. I don’t know

Table Twenty-Four: Students’ way of greeting another foreign student.

Option	Number of subject	Percentage
a	37	65%
b,c	0	0
c	20	35%

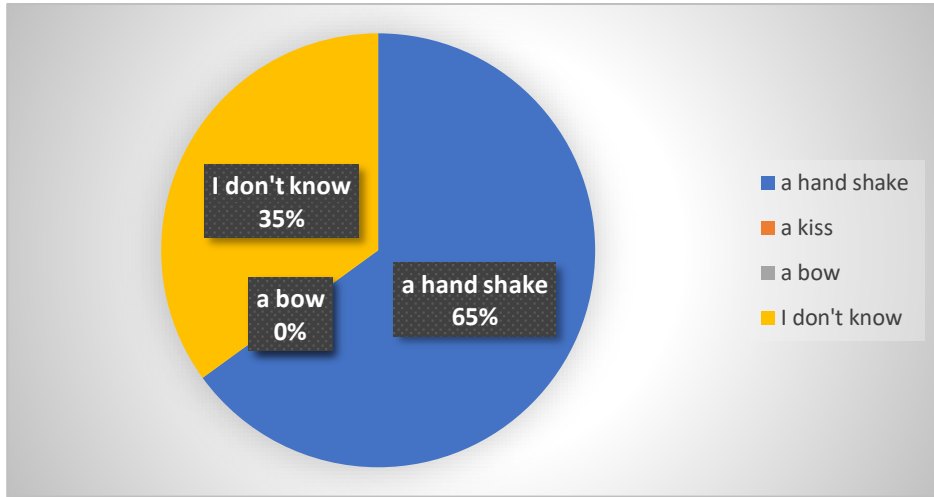


Figure Twenty-Four: Students' way of greeting another foreign student.

- As shown in the figure above, sixty-four percent (64%) of the students said that they would greet the foreign student by a hand shake..
- On the other hand, thirty-six percent (36%) of them stated that they are not sure how to greet them.
- Meanwhile none of the students answered by a kiss or a bow.
- **Question Twelve:**Students asked if their family situation affected them.
 - a. Yes
 - b. No

Table Twenty-Five: family situation's effects on students.

Option	Number of subjects	Percentage
a	57	100%
b	0	0

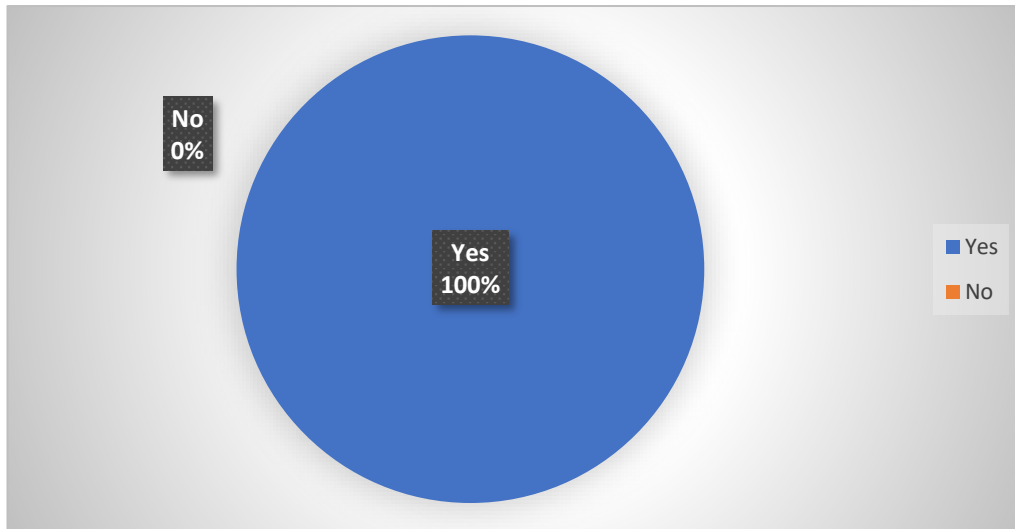


Figure Twenty-Five: Family situation' effects on students.

- As shown in the figure above, all students believed that they would have done better in school if they had a better family situation.

2.3. Parenting style test:

- **Question One:**Parents' gender.
 - a. Male
 - b. Female

Table Twenty-Six: Parents' gender.

