

Classroom interaction and its relationship to the level of academic achievement of a sample of secondary education students in Algeria

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Abstract:

The educational process is one of the most complex educational phenomena due to the many problems that hinder the achievement of its goals, it is a process that brings together two parties - the teacher and the student - and it is a relationship that helps predict the results that can be reached as a result of the learning process, and the success of the educational process in the class depends on The contact between the teacher and the student in various educational situations, and cademic achievement is one of the important indicators of its success because of its impact on the life of the individual as a student of knowledge in developing his mental abilities and the harmony between his behavior and his emotions and this is evidenced by the degree of achievement he have.

Accordingly, this study aimed to identify the relationship between class interaction and the level of academic achievement of a sample of secondary education students in Algeria, according to the variables of sex and age.

Key words: class interaction, academic achievement, educational process, abilities and preparations, class group.

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1. Introduction

Academic achievement - as previously mentioned - is one of the important indicators indicating the success of the educational process, which depends primarily on the student's capabilities and money in terms of experience, skill and training, and the surrounding circumstances, as the educational process cannot bear fruit. In the field of achievement, unless it is coupled with strong motives, which is the most important relationship between the teacher and the student in the classroom. (Zaitouni, H. Looking at the interaction between the teacher and the students, it can be said that the interaction is a set of mutual behaviors between the teacher and the student and the relationship between them, this experience is a relationship that has a significant impact on the teaching and learning process, Classroom organization, teacher's participation and dedication with students, the teacher's understanding of himself, his language, its effectiveness, direct and indirect behavior, friendship with students, his attitudes towards himself and others, and class control are all essentials of the educational process, and the latter includes To many activities that contribute to increasing classroom interaction.

And the educational process has made great strides, like the rest of the sciences and knowledge, and after the education process focused on memory and filling the minds with indoctrination and memorization, today it focuses on providing the conditions and the helpful atmosphere for the learner to bring about the required positive changes in behavior to achieve the goals. The desired educational approach, the formation of concepts and trends, and the solution of existing and conflicting problems with the development of others for positive, sound attitudes and trends, and useful skills, in order to achieve a healthy, integrated, personal growth. Based on the aforementioned, this study came to show the relationship between class interaction as a process of mutual participation between the teacher and the learner in creating a positive interactive atmosphere that leads to the smooth and easy progress of the education process to achieve the established goals, and between academic achievement as a specific level of achievement and academic work Which is measured by teachers or established tests, and the amount of change that occurred in their behavior for the better as a result of the teacher's educational performance through the educational position inside or outside the classroom through classroom activities and the amount of interaction between the two parties of the educational process, the teacher / student.

2. The problem of the study

The educational process is exposed to many problems that hinder the achievement of the educational goals of the ruler, considering that it is considered among the most complex educational processes that are based on the relationship between two parties, the teacher and the student. The type of this relationship helps in predicting the results that can be reached. Whenever the preparation of a generation that is capable of educational material and is focused on goals and able to accomplish is confirmed, this type of relationship is called the term class interaction, and it refers to everything that takes place within the class of certain verbal or non-verbal behavioral actions such as gestures and physical movements and face features , It is a competition, dialogue and exchange of views in an organized and purposeful manner to help the learner develop a real desire to learn by paying attention to the educational position and carrying out activities while continuing in it until the interaction is achieved, and this is by meeting the student's needs and actual interests, which drives him To embark on learning with a desire and strength to overcome difficulties and provide conditions that encourage familiarity with various educational activities and to enhance them (Tariq, p. 2008).

The patterns of classroom interaction differ according to the method adopted in managing and organizing the classroom, according to the classic school strategy that is keen on bringing up students according to certain behavioral patterns, such as that the learner sits all the time to listen and receive, considering that one of the most important reasons for which the school was established is the transfer of knowledge to students And imparting them to the values that are accepted by the society to which they belong, and the teacher is considered - according to that - the primary responsibility for this task through indoctrination, thus becoming the original model for his students in his attitudes and behaviors.

