

Academic Attainment in the Light of the Psychological Aspects and Requirements of the Labor Market: a Field Study

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A B S T R A C T:

The aim of this research is to focus on the main aspects of the education at the university of Tlemcen. This will be done by shading the light on the main problems that hinder its success, prevent the achievement of its objectives and the fulfilment of its mission.

Despite the human potential and material secured by the University of Algeria to provide appropriate educational services, the nature of psychological conditions is one the most important factors that create a pressure on students. A sample of 104 students representing the 3rd year class of Arabic language had been chosen for a questionnaire. They belong to a department of Art and Arabic Language Department, Faculty of Art and Human Sciences University of Tlemcen for the academic year 2005-2006. The result of this research will confirm and enhance the proposed recommendations to improve the quality of educational services.

Keywords: academic attainment, educational efficiency, the psychological factor, Contributing factors, Student Affairs, requirements of the labor market.

ملخص:

تسعى هذه الدراسة إلى الوقوف على مضمون التحصيل بالجامعة الجزائرية في ضوء المشاكل التي تعوق أسباب نجاحه وتحول دون تحقيق أهدافه و أداء رسالته على أحسن وجه. وقد تمت مسائلة 104 مبحوث يمثلون العينة الملانمة المؤلفة من طلاب السنة الثالثة في قسم اللغة العربية و آدابها بكلية الآداب والعلوم الإنسانية بجامعة تلمسان للسنة الجامعية 2005-2006م. وعلى الرغم مما تؤمنه الجامعة الجزائرية من إمكانات بشرية ومادية من أجل تأمين الخدمات التعليمية الملانمة ، إلا أن طبيعة الظروف النفسية المصاحبة لها تعدّ أحد أهم العوامل الضاغطة على طلابها، وهو ما سعت نتائج الاستبيان إلى تأكيده، مما يعزز التوصيات المقترحة بغية تحسين جودة الخدمات التعليمية المتاحة . الكلمات المفتاحية: التحصيل الجامعي-النجاح التربوي-العامل النفسي-شؤون الطلاب-متطلبات سوق العمل.

1. Introduction

Universities are considered part of the major sensitive institutions that are expected to take a leading role in implementing Government policies. This is because they are established to cater for the growth and development of the society due to the mutual relationship between them and the Society. This fact prompted the stakeholders in the Universities to strive to design the mission of University's educational, which would later determine the prime objective or vision of the University. No matter the difference between the structures of these missions from one University to another, the ultimate objective of a University is confined to two basic aims. The first one is offering a good education that would culminate into producing capable graduates who will serve as manpower to different Government parastatals in accordance with their needs. That means, there should be a correlation between the products of the Universities and the need for the Society. The second aim is community services, which entails having mutual participation between the University and the Society. And the University must contribute to solving different societal problems through research and organizing workshops on commerce, education, sociology, agriculture and others. Due to the fact that University is the citadel of learning, it has no option than to develop the society, enlighten it and educate it so that the society can archive the peak of knowledge and civilization, for the benefit of this generation and the incoming ones.

The idea of this study was bone out of seeking to identify one of the important factors that could serve as a pillar of the building of society and move the Universities forward in terms of growth and development and as well as open it to the labor market based on the prevailing psychological condition. The study is entitled: "Academic attainment in the light of the psychological aspects and requirements of the labor market-a field study". It would be a field study and account for pedagogical activities of the Department of Arabic and Literature, which is in the second position in terms of student population. In addition to its being one of the pioneer Departments(formally Institutes) at the University of Tlemcen

Tlemcen University is one of the leading Universities in Algeria that is committed to rendering teaching, research and community services to the youth who are the core of the society. The University is striving to achieve its goal with high degree of competency and proactiveness through human resources and qualified personnel which comprise of tested and trusted excellent faculty members (or academic staff) and season administrators, who are working together for the success of imparting knowledge. These, in addition to the Physical and material resources, which contributed to the development of the University, make the University occupy the first position at the national level and thirty five position at the continental level.

