

## Transition with no Repetition at School and Its Relationship to the Academic Achievement of Second Year Primary Pupils in Ain Temouchent

الانتقال الآلي وعلاقته بالتحصيل الدراسي لدى تلاميذ السنة الثانية ابتدائي بعين تموشنت

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### Abstract (English):

This study aimed to examine the nature of the relationship between the transition with no repetition at school and academic achievement in a sample of (54) pupils of the second year of primary education in Ain Temouchent. The academic adjustment scale was used for data gathering, the study revealed that there is a relationship between the transition with no repetition at school and academic achievement for second year pupils, using the dimensions of the academic adjustment scale – ( the attitude towards school, the attitude towards the study, the social activities ).

**Keywords:** transition with no repetition; academic achievement; school repetition; primary education; Academic adjustment.

### ملخص باللغة العربية

هدفت هذه الدراسة للكشف على طبيعة العلاقة بين الانتقال الآلي و التحصيل الدراسي لدى عينة قوامها (54) تلميذ السنة الثانية من التعليم الابتدائي بعين تموشنت ، حيث تم استخدام مقياس التوافق الدراسي كأداة لجمع المعلومات، وأسفرت الدراسة على أنه هناك علاقة بين الانتقال الآلي والتحصيل الدراسي لدى تلاميذ السنة الثانية، وفق أبعاد مقياس التوافق الدراسي ( الاتجاه نحو المدرسة، الاتجاه نحو الدراسة، النشاط الاجتماعي).

كلمات مفتاحية: الانتقال الآلي؛ التحصيل الدراسي؛ الإعادة المدرسية؛ التعليم الابتدائي؛ التوافق الدراسي.

### 1-Introduction:

In education, the term transition typically refers to the three major transitional points in the public-education system: When students move from elementary school to middle school, from middle school to high school, and from high school to college. While students experience other “Transitions” during their educational journey-, such as advancing from one grade level to the next-, the three “major” transition points are a particular focus of educators and school reformers as for transitioning pupils often experience significant academic, social, emotional, physical, or

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developmental changes that may adversely affect their educational performance.(web document, <https://archives.ourheritagejournal.com>).

The transition with no repetition at school decided by the Algerian educational system for the 2008/2009 academic year concerning first-year primary school pupils without repeating the year, according to Ministerial Circular No. 538 of May 26, 2009, has created a great division between educational experts and such as teachers, inspectors, head masters, and psychologists, some of whom were in favor of the decision, and while others were against it. (النشرة الرسمية لوزارة التربية الوطنية، 12)

The decision supporters confirmed that the transition with no repetition at school is of great benefit to primary school pupils in many fields, including the educational, psychological, social and economy field. ... and their arguments in the educational field were supporting what was stated in the ministerial circular of 26 May 2009 by the Ministry of National Education, given that the first year of primary education, is a basic year for these children who are yet beginners in this first schooling phase,, known as the two- year wake-up and training phase. The approval of repeating the year as a measure related to school performance is neither established no based on any proven evidence, which permits the judgment of pupils of the first year at the end of the year. (النشرة الرسمية لوزارة التربية الوطنية، 12)

As for as their argument regarding the psychological aspect are concerned the repetition of the year results in the pupils loss of their self-esteem-As well creating psychological problems that may hinder their school performance. On the one hand . Fin there more, it crises the problem of age difference between the learners at the same level Ahmad Luiza and Al-Zawawi Ahmed Khalifa emphasized in their study that "the repetition of the year is an unreliable indication of uneven learning fortunes, and this is what leads the pupil to limit his ambitions and permanent feeling within the limits of his abilities. (أحميد، والزواوي، 2013، 72)

Evangelou, and others, (2008) concluded in their study, about transition with no repetition that pupils greatly expanded their friendship, and strengthened their self-esteem. (Web document: [dera.ioe.ac.uk](http://dera.ioe.ac.uk)).

In the social field, transition with no repetition at school allows the pupil to adapt more to the school environment, because the first year of primary education is the stage when he faces mal-adaptation to the school, in addition it is a stage for consolidating pedagogical relationship between the teacher and the pupil, between the pupils themselves as well as between the pupil and his school mates, and school administration,. It is also the stage where pupils' communication with the same class mates in the same department school has a major impact in building self-confidence and raising motivation to learn and thus improving their educational level.

Here, SAMER MAHDI, a former inspector at the Ministry of Education, confirmed that transition with no repetition to the second year aims at making pupils feel more confidence as they can learn and master what they had missed in their first year. In addition they may develop the desire of associating with other class mates. These factors will also enable them to strengthen their relationship with their teachers by avoiding them failing at school which consequence is to inhibit them motivation for studying. (web document: <http://eddirasa.com>).

Repeating the year constitutes an additional burden and has moral and material consequences for their family, their school and their society. The costs inherent in this phenomenon are considerable.