Option	Number of subject	Percentage
a	12	40%
b	18	60%

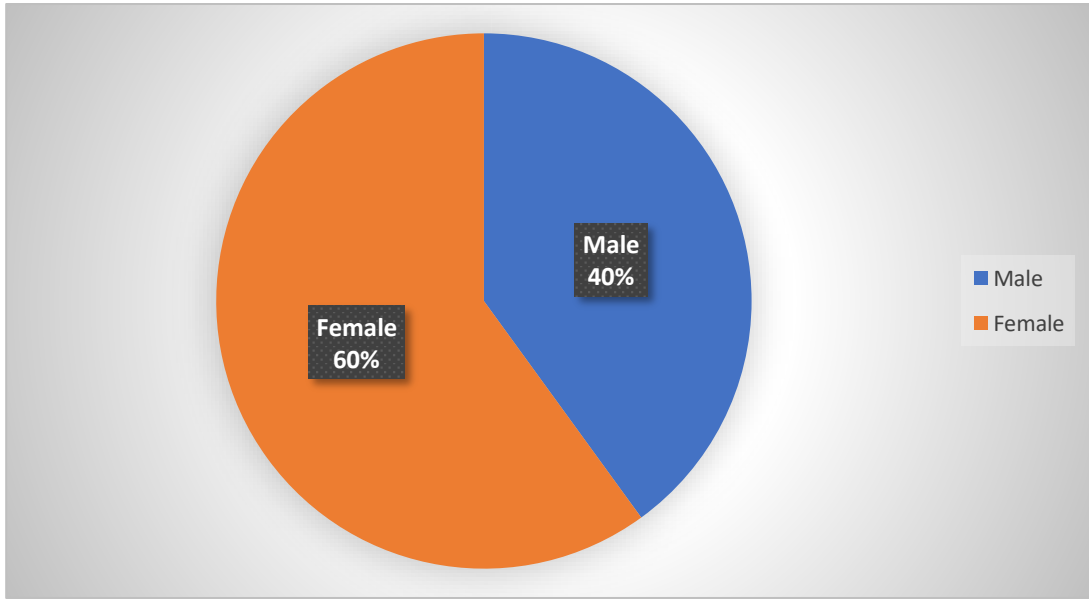


Figure Twenty-Six: Parents' gender.

- The above figure revealed that most respondents that was sixty per cent (60%), were females.
- **Question Two** : Parents ignoring their child's behavior.
 - a. Yes
 - b. No

Table Twenty-Seven:Parents ignoring their child's behavior.

	Number of subject	Percentage
a	8	27%
b	22	73%

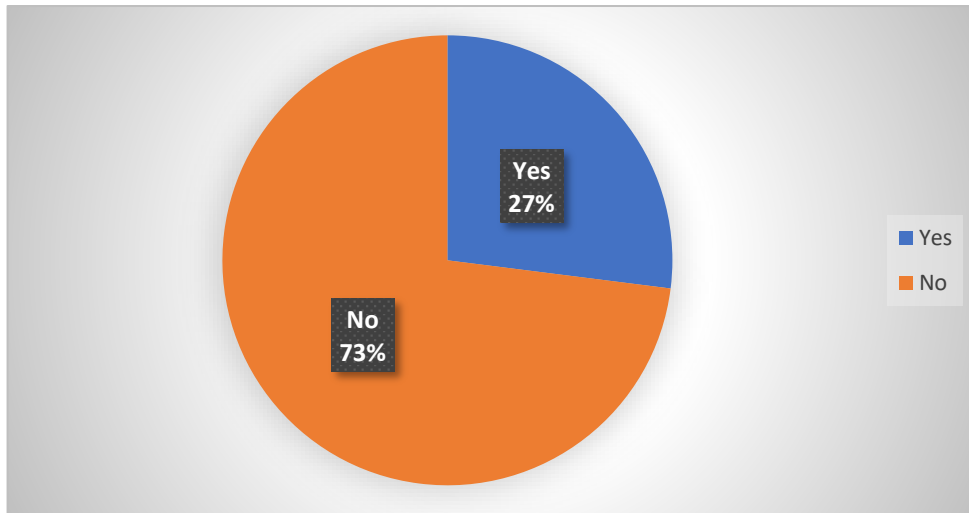


Figure Twenty-Seven :Parents ignoring their child’s behavior.

- As shown in the figure below, a high proportion that constituted of seventy-three per cent (73%) of the sample did not ignore their child`s bad behavior.
- **Question Three :**Parents having demand or control over their child and giving them total freedom.
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Never

Table Twenty-Eight: Parents having demand or control over their child and giving them total freedom.

Option	Number of subject	Percentage
a	3	10%
b	3	10%
c	6	20%
d	6	20%
e	12	40%

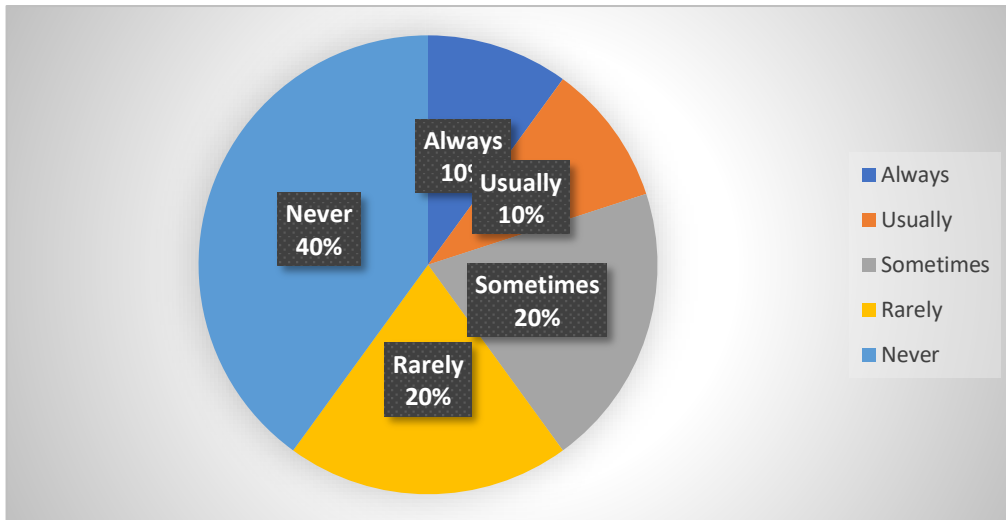


Figure Twenty-Eight: Parents having demand or control over their child and giving them total freedom.