2. Study Problem

It is incumbent that acquisition of knowledge must take place in educational institutions generally, and in the Universities particularly. These activities must be student centered because of the important role the students are playing in giving vigor to the teaching activities, as they are considered a huge encyclopedia of modern skills in terms of action, idea, societal issue and psychology. The problem we are facing here at the University of Tlemcen may probably lies in the way we tap the students' ideas or the way we motivate them in order to discover the level of their preparedness to fulfill their learning obligations. And to effectively comprehend their lessons, based on the amount of the work load they advance with, the number of period they must use for revision in order to understand a particular theory and the amount of knowledge they must possessed that would prepare them psychologically for achieving great success in knowledge acquisition. It must be mentioned here, however, that this Algerian University is a new one in many respects:

- Its programmes have undergone series of changes, reformations and reviews

- The democratic principle, which became implementable policy since the seventies, has indeed opened the gate of the University for the children of the less privileged people.
- The introduction to translation into Arabic has negatively affected the structure of the Universities in the humanities section. These holistic changes have caused revolution in the University system that gave birth to different problems among which are:[6]
- Too much of Lecturers with a different mindset and different nature and by extension, their understanding of the role of the University and the responsibilities of the students.
- Lack of relevant University text books, adequate motivation to acquire knowledge and quest for equivalents to the new guidelines laid down by the University, like a benchmark of materials in the Arabic literature. This phenomenon has led to making use of printed materials which are in form of a handout authored by a lecturer for his students on the course he is teaching them.
- Absence of firmly established University culture of conducting the University daily affairs in accordance with strict laid down rules guiding how to work effectively in the University setting, which makes the administration of various schools to, sometimes, varies their ways of dealings. They deal with students absolutely with total high handedness, while they deal with the staff with levity that is almost absolute
- Lack of stability of each University lecturer in a particular area of discipline, which often causes confusion and gets him into the problem of proper compatibility with his student. Simply because he is operating under guidelines that are alien to his area of specialization.

Obviously, the aforementioned factors would reflect on the student educational output and affect his ability and personality. It could also influence his decision to leave the University or to change his course of study. It could be added to these all, the inadequate and failures of important amenities like feeding, accommodation, transportation and library at times. Which are created to serve student, especially a student living afar from the campus. All these, naturally, will affect the student's feelings generally and his academic performance specifically. The University of Tlemcen is one of the Universities where the reverberations of these phenomena on students were noticed.

As former students, we also went through similar conditions that are why we deem it necessary to embark on this humble academic study on a small scale as much as possible. The aims of this study, therefore, are:

- Formation of clear ideas on the problems facing the students when attending lectures and the factors responsible for that.
- An Attempt to identify the teaching methods the student prefer more than the other.
- Identification of their inclination toward a particular field of knowledge which they have conceived in their brain before gaining admission to the University.

Based on the foregoing, it is obvious that acquisition of knowledge has certain behaviorisms governing it and at times could prevent them from getting to the desired level. However, could social, psychological, economical and pedagogical factors be responsible for impediment in the learning process? This question poses the following research questions:

- Is the social factor the impediment factor in the learning process for a student?
- Is the economic factor the impediment factor in the learning process for a student?
- Is the pedagogic factor the impediment factor in the learning process for a student?
- Is the psychological factor the impediment factor in the learning process for a student?

The general hypothesis of the study is as stated bellow:

It is a probability that social, economic, pedagogical and psychological factors could constitute an impediment to the learning process for University student. That is why we will be having the following as specific hypotheses:

- It is a probability that social factors could constitute an impediment to learning process for University student
- It is a probability that economic factors could constitute an impediment to learning process for University student
- It is a probability that pedagogical factors could constitute an impediment to learning process for University student
- It is a probability that psychological factors could constitute an impediment to the learning process for University student more than social, economic and pedagogical factors could do.