Moreover, the transition with no repetition at school cannot be regarded as a real problem for first year pupils in terms of their academic achievement, especially since there are world experiences that have adopted this mechanism in countries such as: (Finland, Switzerland, Denmark ...etc) and now considered they are among leading countries in terms of high quality in primary education.

As for as the opponents decision which consists is not allowing the pupils automatic transition to the second year, there is educational arguments propose that the pupil have not yet acquired basic cognitive a kills, (such as reading and writing...etc) in the first year, which leads to a low level of academic achievement. Consequently, he is considered a failing pupil who is not allowed to transit to the next year (the second year).

Accordingly, a survey of opinions that included 143 teachers was conducted in the province of ain Temouchent 01 and 02 about the ministerial circular No. 538 of May 26, 2009 for the transition with no repetition at school of primary school pupils for the first year, as the results of this survey of opinions show that teachers are not convinced of this ministerial circular and are doubtful of its effects, seriously preoccupied by its educational implications about the pupils future.

Khaled Abdel-Salam emphasized that the ministerial circular shocked the teachers, by canceling the repetition in the first year of primary school and making the transition with no repetition at school towards the second year, whatever their level and academic achievement. This situation pushed the teachers to carry out exams and other types of educational evaluation without success, and it will not help develop the educational system, .It will contribute to the spread of the phenomenon of lack of mastery of many pupils to read and write in advanced years of primary education. (web document: <http://eddirasa.com>).

From the psychological perspective, we find that their opinions confirm that the pupil who repeated the year is less prone to school failure and this is good for him and for his self-esteem, according to GOUPIL, (1990), in addition to that there is a study conducted by BUTLER and

HANDALY, on whether there are differences between pupils who repeated the year and those who passed the year in terms of their self-esteem, the results concluded that there were no differences in the pupils self-esteem.(2013.72، الزواوي، و أحمد، و الزواوي، و أحمد)

Newman,(1988) confirms the results of this study the indicates that negative social and emotional effects, are low if the year is repeated in kindergarten or first year. In a two-year study with first-years, and using a ladder for the concept of self that was applied in four periods, it was concluded that repeating the year did not affect self-image.(2013.72، الزواوي، و أحمد، و الزواوي، و أحمد)

The present studies the effect the transition with no repetition at school for the first year primary pupils on the academic achievement in the second year of primary education. Our research questions are as follows:

1. Is there a relationship between transition with no repetition at school and academic achievement in second year primary pupils?
2. Is there a relationship between transition with no repetition at school and academic achievement of second year primary pupils according to the attitude towards school dimension?
3. Is there a relationship between transition with no repetition at school and academic achievement of second year primary pupils according to the social activity dimension?
4. Is there a relationship between transition with no repetition at school and academic achievement in the second year primary pupils according to the attitude towards study dimension?

#### **Study hypotheses:**

1. There is a relationship between transition with no repetition at school and academic achievement in second year primary pupils.
2. There is a relationship between transition with no repetition at school and academic achievement in the second year primary pupils according to the attitude towards school dimension.
3. There is a relationship between transition with no repetition at school and academic achievement in second year primary pupils according to the social activities dimension.
4. There is a relationship between the transition with no repetition at school and academic achievement of the second year primary pupils according to the attitude towards study.

**Study Objectives:** The study aims the following:

1. To explore of the relationship between transition with no repetition at school and academic achievement.

2. To explore of the relationship between transition with no repetition at school and academic achievement according to the attitude towards school dimension.
3. To explore of the relationship between transition with no repetition at school and academic achievement according to the social activity dimension.
4. To explore of the relationship between transition with no repetition at school and academic achievement according to the attitude towards study dimension.

#### **The importance of the study:**

- Highlighting the transition with no repetition at school and its relation to academic achievement for the first primary school year.

- The subject of transition with no repetition at school is among the new topics in the educational arena in the light of the lack of educational specialists to address such topics to their knowledge of the researcher.

#### **Define Study Terms:**

**Transition with no repetition at school:** marks the time period when pupils move from one school environment into another. (Web document: <https://www.nppsd.org>).

**The procedural definition Transition with no repetition at school:** is a pedagogical procedure that allows all pupils from passing the first year of primary, to the second year regardless of the annual rate obtained. It is measured by the mark the pupils obtained in the Scale of Conformity, which includes three dimensions: (attitudes towards school, aspects of social activity, and attitudes towards study).

**Academic Achievement:** Saladin and Allam, (2000), defines it as " a the degree of acquisition realized by the individual, or the level of success achieved or obtained in a subject or educational field." (حسن، ع، 1998، ع99)

Galban (2000) defines it as a specific level of performance and competence in school work, assessed by teachers or by standardized tests or both. (زغلول، ع، 2002، ع56)

**The procedural definition of Academic Achievement:** the annual mean of marks in all subjects obtained by the student after taking the exams during a given academic year

#### **2-Methodology of the study:**

**Pilot Study:** The study was undertaken at Prince Abd-el-Kader School, El Arabi Tebsi School, Malek Haddad School, in Temouchent Province 01.