- The figure above demonstrated that a percentage of ten per cent (10%) of the parents always had demand or control over their child and gave them total freedom. similarly ten per cent (10 %) of the respondents usually had control over their child and give them total freedom.
- Another percentage of twenty per cent (20%)sometimes had demand or control over their child and gave them total freedom,
- Twenty per cent (20%)of the respondents rarely had demand or control over their Child and gave them total freedom.
- While the remaining percentage of forty (40%) never had any demand or control over their Child and gave them total freedom.
- **Question Four:**Parents complimenting their child.
 - a. Yes
 - b. No

Table Twenty-Nine :Parents complimenting their child.

Option	Number of subject	Percentage
a	8	27%
b	22	73%

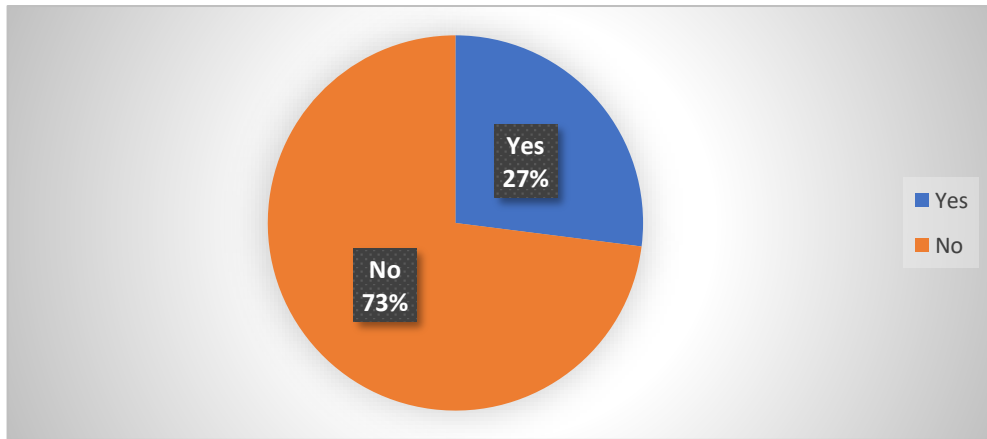


Figure Twenty-Nine: Parents complimenting their child.

- The figure above demonstrated that the majority of the respondents that is Seventy-three per cent (73%) did not compliment their child.
- **Question Five:** Parents encouraging their child to speak freely.
 - a. Always
 - b. Often
 - c. Once in a while
 - d. Never

Table Thirty :Parents encouraging their child to speak freely.

Option	Number of subject	Percentage
a	3	10%
b	6	20%
c	9	30%
d	12	40%

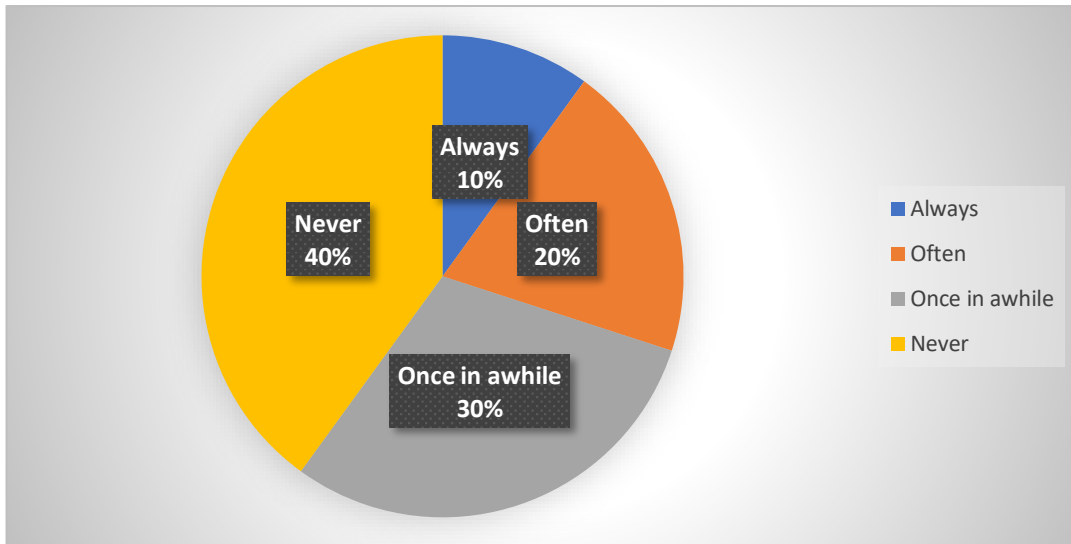


Figure thirty: Parents encouraging their child to speak freely.