The Essence of the Study

Educational organizations in Algeria have made immense contributions toward raising the level of education in the country (Especially in the University). They dedicate huge material and human resources towards the provision of appropriate guidelines and conducive atmosphere. They also create opportunities for all upcoming Algerians to acquire knowledge up to acceptable level. They also build them up to the level that would make them active in their society and make them qualify for Job and elevating their country to high level of development. What attracted attention, however, at this present time, is a variety of problems that is hindering the process of learning in Algeria, particularly in the University, being the last station of learning. These problems are preventing the Universities from achieving their vision and mission as expected, despite the developments and reformations that are been carried out in educational sectors by renowned educationist and psychologists through their identification of the real causes of the dwindling fortune of tertiary education. This fact has resulted in its failure to produce competent hands needed to strengthen the different sectors of the country, produce creative works worthy of appreciation and keep up the spirit of this new age. These are the reasons why we think that the essence of this study stemmed from the identification of the extent of the application of sound pedagogical standards in Tlemcen University, in its capacity as an ancient academic institution, in addition to the need to maintain its rank and reputation among other Universities.

4. The Methodology, Data Gathering and Data Analyses

We adopted a descriptive method because it is appropriate for this type of study. The data gathering and analyses were carried out through administering of questioners to 104 participants. Which serves as the appropriate sample of third year students at the Department of Arabic and Literature in the Faculty of Arts and Humanities of the Tlemcen University for the 2005/2006 academic session. All the questioners were collected back as valid documents for statistical analysis except some few that needs minor corrections (noting that some have been left out due to lack of clarity or lack of scientific feasibility. Reference was made to it during the course of the study. Thus, the proportion of the study population, in our opinion, is acceptable to meet the requirements of scientific research. The data was duly analysed and added to the findings and recommendations of the study in accordance with the following methodology:

1.4 Literature Review

A literature review is a foundation to conduction of any educational research, in the sense that it provides the researcher with preliminary information about the field of study and the sample

to be studied. The study was carried out at the Department of Arabic and Literature, Faculty of Arts and Humanities and Social Sciences, Abubakar Balqayid University in Tlemcen. This study discovered that many factors contributed to the underachievement in learning by these students, among which are:

- A good learning depends on the teacher and his competence
- The overwhelming of the programme with different standards of measurements accounts for non- absorbance of all the information given.
- Lack of provision of conducive atmosphere, to strengthen the soul of research and reading, on campus lecture rooms and at home, is the reason for students' failure to prepare for their lessons.
- The student's bad state of mind informs his lack of comprehension of his studies across different specialization.

1.1.4. The Research Sample

The selection of a sample for study must be built on a sound foundation of the process, which means, the sample must represent the community that has born on the topic of the study. That is, the sample must bear all basic information about the community like age, sex and other features and characteristics.

The research sample was deliberately selected based on a very important criteria in this study and this the perception of procedural change made in the program. The sample is the third year students of Arabic Literature at the Department of Arabic, University of Tlemcen, who studied in the first six terms of the academic year 2005/2006. That is, the sample is those who had already spent two years in the common trunk on assumption. They are the first batch since the change of the old system in the year 2003. By this time, the student must have pass through about thirty evaluation experience conducted by University lectures. This reality must have enabled him to form a reliable opinion that can be relied upon to determine the level of the efficacy of this new system. If he is honestly expressing about the Students conditions, the individual sample, as earlier said, the third year batch language student will comprise of One Hundred and for students. Seventy nine of them are female while the remaining twenty five are male.

2.1.4 Research Tools

Questionier is the basic tool of research, because, it is considered one of the important means that provides us with a lot of information and facts to rely on in our field research or investigation. Questioner is used for basic objectives:

- Gathering information on the individual and the environment in which the student lives
- What is indicated actually by this data; as it often involves other important information. Accommodation, for example, often shows the type of facilities on which students are living, the type of job the father engages in, largely indicates the social and economic life of the individual. This method of gathering information and organizing it is considered one of the best and logical methods of studying individual comprehensively. Because it would feed the researcher with a clear picture of the necessary information and data that has to do with individual irrespective of it source. As it would portray each participant in a way that enables the researcher to know the psychological and social factors that affect them. As it would expose his current problem, the power that influences him and his perception towards them.

3.1.4 Theoretical frame of the questioniers

The social research questions are based on perception of a particular theory that is in the mind of the researcher, which he formulated as a result of his field observations on a phenomenon or theory or the two together. The researcher may take off from an hypothesis he observed on the field which pointed to the fact that there is a relationship between two

phenomena or between two factors or more than that. To the extent that if a change occurs to any of them it will lead to a change in the other. That is why he should try to study this relationship with a reliable means such like experience, specific questions and observations based on accurate scientific principles and others.

