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**THE EFFECT OF INTERNAL COMMUNICATION OF THE EDUCATIONAL INSTITUTION ON THE ACHIEVEMENT OF STUDENTS (A FIELD STUDY OF A SAMPLE OF STUDENTS OF HASSIBA BIN BOUALI LAGHOAT MIDDLE SCHOOL)**

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**Abstract:**

Our goal through this study is to identify the role of internal communication in the educational institution and measure the extent of its success in achieving its goals, especially academic achievement, which is the required goal in all educational institutions, where the descriptive analytical approach was relied upon and the design of a study tool (questionnaire) was distributed to an intentional sample of 42 respondents as a sample of students.

**Keywords:** internal communication - institution - educational institution - academic achievement.

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**1-Introduction:**

Internal communication is one of the topics that researchers have been interested in since ancient times, communication is the dress of relations between individuals in society, it works to develop and develop its knowledge and skills, whether in terms of social, educational, educational or guidance, it is the only and effective means for every social activity, whether from the internal or external environment, as an indispensable element in any institution of different nature and activity.

From this point of view, the educational institution, which in turn is a vital tool in societies on the one hand and the entrance to comprehensive development on the other hand, and also it is logical to know the real conditions within these educational institutions, this study came to describe the role of internal communication in the educational institution, and we took the medium of Hassiba Ben Bouali (Laghouat) as a model for research and investigation, where we proceeded from the following questions:

\* What is the reality of internal communication in educational institutions?, and what is its role on the achievement of students?.

\* Does internal communication contribute to achieving the objectives of the educational institution?

**2- Define the terms:**

**-The concept of intercom:**

Language: "The word communication originates from the Latin word *communis*, which means the common thing, as it means the same thing in the English language, and means the process of transferring information, data, opinions and ideas within society"<sup>1</sup>.

There are those who defined it as: "sharing knowledge through the use of symbols carrying information".<sup>2</sup>

Conventionally: It is the tool by which an organization can connect its internal parts to each other.

- It is also defined as that process aimed at transferring and exchanging information on the basis of which we unite thought, concepts and make decisions.<sup>3</sup>

- **Internal communication procedurally:** the process through which information, data and ideas are exchanged between all members of the institution at various levels through the use of methods and means to help achieve understanding and cooperation between them within the institution and thus achieve its goals, which is the process without which it is difficult to implement any activity in any form, including internal communication processes and includes all verbal and non-verbal operations and the internal communication between the members of the organization is formal and informal of all kinds ascending and horizontal.

- **Enterprise concept:**

Idiomatically: It is an association, institute or company established for social, fabricated, charitable, scientific or economic care.<sup>4</sup>

- As defined by La Troche, the institution is the unit in which it gathers and coordinates the human and material elements of various activities.<sup>5</sup>

- It is also defined as the framework that combines the employees and the means and capabilities by which the administrator can carry out the implementation of his plans.

The social institution is the one that regulates the relationship of individuals with each other with the aim of achieving a better life for the individual and the group.<sup>6</sup>

-**The procedural concept of the institution:**

It is a place or complex that can be small or large consisting of human and material resources to achieve the goals of the institution, as it is regulated by a set of legal rules, whether from the state or its internal law, and it consists and the institution has some administrative processes such as surrounding, communication, control, leadership, and others, and there are several factors that affect and are affected by the institution.

- **The concept of academic achievement:**

Language: The word collection comes from the root: (ح، ص، ل), and "... It happened to be obtained, so you say the thing happened, that is: it was proven and established, and the result is what is left and proven from others, we say the thing or knowledge happened, that is: you get it"<sup>7</sup>

As for academic achievement idiomatically: it is the extent to which students achieve courses through the results obtained in exams, which is the amount of knowledge and skills obtained by the individual as a result of training and passing through experiences.<sup>8</sup>

Ibrahim Hassan believes that "... Academic achievement is any performance performed by a student in various school subjects, which can be measured by test score, teachers' grades, or both."<sup>9</sup>

There are those who believe that: "... It is the extent to which the student absorbs what he has learned from certain experiences in a prescribed study subject, and is measured by the degree that the student obtains for what he learned in a subject at the end of the year, or in achievement tests."<sup>10</sup>

### **-The procedural concept of academic achievement:**

It is the acquired knowledge and the ability to absorb the skills and study experience at a certain level and is measured by the general average obtained in all subjects scheduled at the end of each semester or the end of the year.