While the theory of human relations looks at the matter from a different angle, where the teacher's responsibility is to provide the conditions and conditions for the development of children according to their abilities, inclinations and needs, and thus it is against the idea of indoctrination and listening as an ideal way to manage the classroom, but beyond it to other types of Classroom communication networks, from which we mention, for example but not limited to, the two-way communication style, whereby communication takes place from the teacher to each student individually and from the student to the teacher, as the

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teacher allows him to respond to the responses of his students, so he somewhat knows the effect of his words and actions on the students according to the responses of All of them enable them to discover the knowledge and goals achieved for them.

And also among the patterns is the third communication pattern or the three-way communication pattern, as this pattern allows communication between the teacher and his students, and also allows students to communicate with each other, which one of them can learn from the other, and therefore the teacher does not become the only source of learning because open communication in this style allows For students to exchange knowledge and experiences that they got from various sources such as reading books, trips, television ... etc.

Under the supervision and guidance of him to ensure the progress of the educational process in its context to achieve its goals, and to increase academic achievement, the latter expresses important indicators - as previously mentioned - that indicate the level of competence reached in the field of academic or academic work and the levels of success achieved The learner or he reaches it in a specific subject or a specific educational field. This success is expressed in the amount of change in behavior for the better as a result of the teacher's educational performance through the educational position inside or outside the classroom through classroom or extra-curricular activities, and accordingly, academic achievement includes Also learn the behavior patterns that later become features that distinguish the personality (Al-Jouani, M. 2001).

And the importance of academic achievement according to (Mutawa, A. 1980) is reflected in the fact that it works to achieve progress and eradicate the residues of backwardness from it. It is also considered one of the most important aspects of the student's mental activity and the impact of academic excellence appears in it, which will help him to know the strengths and weaknesses inherent in it. Academic achievement is an important indicator of the student's possession of a skill and the extent of progress he makes in his behavior through Grades obtained in a specific subject, which enables it to predict success in subsequent courses, and through achievement, the educational process can be judged in its entirety (courses, students, teachers, teaching methods and methods, evaluation)

From the aforementioned, it can be said that both of the two previous educational concepts - class interaction and academic achievement - are

considered two basic pillars in the educational process, given that the first is a process of mutual participation between the educated teacher and the class group as a whole, and the second is an indicator of the important indicators indicating The success of the educational process and accordingly, the idea of this study came to the researcher's feeling of the importance of shedding light on class interaction and its relationship to academic achievement, and how this interaction can affect the progress of the educational process, positively or negatively, which is reflected in the level of students 'academic achievement, raising questions in this regard. next:

- Are there statistically significant differences between the level of class interaction and the mean scores of intermediate education students on the scale of academic achievement?

- Are there statistically significant differences between the level of class interaction and the mean scores of intermediate education students on the scale of academic achievement according to the gender variable?

- Are there statistically significant differences between the level of class interaction and the average grades of intermediate education students on the scale of academic achievement according to the variable of the academic level?

3. The study hypotheses come as follows

- There are no statistically significant differences between the level of class interaction and the mean scores of education students for the average on the scale of academic achievement.

- There are no statistically significant differences between the level of interaction on the classroom and the mean scores of intermediate education students on the scale of academic achievement according to the gender variable.

- There are no statistically significant differences between the level of class interaction and the average grades of intermediate education students on the scale of academic achievement according to the variable of the academic level.

4. Study Approach

This study relied on the descriptive approach that is concerned with describing and analyzing the phenomenon to be studied precisely through all accurate data about it in its current circumstances, even if it sometimes tries to determine the relationships between them and

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between other phenomena that appear as if they are on their way to growth and development and make predictions This curriculum is compatible with the subject of the study

to reveal the relationship between class interaction and academic achievement through data collection, classification and analysis to reach conclusions that contribute to understanding the relationship between the two concepts.

5. Study population

The study population consists of all students of the second and third grades of the intermediate stage for the academic year 2014/2015 and their total number is 7934 students in the state of Tizi Ouzou.