The researcher might, as well, started from a theory earlier propounded by others by practicalizing it on a micro or macro present society in order to discover if the present situation will confirm, deny or modify the content of the theory and the extent of its reliability.[3]. Accordingly, the background of theoretical research questions of a questionnaire are concepts of variables or relationships between these variables, that are likely to play a role in the conceptualizing of the student answers, i.e., it would be tailored towards a particular direction. In other words, this study contextualizes the following:

- Processing a content or scientific data with a theoretical concept
- Establishing a relationship between two variables or more on the hypothesis that they play a role in the behavior of the individual respondent.

What then are these concepts? What are these relationships in our perception?

4.1.4 The Concept of Educational Performance

What is meant by Education Performance is the mental and psychological effect that is caused by the methods used in teaching and methods used in the preparation of lessons and the difficulties encountered in the process. These effects reflect in the student's behavior, patterns of thinking and the extent of his knowledge and ability to use the knowledge he learned. However, we are not building the measurement of these effects on scientific accuracy as it is obtainable in educational research. Rather, we would measure the student evaluable perception of these effects on a general term not on a specific basis.

Questions 14-15 therefore, are for the evaluation of teaching methods; Questions 6,7,8,9,10 are for the evaluation of lesson preparation. Education performance also has another dimension, and that is the measurement that has to do with the student attending its lesson and the one that has to do with his making preparation for his lessons, which plays an important role in the final outcome of the behavior of the student. Question 12,13,16 and 17 are for the evaluation of the impact and the type of measurement that affect the behavior of the student.

4.1.5.The concept of Psychological Condition

This concept connotes Student psychology as it appears after six terms. Psychology could be positive or negative; It is the outcome of the student trends, interests and abilities. While Questions 11, 18, 19, 20 are to measure his psychological condition.

4.1.6. The Concept of Social and Economic Cell

This concept implies the subsidiary factors that play a background role in influencing the student's response, that is; it influence his behavior in the field of learning. Question 1,2,3,4,5 is meant to measure the economic background. However, the following could be deduced: Psychological condition and educational performance form relationship with one another (are interwoven) and the relationship is dialectical, that is, both are cause and effect at the same time. Educational performances affect the psychological condition and vice versa and both is variable, independent and follow up to one for another at the same time.

With regards to social and economic background, we hypothesis that they will form independent subsidiary factor that affects educational performance and psychological condition. That is, the students' attitudes, values, and their perception of their study as well as the extent of their educational success are positively or negatively affected by their age and economic level of the parents or the breadwinner and the type of their family residence in their village or in the town. This relationship can be expressed by the following equation:

social background - economic background – psychological condition- educational performance.

Thus, we have create a reality or what looks like reality through linguistic symbols that express it in form of a mathematical formula, even if it would not measure up to the level of the accuracy and objectivity prevailing in the natural or scientific studies. However, the descriptive methodology employed for this study, notwithstanding, does not prevent this method from standing on an analytical theory that was derived from a positive direction of research.

4.2.0. Presentation and analysis of the Data

4.2.1 Social and Economic Background

The responses of the respondents show that the average age is twenty years (20) for the average of thirty eight (38) students. The implication of this is that most of the students sampled repeated a year, a student in Algeria gets admitted to the University for first degree at the age of seventeen (17) approximately. After spending two years in the University he will become nineteen years (19) of age approximately, but the sample of this study is a year above that. The implication of this is that students sample were either repeated a year in their secondary school or they joined the university lately by a year or more. Whatever may be the case, the age of the students sampled range between nineteen (19) years for average of four students and twenty four (24) years of age, only a student was a thirty years old. Because they all fall within the bracket of youth, we can deduce then that age and sex are not factors that affect the outcome, they therefore not considered as a yardstick in this study.