**Academic achievement factors:** The factors are many, including: the teacher's subjective factors, and the school's factors. They are as follows:

#### **A- Subjective factors:**

One of the important subjective factors involved in the learner's achievement is the factor of physical and psychological health, which has an impact either positive or negative, if the learner is healthy in body and strong self, his academic achievement is good compared to another learner who suffers from physical diseases or other psychological, because the latter constitutes an obstacle for him in educational achievement, and the one who can help the learner overcome such an obstacle is the teacher, so it is better for the latter to provide the opportunity for the learner "... The opportunity to work in front of his peers successfully, or to avoid frustrating situations that lead to failure and disappointment, and to avoid situations that show them in weaker positions than others."<sup>11</sup>

Among the subjective factors as well we find mental factors, the most important of which are: intelligence, intelligent "... They are in constant excellence and continuous success."<sup>12</sup> Unlike other learners.

**B- School-specific factors:** The school is the environment in which the learner seeks knowledge, and if the appropriate atmosphere is available, it will help the learner to achieve good academic achievement, and if the opposite happens, vice versa, and everyone in the school has an impact in one way or another on the achievement of the learner, starting with his companions, to his teachers, to the school administration and its staff consisting of the director and observers, if the learner finds

his comfort with all these he can work and strive, and raise his academic achievement, even if he is only one of these As an obstacle to the process of ijihad, he will not be able to raise his scientific level.

**Obstacles to academic achievement:** the most important of which are: family, school and environment.

**Family:** The family is the source in which the learner is born and raised, and it provides him with tenderness and kindness, and provides him with good education and virtuous values, so "if the child lives in a positive environment where there are quiet loving parents who encourage their child, give him confidence, and believe in his independence, he enjoys good school success".<sup>13</sup>

On the other hand, ill-treatment negatively affects children, and the most important types of ill-treatment are: hurtful and discouraged speech, and the description of the child with inappropriate qualities. And"... Also, the cruelty practiced by families on children is not good, as a nervous child who lives in a fun family atmosphere seeks less to escape or delay... Most of the students expelled by the school are spoiled nerves, who are unable to tolerate the system, and their opposition, rudeness and quarrel with their colleagues and even with their teachers express their refusal to accept the transition or tolerance of school equality".<sup>14</sup>

We cannot talk about the ill-treatment of a child without mentioning depriving him of the supportive emotions that are the fuel that makes him move forward. The lack of love and tenderness has a great impact on the behavior of children primarily on their academic path, especially if this student is emotional or introverted and unbalanced, as many bad treatments affect him, and once he enters the school, he is either strongly opposed to taking hostile positions or he is unable to take a point of view...".<sup>15</sup>

In addition to all this, we find that "... Family disturbances and disintegration lead to a loss of security and tranquility, as instability may cause the student emotional disturbances that hinder him from performing his homework.".<sup>16</sup>

**School:** In school, we find many obstacles to academic achievement, the most important of which are: "... The curriculum used or the method used in teaching, as well as the spread of chaos and bullying in the school, in addition to the excessive size of the students, all of this leads to overcrowding of classes, and in addition to that, the material and moral crises that the school suffers from have a significant impact on the weakness of the student's abilities and poor academic achievement"<sup>17</sup> In addition to all this, we can refer to some behaviors issued by some teachers, who

follow methods of cruelty and violence in order to control learners and their behaviors, which leads to learners' hatred of the studied material and thus lack of academic achievement.

**Environment:** The environment is represented in the home, neighborhood, school, and "... The environment and friends have a great impact on the formation of morals, the good environment promotes the child morally by participating in it, and the ugly environment harms the child morally gravely, so we advise educators to think about the environment in which the event relates outside the home with friends who take them to walk and talk with them, they have a great impact in his creation, simulates them in their morals, words and actions from where they do not feel" <sup>18</sup>

### 3- Field Study:

Methodology used: descriptive analytical

Study Tool: Questionnaire and Observation

**Table 01: Distribution of respondents by sex.**

Sex	Iteration	Ratio %
males	20	47.62
Female	22	52.38
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 01, which represents the distribution of respondents according to the gender variable of students, we found that although the percentages are somewhat close, the percentage of females was slightly larger compared to males, as the percentage of females reached 52.38% with the number of repetitions of 22 students from the study sample. The number of males surveyed was 20 students (47.62).%.

### 1- Distribution of respondents by age:

**Table 02: Distribution of respondents by age group.**

Age	Iteration	Ratio %
From 11-13	3	7.14
From 14-16	39	92.86
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 02, which shows the distribution of respondents by age group, we found that the majority of the students surveyed whose age is between (14-16) years is the age group

prevailing in the members of the study sample, where their number reached 39 students (92.86%). This large percentage is naturally due to the normal age of students studying at this level of study (fourth year intermediate). As for the remaining percentage, which amounted to only 7.14% of the sample size studied by 3 students, and this can be explained to their early entry into school in the primary stage (first year of primary school), i.e. when they reach 5 years.