- The figure above demonstrated that a percentage of forty percent(40%) have never encouraged their child to freely “speak his/her mind”, even if he/she disagreed with them.
 - A percentage of thirty per cent (30%) of the respondents encouraged their child to freely “speak his/her mind”, even if he/she disagreed with them once in a while twenty per cent (20%) of the respondents often encouraged their child to freely “speak his/her mind”, even if he/she disagreed with them,
 - The rest which was ten per cent (10 %) of the respondents always encouraged their child to freely “speak his/her mind”, even if he/she disagreed with them,
- **Question Six:** Parents treating their child as an equal member of the family.
- a. Yes
 - b. No

Table Thirty-One:Parents treating their child as an equal member of the family.

Option	Number of subject	Percentage
a	25	83%
b	5	17%

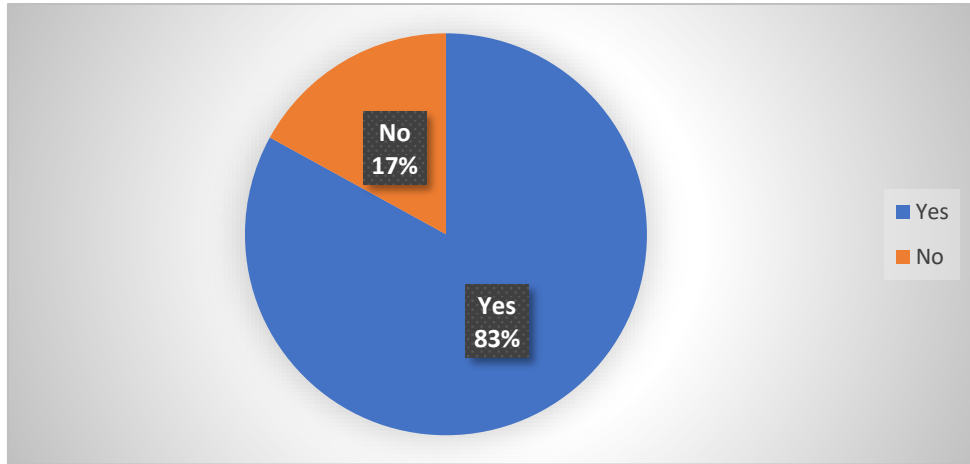


Figure Thirty-One: Parents treating their child as an equal member of the family.

- The above figure demonstrated that the majority of the respondents that is Eighty – Three per cent (83%) treated their child as an equal member of the family.
- **Question Seven:** Parents’ awareness of their child’s social life in school.
 - a. Not at all
 - b. Quite a bit
 - c. Somewhat
 - d. A tremendous amount

Table Thirty-Two: Parents awareness of their child’s social life in school.

Option	Number of subject	Percentage
a	6	20%
b	18	60%
c	3	10%
d	3	10%

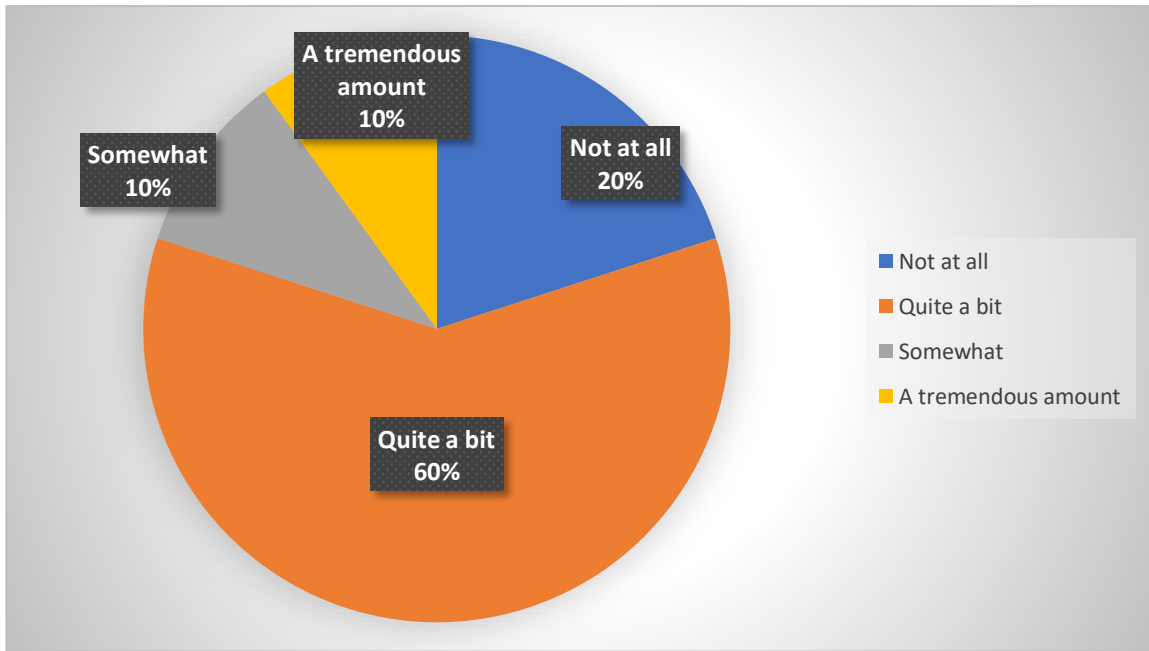


Figure Thirty-Two: Parents awareness of their child’s social life in school.