We have also reached the same conclusion regarding the father's profession or the breadwinner, thirteen (13) different occupations were mentioned : worker, twenty five (25) responses; Employee: eighteen responses; Trader: eighteen (18) responses; Farmer: six (6) responses; Driver: six (6) responses; Guard: three (3) responses; Builder: four (4) responses; sailor: two (2) responses; Retired parent, seventeen (17) responses and those without any income are fifteen (15) responses. As it can be observed, almost all the owners of these occupations are in the same social class that earns a moderate salary.

The emolument is looked as follow:

- Four thousand and eight hundred (4800) Dinar up to one hundred thousand (100,000) Dinar annually: twenty five (25) individuals at the rate of 24,03%
- One hundred thousand (100,000) Dinar up to two hundred thousand (200,000) Dinar twenty five (25) individuals, at the rate of 24.031%
- Two hundred thousand (200,000) Dinar up to three hundred thousand (300,000) Dinar three individuals, at the rate of 2.88%
- Twenty five (25) individuals have no income at the rate of 11.53%.
- Thirty eight (38) individuals did not mention how much they earn annually because they don't know, their rate is 36.35%. Based on these we deduced the following:

- That all individual of the sample belongs to the same social class; this means that most of them are earning relative monthly emoluments, not to mention the self-employed ones.
- Some individuals lack income either because of the death of the father or have no work for one reason or another.
- That the existence of differences between the members of the groups mentioned above can somewhat be a factor to be taken into account in the study of the effect of income on the psychological condition and the educational performance. [7]

If we take, for example, individuals who have no income, we discover that their utmost aspirations are to reach the highest echelons of the improvement of their wellbeing. And expectation to reach an unlimited height even if they did not directly mention that. If we step a little further about the town in which the respondent spent the first ten years of his life and its population, we discovered that most of it are small villages To mention but few are Saba't Shuyukh, Sayyidi al-Abdaliyyi, Hunayn, 'Ainu Yusuf, 'Ainu al-Huut, Al-khamis, Qaryatu Zahrah, Qaryatul 'Abid, 'Ain Gharaabah, as well as other towns in South Algeria and its environ, like, Al-Abyadh, Adraar, Bashshar, Ruqaan, Taymimuun. The individuals of the sample are spread across these places, one of eleven respondents lives in each of the villages. This means that it is an impossibility to find a significant differences, with statistical percentage, between the groups despite the fact that most of them are of village origin and a few of them belong to the cities.

Based on the above information it is possible to deduce the following:

- There is a special attendance of South West students to the branch of Arabized humanities studies
- There is a special attendance of South West students to the branch of Arabized humanities studies from a family living in a village and engaging in rigorous private work that jis meant for those who earn a low income.

At this junction, question about the fate of the children of the well to do family or the sons of those with advanced professions, could come to mind : doctor, engineer, head of Units, officers and others. What will be their perspective?

They will not offer any discipline except the one that would lead to high income and high social class.

4.2.2. Educational Performances

How many hours will the student devoted in a week for attending the lectures? Ninety one respondents responded to the question at the rate of 87%. The highest time of attending lecture, according to them, is eighteen hours, while the lowest, according to some of them, falls between two and sixteen hours. Which means that the average student will spend about two hours a day to prepare his lessons.

But the number of hours of lectures and practical that a student must attend in a week is nineteen and half hours (19.5), the total will close to thirty and half hours or more. One third of it is for attending lectures, and another one third is for preparation for the lecture. It is possible to observe that, this situation is not suitable educationally; because it means much material will be given, while little room will be given to self-study and self-reliant in order to enrich the student culture and academic experience, which is the basic quality a model University student should be known for.

With this, the Algerian educational perspective will be evident because it consists of oriented educational processes to say the least. It does not integrate with the main course of the lecture, and it would only be an addendum to it.

This study also revealed to us that the student self-preparation is cumbersome because his work became confined to receiving of prepared material. Also, the hours allocated per week to prepare his lesson, most often, took place in the room where he lives around the University. About seventy eight (78) individuals, at the rate of 75% of the sample lives on the campus, 25% lives off the campus. With this, the number of students that are shuttling between the rooms and library are about sixty individuals at the rate of 57%, while about forty four (44) students representing 42% are shuttling between library, town and the home.