**Time of the study:** From 01 March 2017 to 15 April 2017.

**Study sample:** the main study consisted of 30 pupils (18 males and 12 females), who were randomly chosen, from the second year of primary education who benefited from the transition with no repetition at school in their first year,. (Table 01).

**Table (01) the distribution of the sample according to gender.**

Sample	Number	percentage
Males	18	60%
Females	12	40%
Total	30	100%

**Study instrument:** the academic adjustment questionnaire prepared by Ahmed Ziad (1964), which contains the following dimensions: (Relationship with colleagues, relationship with the teacher, attitude towards school, aspects of social activity, method of recall, time management-, and attitudes towards studying-).

The scale has been adapted to the Algerian environment, dimensions. It consists of (26) items distributed over the dimensions of the scale as follows (**Table 02**):

**Table (02) the distribution of items according to the dimensions of academic excellence and percentage**

Dimensions	Number of items	percentage
Attitude towards of school	08	30.77%
Social activity	11	42.31%
Attitude towards the study	07	26.92%
Total	26	100%

#### **Psychometric characteristics of the instrument:**

**Validity:** The questionnaire was presented to a group of experts consisting of 04 professors with experience in psychology and educational sciences from Oran University and 03 inspectors assessed the instrument. Some ambiguous items that do not belong to the scale have been amended or deleted, such as paragraphs 01, 04 and 05.

**Intrinsic Validity:** It was calculated to express the internal consistency of the scale through estimating the reliability and then its square root. The coefficient of reliability has been calculated using Alpha Cronbach equation.

**Reliability:** reliability coefficient was calculated using Alpha Cronbach equation for the dimensions of the scale and the result is displayed in (table 3):

**Table (03) coefficient of reliability and intrinsic validity of the academic adjustment scale**

Dimensions	Items	Reliability Alpha Cronbach coefficient	Validity coefficient
Attitude towards school	07	0.58	0.76
Aspects of social activity	11	0.76	0.86
Attitude towards the study	08	0.71	0.84
The scale in all dimensions	26	0.75	0.87

From the table above, academic adjustment scale has a high level of validity and Reliability.

**Basic study:**

**Method of the study:** The researcher adopted the descriptive method, in order to collect data and describe it quantitatively and qualitatively besides using statistical treatment proceeding, according to the nature of the subject and study aims.

**Space of the study:** The main study was conducted in Temouchent province, 01 and 02, was carried out in the following schools: (Ben Greyou Ibrahim School, Ben chouk Mohamed School, Col. Othman School, School of February 18, Ben Rushed School, Sherifi Mohamed School, Boaoua said School, Berkane School, Kaddour School).

**Time of the study:** from 15 April 2017 to 12 June 2017.

**Study sample:** The main study consisted of (54) primary school second year pupils who were randomly chosen, from different schools, they had benefited from transition school. (Table 04).

**Table (4) distribution of the sample according to Province, gender and Schools**

Province	Number	School	Males	Females	Total
Ain Temouchent 01	01	Ben Greyou Ibrahim	02	01	03
	02	Ben chouk Mohamed	02	01	03
	03	Colonel Othman	06	04	10
	04	February 18	04	04	08
Ain Temouchent 02	01	Ben Rushed	01	01	02
	02	Sherifi Mohamed	03	04	07
	03	Boualia Said	03	02	05
	04	Berkane Mohamed	05	03	08
	05	Gattay Kaddour	04	04	08
Total			30	24	54

### Application of study tools:

After measuring the psychometric characteristics of the tool, the researcher administered the questionnaire to the conserved sample.

The individual interview was used with them, and the researcher explained the paragraphs and how to answer them, and then the pupil placed an (X) in front of the alternative of yes or no, and so was done with all the participants.

### 3-Discussion of the results:

**Discussion of the results concerning the first hypothesis:** "There is a relationship between transition with no repetition at school and academic achievement in the second year primary students". This hypothesis was tested using the Pearson correlation coefficient, table (05).

**Table (05) the correlation coefficient of Pearson between dimensions of the scale of academic adjustment and academic achievement**

Dimension of the scale	sample	Mean	Standard deviation	Pearson coefficient	Significance level
Achievement Adjustment	54	32.56	04.19	0.88**	0.01
Academic Achievement	54	04.41	01.21		

From the table above, we note that there is a positive correlation between transition with no repetition at school and academic achievement with a correlation coefficient of 0.88( $p \leq 0.01$ ).