- The figure above demonstrated that the majority of the respondents that is sixty (60%) knew little about how their child was doing socially at school.
 - A percentage of twenty (20 %) did not know at all about how their child was doing socially at school.
 - Ten (10%) of the respondents knew somewhat about how their child is doing socially at school while the remaining percentage of ten (10%) knew a tremendous amount about how their child was doing socially at school.
- **Question Eight:** Parents yelling when disapproving their child’s behavior.
 - a. Yes
 - b. No

Table Thirty-Three: Parents yelling when disapproving their child’s behavior.

Option	Number of Subject	Percentage
a	25	83%
b	5	17%

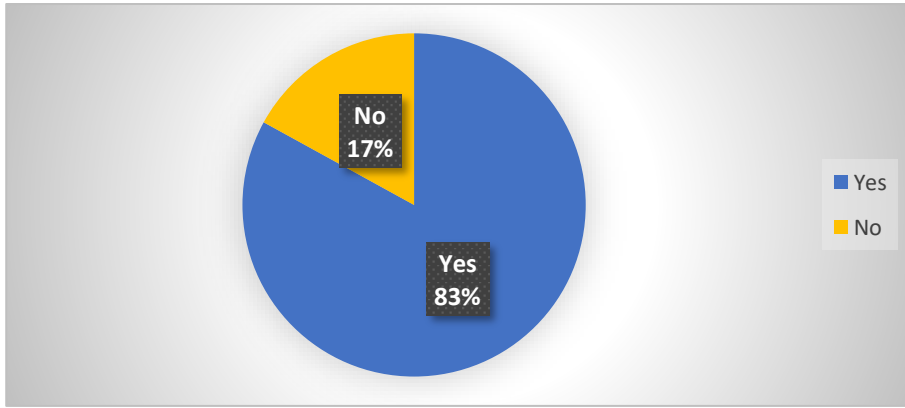


Figure Thirty-Three: Parents yelling when disapproving their child's behavior.

- The figure above showed that the majority of the respondents that is Eighty- Three percent (83%) yelled when they disapproved their child`s behavior
- **Question nine:** Parents asked if they punish their child by taking privileges away from them.
 - a. Yes
 - b. No

Table Thirty-Four: Parents asked if they punish their child by taking privileges away from them.

Option	Number of Subject	Percentage
a	12	40%
b	18	60%

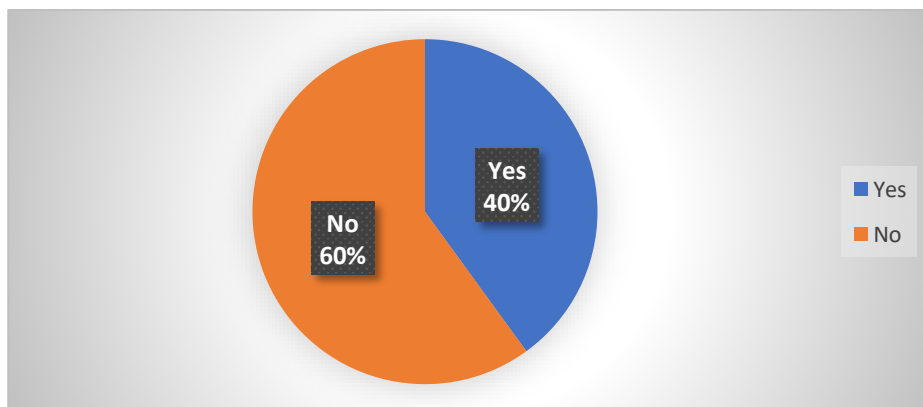


Figure Thirty-Four: Parents asked if they punish their child by taking privileges away from them.

- The above figure demonstrated that the majority of the respondents that was Sixty percent (60%) punished their child by taking privileges away from them.
- **Question Ten:** Parents struggling to change how their child thinks .
 - a. Yes
 - b. No

Table Thirty-Five : Parents struggling to change how their child thinks.