From the study of the Questioniers, it was obvious that most of the students are not makin use of the library to prepare for their lessons and are not interested in staying at the

hostels. Their preparation often obvious witness confusion, because, more than two students, who are offering different courses, used to share one room. Thus, securing a calm atmosphere, which contributes to achievement of goal through concentration and accuracy, becomes non-existent

There are ninety six respondents representing 92% who complained of having difficulty in preparation for the lesson. Most of the respondents agreed that the reasons for this has to do, largely, with inadequacy of references during preparation for lesson, in addition to the absent mindedness during lectures, which is due to the varying psychological states among the students. The first source of this is the family problems or fear of not being able to take all measures during the examinations and secondly lack of assimilation. These will naturally lead to student having difficulty in concentration during their studies. This proportion, if considered, gives cause for alarm on the fate of effective learning and its desired objective. The rate of those without a problem is very minimal, not more than eight individuals forming only 7% of the respondents.

We would now move to the responses to the questions that have to do with the method of teaching, to investigate another dimension of educational performance. This will be discussed as follow:

What are the things the students want from the teachers and what they do not want? These have to do with passing of instructions to them. The response indicated that forty six (45) respondents representing 44% of the sample, Favors discussion method or the use of the blackboard with an explanation. They bluntly rejected the narrative method known in university lectures, where by the student wants to use other senses in addition to the sense of listening. The use of other senses, without a doubt, will increase educational performance. Fifty three respondents representing 50% would prefer the explanatory method with dictation that compliments what is in the explanation. Some of the students expressed this in their language thus: "for the professor to explain the lesson and at the end dictates a brief summary that addresses the important aspect of the lecture."

In contrary to that, observation shows that most lecturers rarely use the chalkboard during the delivery of their lectures. As most of them rely on the lecturers who handle the practical aspect of the courses to engage in discussions with the students. Here we enter into another puzzles, namely puzzle of coordination between the theoretical lecturer and applied lecturer. Puzzle of lack of understanding about their respective roles in the student molding and lastly, the puzzle of ability to differentiate between the applied courses and theoretical courses in effective pedagogical way. There is a complaint evident from the reality of the university and the daily experience and that is the lack of performance of cognitive integration between the content of lectures and practical. Meanwhile, few of the respondents stated their interest in having an active educational method of question and answer occasionally punctuated by fun to change the atmosphere of the lecture chore.

Some of them also pointed out the need to focus on the vital points, eschew frivolity and not to go too far out on the topic. They also wanted a lot of realistic examples to be given to explain abstract ideas. Afterward, what are the measures that students are likely to like and the ones they are likely to ignore?

In evaluation, Syntax and Morphology are in the for front of the subjects loved by students.* this is represented by eight one (81) responses constituting 77%, follow by Arabic Rhetoric with sixty (60) responses at the rate of 57%, then Translation with twenty six(26) responses at the rate of 25% followed by measurement of Poetry with twenty one (21) responses at the rate of 20%, followed by Prose and Philology with nineteen(19) responses at the rate of 18%, follow by Qur'anic Exegeses with eighteen (18) responses at the rate of 17%

. Referencing, local culture, modern literature and classical literature have received the least possible number of patronage.

As for the courses that students really have negative attitude to (question thirteen); twenty seven(27) students that form 25% expressed negative attitude toward Linguistics and English, this is followed by twenty five (25) students at the rate of 24% with regards to French, followed by Semantics with nineteen (19) students at the rate of 18%. The measurement of Prosody is fourteen (14) students at the rate of 13%

There are other courses whose percentage has no statistical significant to reckon with; it is a pity we don't have information on the factors that makes the students take this position towards this measurement. Is the lecturer method teaching it responsible for this? Or is it the nature of the course about the student life responsible for it? Except that some responses forced the respondents to state their reasons for hating this measurement or distance themselves from it. Here we would recall the reasons as expressed by their owners without an increase or decrease:

- * Lecturer Contempt of the ability of the student

- * Method of abstaining or relating to student as if he is a mere tool meant for recording

- * Inaudible voice used by some lecturers, which lead to student Switching his interest from this measurement to another thing it does not want like yawing or leaving the lecture theater until the time the period will last or other things.