There is a positive relationship between the transition with no repetition at school represented in the dimensions of the Academic Adjustment Scale (Attitude towards School, Social Activities, and Attitude towards Study), and Academic Achievement. This is consistent with the Bin Laden Study (2001), Saad Study (1998) and the Ahmid and Zouari Study (2013), who found a positive relationship between year repetition, self-esteem and academic achievement.

In addition year repetition does not allow the pupil to adjust to school ,as well as his perception of himself. This is confirmed by the study of Laporte and Duclos, (1990) and Williams (1985). Moreover the inaforty of pupils tend to develop negative attitudes towards year repetition .besides to which they find no in spite of the low achievement, their level of performance had improved in their second year.

**Discussion of the results concerning the second hypothesis:** "There is relationship between transition with no repetition at school and academic achievement among second year primary pupils according to their attitude towards school". ( Table 06).



**Table (06) the correlation coefficient of Pearson between dimensions of the academic adjustment and academic achievement.**

The first Dimension	sample	Mean	Standard deviation	Pearson coefficient	Significance level
attitude towards school	54	9.13	1.43	0.69**	0.01
Academic Achievement	54	4.41	1.27		

From table (06), we note that there is a positive correlation between the attitude towards school and academic achievement with a correlation coefficient of 0.66 ( $p \leq 0.01$ ).

There is a positive significant relationship between transition with no repetition at school and academic achievement among second year primary pupils according to their attitude towards school. This is what Bin Laden found in her study on "School Climate and Academic Achievement", which emphasized that the students' attitudes towards their school have a significant impact on the school climate.

#### **Discussion of the results concerning the third hypothesis:**

"There is a significant positive relationship between the transition with no repetition at school and academic achievement among the sample according to the aspects of social activity". (Table 07).

**Table (07) the correlation coefficient of Pearson between dimension of the attitude towards school and academic achievement.**

The first Dimension	sample	Mean	Standard deviation	Pearson coefficient	Significance level
Aspects of social activity	54	13.81	2.79	0.63**	0.01
Academic Achievement	54	4.41	1.27		

From table (07), we note that there is a positive correlation between the aspects of social activity and academic achievement correlation coefficient 0.63 ( $p \leq 0.01$ ).

There is a significant positive relationship between the transition with no repetition at school and academic achievement among the pupils according to the dimension of aspect of social activity. "The relationships of pupil with their school mates or with their teachers have a significant impact on

their academic achievement. This is to say that the better relationships between class mates, teachers and the headmaster, the more it affects their academic achievement, and therefore the transition to the second year of is better and free from all mental and social disorder.

**Discussion of the results concerning the fourth hypothesis:** "There is a significant positive relationship between transition with no repetition at school and academic achievement the second year primary pupils according to the attitude towards study". (Table 8).

**Table (8) the correlation coefficient of Pearson between dimension of the attitude towards study and academic achievement.**

The first Dimension	sample	Mean	Standard deviation	Pearson coefficient	Significance level
Attitude towards study	54	9.61	2.10	0.45**	0.01
Academic Achievement	54	4.41	1.27		

From the table above, we note that there is a positive correlation between attitude towards study and academic achievement with a correlation coefficient of 0.45 ( $p \leq 0.01$ ).

There is a significant positive relationship between the transition with no repetition at school and academic achievement among the sample according to the attitude towards the study.

"The transition with no repetition at school of the first year primary pupils to the second year, allows the formation of a positive attitude and perception towards study-, this is because it has a psychological and educational impact which leads to increase self-confidence and self-esteem, and may have also a positive impact on pupils' motivation to learn. This therefore affects their educational attainment but, if there is re-year and non – transition to the second year, the impact on the pupils results will be negative. This is confirmed by the study of Ahmideh and Zouari (2013) on the academic returns of the year and its relationship with both self-esteem and motivation for achievement and academic achievement of the first year pupils mean.

#### **4-Conclusion:**

The results obtained in the current study show that transition with no repetition at school of first-year pupils has a strong relationship to achievement academic during their transition to the second year of primary education, according to the dimension of academic adjustment a with its three dimension:(the attitude Toward school, social activity, attitude toward study).which are considered to be the arguments for automatic transition with no school repetition.

In addition to the results obtained in this study, there is a relationship between transition with no repetition at school and academic achievement in primary school pupils, according to the attitude toward school as their, perception of their school is mainly influenced by the prevailing school climate. The latter has an effect on their school performance.

Furthermore, school transition is also related to the pupils' school performance, according to the aspect of social activities, as the relationships the pupils build with their classmates, or with their teachers have a significant impact on their academic achievement.

Finally, there is a relationship between transition with no repetition at school and academic achievement at primary school pupils, according to the dimension of attitude toward study, as this form of transition permits the development of positive attitudes towards study for it increases their motivation to learn, and hence will affect their school achievement.

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