Option	Number of subject	Percentage
a	20	67%
b	10	33%

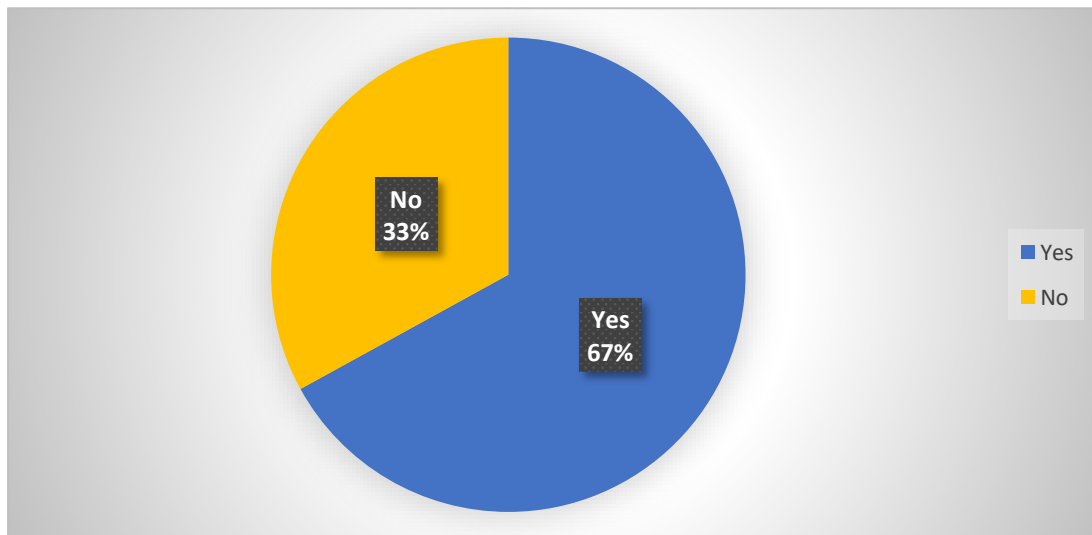


Figure Thirty-Five: Parents struggling to change how their child thinks.

- The figure above showed that the majority of the respondents that was Sixty-Seven percent (67%) found themselves struggling trying to change how their child thinks or feels.
- **Question Eleven:** Parents spoiling their child.
 - a. Yes
 - b. No

Table Thirty-Six: Parents spoiling their child.

Option	Number of Subject	Percentage
a	20	67%
b	10	33%

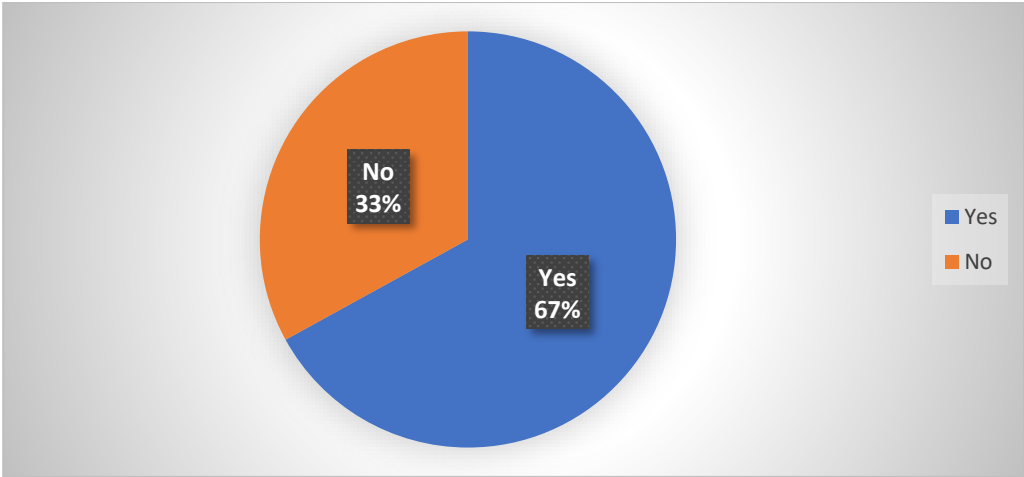


Figure Thirty-Six: Parents spoiling their child.

- The figure above showed that virtually over two quarters that is sixty-seven per cent (67%) spoiled their child.
- **Question twelve:** Parents opinions on the best parenting style
- Only a scattering of respondents answered this question, the answers provided by the parents can be fractionated into two major stands; the first category of parents Forty-Five per cent (45%) thought that the best parenting style is hinged on how supporting and caring the parent is to his offspring and that parents have to help their children live healthy lives and develop their social and cognitive skills while the remaining percentage of Fifty- Five (55%) alleged that parents are the authority and the child has to listen and do whatever his parents ask him / her to do.

Conclusion

Both the questionnaires and the parenting style test helped the writers of this thesis determine whether there was a relationship between cultural influences on personality and students' academic performance.

The research above has proved that the correlation was strong, and that in order for both teachers and parents to help students achieve more academically, culture should be involved in the process of learning.

In addition, both schools and universities are places where students should be encouraged to learn about themselves, own culture and how they could contribute positively in their society. And that could only be achieved if all parties (Teachers, parents, students) who are involved in the process of learning are willing to participate.

Findings:

It has been found in this study that :

- Most students' were aware of cultural differences and are willing to adapt to new thoughts and ideas because of the internet and the many changes that are happening in the world today.
- Teachers face more difficulties with students who live in the countryside.
- The majority of students did not find their culture interesting and that was because it made them feel limited and controlled.
- Most students are not sure how to greet a foreign person as they believed that what is allowed in their culture is not certainly allowed in a different culture.
- Most students have been bullied and judged at least once.
- Most families treated males and females differently.
- The majority of students blame their academic struggles on their family situations.
- Most parents cared more about their children's grade rather than their education

GENERAL CONCLUSION

The previous thesis was built on the assumptions that cultural influences are important in determining an individual's personality as it is considered to be a complex, multi-faceted phenomenon, it is still possible to identify some aspects of personality that are directly related to the individual's environment and culture.