Lack of compatibility of this measure with the student's psychology

With regards to questions sixteen (16) and seventeen (17) that has to do with the measurement that students derive benefit from, and the one they did not derive any benefit except in a limited form, this is, in away similar to the two questions mentioned above. That implies that the course students love are the same courses they mentioned that they derive benefit from, like Syntax, Morphology, Arabic Rhetoric and Islamic Civilization. We do not see the need to display statistics in detail about these two points

4.2.3. The Concept of Psychological Condition

We are now moving to measuring the strength of the relationship between the students and their University on one hand and between them and their departments on the other. Regardless of the negativities and difficulties facing the students of the Department of Arabic and Literature, eighty eight students representing 84% of the individuals of the sample expressed their interest and attachment to their Department, as against sixteen (16) students at the rate of 15% who responded negatively on this. Some of them signify their interest in changing their Department due to:

Wrong counseling, after being in an academic unit the student later found themselves in literature unit, which does not conform to their capabilities

Too many lectures and accumulation of measurements that are too much for the students to bear

Relying on theories more than practical, this, in their perspective, is leading to passiveness.

Anxiety over the future because of the limited possibilities for those working in the field of literary studies

There are other respondents whose position is not clear in this respect; this is what is obtainable in the responses to the eighteenth(18) question. That has to do with interest in changing University, emphasized with about ten (10) students at the rate of 9%.

The percentage mention above is enough to identify the number of students who are satisfy with their Department and are not ready to change it except in exceptional cases. It is also suffice to explain that despite the domineering of traffic jam towards the trend of science and acute scramble toward science colleges, the colleges of humanities with their departments of Arabic did not lose their worth and that is what the part of the responses is emphasizing

However, with regards to the question before the last one that is based on the success the student will achieved by being in the Department of Arabic in the University of Tlemcen, we discovered that thirty eight(38) students of this University at the rate of 79% are successful and are proud to be part of its Department of Arabic and Literature as against nine(9) students representing 8% who are not successful, this rate is very low. While twelve student (12) representing 10% failed to express their opinion. This phenomenon gives glad tiding that promising students will enroll with the Department in future.

With regards to the last question that has to do with students' recommendations and observations on the totality of their studies and lives, the responses ranged from a large number of proposals that have not made some significant statistical meaning because some of the questions bear multi possibilities of answers for the students., hence each of them answer as he deem fit. But fourteen (14) responses correspond on Answer on the issue of quantitative diversity without qualitative with regards to the courses, while nine (9) responses pointed to the problem of dearth of books and a conducive atmosphere for revision which would make student to concentrate while in the University library. Also, some of the students are suffering from psychological hold over as a result of the society and other people looking down on the student of literature generally. Other pointed to the necessity of overcoming the bureaucracy problem in the relationship between the student and the administration or between them and the lecturers. All these appear to be seasonal problems that students encounter. Other ideas mentions are as follow:

- Open avenue for discussion and competition for students.
- Creation of a special activity for creativity in poetry and helping students to nurture their talents under the supervision of the Lecturers
- Taking care of the student psychologically and morally.
- Allowing the student to engaging in discuss his teacher without any fear
- Reducing the number of measures and the volume of Assignments; because a little that is beneficial, is better than many that is unuseful.
- Expand and enrich the library with books, especially the academic ones and providing atmosphere for scientific research.
- The teacher and the student must have mutual relationship with respect.
- Improving the conditions of hostel accommodation
- Providing a loudspeaker in the lecture theaters
- The students of literature must be reckoned with among the students of other descpline.
- Each Lecturer must be committed to teach the measurement that fits his specialty.
- Introduction of computer and internet divices.

4.2.4. General Findings

With the responses to the problems posed at the beginning of this study we deduced the following;

- * That the social Factor is not a hindrance to learning process for University students generally.
- * That the economic factor is not a hindrance to learning process for University students.
- * That the pedagogical factor is not a hindrance to learning process for University students.
- * That the psychological factor is a hindrance to learning process for University students.