Table N° 01: shows the study population

	student	student	total
total	2698	5236	7934

6. The study sample

The study sample was chosen randomly in order to ensure equal opportunities for all its members, and the study sample is the total number of pupils and pupils of intermediate education registered in the second and third years, and the reason for our choice of these two levels is that its students are accustomed to the academic environment of their educational institution on the one hand, and from On the other hand, it is a sample that is not concerned with the intermediate education certificate examinations and the anxiety and tension associated with them in response to the items of the two study tools.

The actual sample of the study consisted of 286 male and female students, who were chosen by the simple random method. The following tables show the distribution of the study sample individuals by gender and academic level.

Table N° 02 : shows the study sample by gender

Sex	the number	percentage
Males	143	50
Females	143	50
Total	286	100

Table N° 03 : shows the study sample according to the academic average

	the number	percentage
Second year average	138	48.3
Third year average	148	51.7
total	286	100

Table N° 04: shows the study sample by gender for study levels

SEX Academic level	The number of males	The number of females	total
Second year average	71	67	138
Third year average	72	76	148
total	50%	50%	100%

7. Study tools

First, for academic achievement, and the second for measuring classroom interaction, two tools were used in this study. As for academic achievement, the researcher relied on a statement of the rates of the individual students of the study sample after it was brought from the administration of the institution in which they are studying, and it was verified by the students themselves through the personal data provided in The second scale, and a second tool was used to measure classroom interaction, represented in a questionnaire prepared by the researcher Khadija Bali, to measure classroom interaction among intermediate and secondary education pupils. Where the careful formulation of its statements was taken into account based on the educational performance and previous studies related to the topic, and after surveying the opinion of some workers in the psychological and educational field, the main dimensions of the questionnaire

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were determined. After making the amendments recommended by them, new paragraphs were deleted, amended and added, bringing their number in the final wording to 340 paragraphs according to a five-tiered ladder (always, often, sometimes, little, rarely).

8. Presentation and analysis of study results

After adjusting the study tools and preparing and providing copies of the necessary copies for the members of the study sample, the application was initiated by distributing the questionnaire to the students and by conducting individual interviews with some of them. With the appropriate statistical treatments, we will finally get the following results:

Table N° 05: shows the averages, standard deviations, and (T) value of the class interaction scale according to gender

the field	sex	the number	Average	standard deviation	Th value	Indication level
Total marks For class interaction	mal	143	79.183	9.246	3.891	0.01
	femel	143	85.209	8.976		

Table N° 06: shows the averages, standard deviations, and (T) value of the class interaction scale according to the academic level.

the field	Academic level	number	standard deviation	Th value	Indication level
the field	Second year average	138	129.2964	11.643	0.471
Classroom interaction scale	Third year average	148	129.270	13.145	

1- The quality of the relationship and the nature of communication between the professor and the learners within the department is extremely important to the levels of satisfaction with the general atmosphere in the classroom, and from it to achieve positive results, when the teacher's role does not depend on teaching

various knowledge and giving good information in the specialty to his students and students. Some of them understand and preserve them, but go beyond that to identify their individual needs, their preferences and their educational capabilities, and try to enhance them by various means available, in addition to providing the appropriate atmosphere by building a relationship of trust between him and his students dominated by serious cooperation, all of which leads to the emergence of a relationship. Good communication has a positive effect on receiving science and knowledge and increasing achievement.

2- Opening the space for discussion among pupils with each other and with the teacher in his capacity as the responsible manager when discussing various cognitive and educational issues raises educational outcomes and promotes positive classroom interaction based on mutual trust and cooperation in increasing achievement by enriching the lesson with discussion. Be serious and take initiative to ask questions and try to answer them, which increases their acquisition of new skills that contribute to increasing their academic achievement.