The analysis of the results obtained from the questionnaires and the parenting style test has been used to determine the extent to which a student's personality and academic performance were influenced by different socio-cultural factors.

As there were some limitations to this study such as the small size of the sample and lack of previous studies, the results cannot be generalized unless further researches on a larger scale are done.

Hence, The findings of this study have proved that the impact of culture on personality and academic performance is very strong.

To conclude, both parents and teachers are responsible and influential in shaping students' personalities. and for that, they should be aware of their roles and always aim to help students become better individuals and learners.

SUGGESTIONS AND RECOMMENDATIONS:

Writing this thesis has been a long process, with many drafts and revisions. but we have found our research to be very interesting and also extremely important.

We believe that our research will be useful in the understanding of how students perceive themselves and their environment, and help teachers in the managing of their classrooms.

This research can also help parents learn more about their child' development and how they can assist them develop a better mindset to become better individuals in the future.

In the end, in order to make sure that our research is helpful for all parties, we recommend the following points:

- ✓ The Algerian government should provide the necessary needs of the students who live in the countryside because all students deserve equal opportunities.
- ✓ Students should be exposed and taught about cultural differences starting from a young age (Middle school) because it's when they start learning English for the first time. And as it is known, language is only one part of culture so in order for them to learn and accept the new language they have to learn more about its culture first.
- ✓ Parents shouldn't be too concerned with their children's grades. Instead, they should be encouraging them to study hard and value knowledge over everything.
- ✓ Parents also should pay attention to they way they treat their children, because it is important for them to have a good relationship with them as this can help them develop a positive attitude towards school and learning.

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APPENDICES

APPENDIX I: Description of the research tools

- **Research tools**

The questionnaires:

Questionnaires are research instruments which consist of a series of questions aiming to gather information from a specific sample of people. They can also be described as a kind of written interviews .

Questionnaires can be carried out face to face, by telephone, computer or post. However, they are faster and more practical than interviews because the researcher does not have to be present while completing them..

Hence, Questionnaires aren't perfect too, researches often face problems with the answers provided as they might be exaggerated sometimes because of the he target sample trying to present themselves in a good image.

Parenting-style test

The second research tool used in this study is a short test for parents about their parenting style.

- **The Teachers' Questionnaire**

The sample

Twenty-three(23) high school and university teachers answered the questionnaire. The respondents were Anonymous, and were asked to give some personal information like their work experience and educational level. The teachers were from Abbes Laghrour University and different secondary schools of Khenchela, and were chosen randomly.

Description of the teachers' Questionnaire:

The questionnaire contained the following:

-Closed ended questions: the respondents here are provided multiple choices and options and all they have to do is tick in the right one, or by giving a yes or no answer. The main advantage of this kind of questions is that they can be easily numerically coded.

➤ **Section One**

○ *Personal Information (Q1to Q4) :*

In this section the teachers were asked to give information about themselves (educational degree, work experience and if they've ever worked abroad).and they were also asked if they have ever had students with different cultural backgrounds to find out whether they had any kind of experience in a multicultural classroom environment .

➤ **Section Two**

○ *Teachers' opinions on socio-cultural factors' influence on students overall academic performance(Q5to Q7)*

This section aims to know about teachers' opinions on socio-cultural factors have influenced their students in a noticeable manner. also if they faced difficulties with some students coming from certain cultural and social backgrounds.

➤ **Section Three**

○ *teachers' opinions on how parenting style influences students' academic performance in the classroom(Q8to Q11)*

In this particular section, teachers were asked if students who were raised by educated parents were any different than the ones with non-educated parents or if the ones with strict parents behaved differently from the ones with easy going parents.

They were also asked if their students were encouraged and appreciated at home by their families and if it actually influenced their academic achievement.

➤ **Section four**

○ *students' attitude towards different cultures (Q12 and Q13)*

In this last section we wanted to ask teachers about how accepting are students towards other cultures and each other.

STUDENTS' QUESTIONNAIRE

The Sample

The participants were fifty-seven (57) third year secondary school and university students from 5 different secondary schools in Khenchela and "Abbes Laghrour University". They were given the questionnaire online via social media.

Parenting-style test

The second research tool used in this study was a quiz for parents about their parenting style. Thirty-seven (37) were given the test and thirty of them responded; in an effort to achieve inclusiveness the quiz was designed to elicit responses from the respondents that pertain to one of the aforementioned parenting styles and find out if there was a pre-dominant parenting style being used, thereupon it contained questions that aimed to pinpoint the prevalence of the parenting style used by parents and were designed for the authoritarian parenting style, the permissive parenting style, the authoritative parenting style, the uninvolved parenting style.

The Sample

30 parents answered the questionnaire, the questionnaire was anonymous still and all the respondents were asked to give some personal information regarding their treatment of their offspring.

Description of the questionnaire

The questionnaire contained the following elements

Open-ended questions:

Unlike closed-ended questions, open ended questions give the respondents the chance to answer the questions using their own words instead of limiting their response to a set of pre-selected choices.

Closed-ended questions:

Are questions where the response options are limited to a set of pre-determined choices by ticking in the right box such is the case with multiple-choice questions a yes or no

questions, the advantage of this category of questions is that they can easily be numerically coded they are sometimes referred to as objective items.