5. Conclusion

A student in the humanities studies is an important individual in the society, he needs to be taken good care of and provided with all necessary assistance in cash and kind to enable him grow in thinking and elevate him to enviable height in studies that has to do with contemporary humanity, his issue, his aspirations, his interaction with his immediate environment and everything that is connected with that interaction positively and negatively

[3]. To achieve this, we need to take certain steps that would make the student to worth being in the Department to which he is affiliated. These will be possible by providing enabling University environment for him by identifying the objectives of various branch of discipline; pave way of benefiting from his course of study for him and make him realized the need to overcome ignorance of himself and the world around him through educational enlightenment.

And there should be a record that would consist of students' personal details, which will enable them to know their academic progress, together with personal health records that is connected to their academic conditions and psychological emotions. As it is imperative to the section that would welcome them to counsel them on choosing their carrier objective that would suit their preparations and interests and by extension, they should guide them to the way their goal would be fulfil through counselling, vocational and social advice based on aptitude test and test analysis.

Appendix 1

Recommendations

1. Student need to be sufficiently mature in order to understand himself as a person who has his own individuality, as well as his relationship with his colleagues who belong to the same community to which he belongs, within the university and outside it. And that will creates an atmosphere of inter-personal friendly relationship that the lecturers and other student supervisory body are promoting as part of their basic assignments
2. Students lack a sense of belonging to the university or college, these calls for the concern bodies to help them develop constructive collective useful activities in the area of culture and creativity as well as helping them to performing leadership roles (participation in student associations)
3. The need for the student to develop his new inclinations and interests and to consolidate his old interests that are very important to him. This will be achieved by provision of relevant books and references and he should endeavour to be attending conferences, seminars, discussions and other relevant activities.
4. Student needs help and encouragement, learning arts of life, working with competency and friendship cooperation to achieve the desired goal. This will be done by provision of the necessary amenities and appropriate experience.
5. He needs a befitting accommodation in which he feels relax and settled after leaving his family and relatives to seek for knowledge.
6. He needs to develop and understands his emotion, this entails establishment of good rapport with lecturers who specialize in guidance and counselling
7. He needs to be physically and mentally fit. This necessitate provision of medical and psychological services in different category.
8. There is need to develop student understanding in the area of character and learning to gain his value as a student. This can be achieved through organizing programmes that develop religion values and morals and all students must be encouraged to participate in such programmes.
9. Review of guidelines and systems that are specifically meant to mold student behavior by gradually allowing them to take responsibility (handling student affairs services), organizing people and partaking in maintaining order.
10. There is the need to increase students' income with what will enhance their knowledge and cultural development; this would encourage them to attend exhibitions and buy books that will contribute greatly to the enrichment of their knowledge.

11. Students need to social gratification through psychological counseling, which will necessarily leads to psychological and social adjustment
12. Some students lack motivation from their family, as we emphasized the need for equal opportunities for all students and the urgent need to provide college psychologists counselors, part of their job is to develop balanced personality in students which will lead to success in their studies.

Appendix B

This Questionnaire contains twenty one (21) open questions; student are allowed to answer in a way that suits them. The questions were printed on a paper and distributed to students, and they are expected to give their response on the same paper. They were given enough time that would give them opportunity to make up their mind and express their candid opinion that is the intent of this search.

The following are the questions of the Questionnaire

13. Age
14. Sex
15. Father's occupation ()
16. Average family income approximately
17. The town where you spent your last ten years of your life or more
18. How many hours do you normally spend in preparing your lesson in the Department of Arabic?
19. Are you discussing your lesson with your colleague?
20. Where do you used to revise your lesson
21. Do you encounter difficulties while revising your lessons? What are these difficulty?
22. Do you encounter any difficulty in concentrating during your revision?
23. Now, after three semesters, do you love studying Arabic Literature?
24. What are the courses you love more than others?
25. What are the courses you hate more than the others
26. Which of the teaching methods you love most?
27. Which of the teaching methods you hate most?
28. What are courses you believe you benefited from most?
29. What are the courses you think are of little or no benefit to you?
30. Do you feel like changing your programme of study?
31. Do you want to change your University? Why?
32. Generally are the students successful for being students of Arabic Literature in Telmisan University?
33. Is there any important observations or ideas you will love to add to your life? What are they?

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