3- The teacher is considered responsible in the classroom by creating an appropriate classroom climate to deliver his lessons, and not planning well on how to manage the class and not using the appropriate pedagogical means for teaching lead to pupils exchanging conversations about matters that are not related to the lesson, which prevents them from focusing on the educational material. Discussing it, thus discouraging them and distracting their thoughts, and wasting their energy on external matters to escape from the study atmosphere, which will negatively affect their motivation to learn and increase their academic achievement.

4- A good percentage of students (about 65%) believes that the nature of contact with the teacher and their participation during the lesson is considered normal or less than normal in many cases, and this is due to the fact that the teacher does not make a great effort to find an appropriate way to manage the class. What weakens the interaction within the latter, so their participation is fluctuating and the communication relationship between the teacher and his students and between the students themselves weakens, which will negatively affect the achievement and achievement of educational goals.

5- There are clear differences between males and females on the scale of academic achievement, and this is due to the fact that females sit most of the time at home to study and review lessons, and do not

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go out of it except to meet necessary needs or attend family events, while male students spend the majority of the time in Clubs, stadiums, game halls, and babysitting, which reflects negatively on their academic achievement, despite the agreement of most studies that males have higher mental capabilities compared to females.

6- There are no differences between students of different educational levels on the scale of academic achievement because all of them live in the same social environment that is very similar, and they have the same aspirations and hopes for success and achieving goals. Higher degrees guarantee them access to comfortable and profitable jobs that guarantee them a comfortable life, which is consistent with the study of Al-Masry in 2011 and the study of Shaban in 2012, that there are no statistically significant differences attributable to the variable of the academic level on the scale of academic achievement.

7- The poor pedagogical and communicative relationship between the teacher and the students has a negative impact on the initiative and motivation of the latter to learn. If the teacher interacts strongly and exaggeratedly with the pupils in the classroom, or they disdain and mock one of them, then the pupils resort to stirring up chaos and riots. Reduces their chances of being ready to learn, being distracted, less motivated, and underachieved.

8- Choosing the teacher to manage his class and increase the positive interaction in him for the appropriate delivery method motivates students and encourages them to make more efforts to acquire knowledge and sciences that the teacher introduces, presenting and explaining using various methods or to transfer the most appropriate methods to his class to help them activate their minds and Raising their interest and enhancing their attitudes towards academic achievement.

9. Recomondations and suggestions

The educational process is primarily considered a communicative process, the success of which is related to the success of the communication process within the classroom, and through the results that have been reached in this study it can be said that the nature of classroom interaction between members of the educational process between the teacher and the students and between the students themselves is one of The important factors through which they can determine the degree of academic achievement for them, given that positive classroom interaction

motivates the student to activity more, enhancing his motivation and developing his mental abilities through positive mobility and activity within the classroom, and accordingly, the more strong and positive classroom interaction relationship, the greater the academic achievement more. vice versa.

It is also possible, after the results of the results of the presentation of the following suggestions and recommendations, to push the march of knowledge and learning, and to achieve the desired educational and educational goals:

1- Working to improve the network of relationships based on trust, cooperation and constructive discussion between pupils and their teachers and among the students themselves by motivating them to team work and allocating time for that to discuss topics related to the study.

2- Urging the teacher to choose the appropriate positive communication method for teaching, based on discussion and positive interaction.

3- Urging the teacher to choose and diversify teaching methods such as enticing and thrilling to stimulate students 'abilities and developing their good listening skills, which allows them to be placed in a state of positive interaction that enhances their motivation and their academic achievement.

4- Preparing periodically seminars and training courses for teachers in order to enable them to be able to effectively manage the classroom and promote positive classroom interaction.

5- It is necessary to prepare teachers and educators and teach them the arts of dealing with the schooled child through training them in the curricula of psychology and educational sciences - as it was in the past.

6- Reviewing the educational curricula periodically applied in the rest of the Arab and foreign countries.

7- Activating and strengthening the supervisory work through the work of educational inspectors by making surprise visits to departments to follow up on the approved methods of teaching and correct their mistakes, pushing the educational and teaching work forward and achieving the desired educational and scientific goals.

10. Footnotes and bibliography

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