Section one : The uninvolved parenting style

In this particular section the parents were asked a handful of questions regarding their treatment of their offspring, these questions aimed to pinpoint the prevalence of the uninvolved parenting style, and to know to some extent if they were being disengaged, and also if this parenting style was predominant among this area.

Section two: The permissive parenting style.

In this section the parents were asked a handful of questions regarding their treatment of their offspring in especial, the major aim of these questions was to elicit responses from them so as to know if this parenting style was predominant among this area.

Section three: The Authoritative parenting style.

In this section the parents were asked some personal questions regarding their treatment of their offspring, the ne plus ultra purpose of these questions was to pinpoint the prevalence of this type of parenting and to know to some extent if it is predominant among this area.

Section four: The Authoritarian parenting style.

In this particular section, parents were asked some personal questions regarding their treatment of their offspring, the main aim of the questions contained in this section was to elicit responses from parents so as to know if this type of parenting was being used or predominant. Most respondents answered the Yes \ No question, multiple choice questions, but only a handful have answered the open-ended question.

Appendix II

Teachers' Questionnaire:

1. What is your Educational Degree:
 - a. BA (Licence)
 - b. MA (Magister, master)
 - c. PHD

2. Do you teach at :
 - a. High school

- b. University
3. For how many years have you been teaching ?
 - a. Less than 5 years
 - b. More than 5 years
 4. Do you believe that students should be educated about culture and it's influence on shaping their personalities at a young age (starting from middle school) ?
 - a. Yes.
 - b. No
 5. Do students who live in the country-side have extremely different personality traits from the ones who live in the city ?
 - a. yes
 - b. no
 6. Did you ever face any difficulties with either the students coming from the countryside or from the city?
 - a. Yes, with the students coming from the countryside.
 - b. Yes, with the students coming from the city.
 - c. Yes, I have faced difficulties with both.
 - d. No, I have not.
 7. Were the students coming from the city more achieving and hard working than the ones coming from the country side?
 - a. Yes
 - b. No
 8. Do students with educated parents think and behave differently than the ones with not so educated parents ?
 - a. Yes
 - b. No
 9. Do students with more strict parents academically achieve more and do better in class than the ones with more easy going parents?
 - a. Yes
 - b. No

10. As teachers, Do you believe that parents showing appreciation and encouragement is mandatory in order for the students' to achieve and learn more?
 - a. Yes
 - b. No

11. Do you believe that students' who have strict parents care more about getting good grades than the actual learning process?
 - a. Yes
 - b. No

12. Is the majority of your students aware and accepting of cultural differences and diversity?
 - a. Yes
 - b. No

13. Have you ever experienced students being bullied inside your classroom ?
 - a. I have
 - b. I have not

STUDENTS' QUESTIONNAIRE:

1. how old are you ?
 - a. Under 20
 - b. Above 20

2. What gender are you?
 - a. Male
 - b. Female

3. What is your level of education ?
 - a. secondary school student
 - b. university student

4. What is culture according to you ?
 - a. shared norms, values, Customs, traditions and the way a group of people live
 - b. Music, theatre, dancing...etc

5. Do you find your culture interesting ?
 - a. Yes

- b. b.No
6. Did culture influence your personality development ?
 - a. I never allow it to influence me in any way
 - b. It did
 7. Do you believe that fathers are capable of carrying out the duties of a mother and vice versa?
 - a. No, each of them has a role that certainly cannot be switched
 - b. it is possible
 8. Do your parents treat their sons and daughters differently?
 - a. yes
 - b. No
 - c. Sometimes
 9. Have you ever judged someone in school just because they had different beliefs /opinions on things / looked different or were from another place?
 - a. Yes
 - b. No
 10. Have you ever been judged in school (including university) just because you had different beliefs /opinions on things / looked different or were from another place?
 - a. yes
 - b. no
 11. You were introduced to a foreign student, would you greet them with :
 - a. a hand shake
 - b. a kiss
 - c. a bow
 - d. I don't know
 12. Do you believe you could've done better in school if you you had a better family situation?
 - a. Yes
 - b. No

PARENTING STYLE TEST:

1. What is your gender ?
 - a. Male
 - b. Female

2. Do you ignore your child`s bad behavior?
 - a. Yes
 - b. No
3. Do you have any demand or control over your child and give them total freedom ?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Never

.Do you compliment your child?

- a. Yes
 - b. No
4. Do you encourage your child to express his/her thoughts, even if he/she disagrees with you?
 - a. Always
 - b. Often
 - c. Once in a while
 - d. Never
5. Do you treat your child as an equal member of the family?
 - a. Yes
 - b. No
6. To what degree do you know how your child is doing socially at school?
 - a. Not at all
 - b. Quite a bit
 - c. Somewhat
 - d. A tremendous amount
7. Do you yell when you disapprove of your child`s behavior?
 - a. Yes
 - b. No
8. Do you punish your child by removing allowances away from him/her?
 - a. Yes
 - b. No

9. Do find yourself struggling to try to change how your child thinks or feels about things?

a. Yes

b. No

10. Do you spoil your child?

a. Yes

b. No

11. What do you think is the best parenting style?

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