**Table 03: Distribution of respondents according to their assessment of the level of academic achievement of the institution.**

<b>Evaluation</b>	<b>Iteration</b>	<b>Ratio%</b>
<b>Good</b>	13	30.95
<b>Okay</b>	29	69.05
<b>Bad</b>	00	00
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 03, which shows the distribution of respondents according to their assessment of the level of academic achievement of the institution, we find that most of the 29 students from the study sample evaluate academic achievement as good, by 69.05%. We also find that 13 members of the study sample evaluate academic achievement as good, reaching 30.95% of sample size. It is noticeable here that most of the respondents unanimously agreed on that, as we find that the percentage of poor evaluation of the level of academic achievement was 00%.

### **1- The student's opinion on the factors affecting the academic achievement process:**

**Table 04: Distribution of respondents according to the student's opinion on the factors affecting the academic achievement process.**

<b>Factors</b>	<b>Iteration</b>	<b>Ratio %</b>
<b>Pupil</b>	16	38.10
<b>Guardians</b>	02	4.76
<b>Professors</b>	20	47.62
<b>Management</b>	04	9.52
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 04, which shows the distribution of respondents according to the student's opinion in the factors affecting the process of academic achievement, we find that the largest factor

affecting the process of academic achievement is by professors, where the number of respondents reached 20 students from the members of the study sample, their percentage was 47.62% of the sample size. Then followed by a sample of 16 respondents, who stated that the student is the factor affecting the process of academic achievement and their percentage was 38.10%. As for the impact factor that accrues to the administration, 04 respondents from the study sample agreed, as their percentage is estimated at 9.52%. The rest of the two respondents attributed that the factor of influence in the process of academic achievement is due to parents, and the ratio of these two respondents was 4.76%.

## 2- The impact of the student's communication with the administration on the academic achievement process:

**Table 05: Distribution of respondents according to the impact of the student's communication with the administration on the academic achievement process.**

The impact of student communication	Iteration	Ratio %
Yes	14	33.33
No	28	66.66
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 5, which shows the distribution of respondents according to the impact of the student's communication with the administration on the academic achievement process, we find that most of the members of the study sample do not see that there is an impact of the student's communication with the administration entered into the academic achievement process, where the number of students surveyed was 28 individuals, whose answer was (no), their percentage is 66.66% of sample size. The rest of the respondents, who were 14 members of the study sample, who believe that the student's communication with the administration has an impact on the educational achievement process, which was 33.33% of the size of the study sample.

## 3- The effect of the teacher's explanation of the student on his educational level:

**Table 06: Distribution of respondents according to the effect of the teacher's explanation method to the student on his educational level.**

The effect of the method of explanation on the student	Iteration	Ratio %
Yes	22	52.38
No	20	47.62

<b>Total</b>	<b>42</b>	<b>100</b>
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Through Table No. 06, which shows the distribution of respondents according to the impact of the teacher's explanation method to the student on his educational level, we find that the respondents' answers were close and there is a slight difference so that the respondents whose answer was yes was slightly greater, so the number of individuals was 22 of the respondents who believe that the way the teacher explains to the student has an impact on his educational level, and their percentage reached 52.38% of the study sample size. As for the respondents, who numbered 22 individuals, who do not see that the way the teacher explains to the student has an impact on the scientific level of the latter, their percentage is 47.62% of the size of the study sample.

**4- The student's evaluation of his relationship with the teacher:**

**Table 07: Distribution of respondents according to the student's assessment of his relationship with the teacher.**

<b>Evaluation</b>	<b>Iteration</b>	<b>Ratio%</b>
<b>Good</b>	19	45.24
<b>good</b>	21	50
<b>Bad</b>	02	4.76
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 07, which shows the distribution of respondents according to the student's assessment of his relationship with the professor, we find that the largest percentage of respondents were answered that the relationship is good with the professor, and the number of these respondents is 21 individuals from the study sample, which is 50% of the sample size. Then followed by 19 researchers who evaluate the relationship with the professor as good and their percentage was 45.24% of the study sample size. The remaining two individuals of the respondents assessed that the relationship with the professor was bad and their percentage was small compared to the above-mentioned, where the percentage reached 4.76% of the size of the study sample.

**5- The student's satisfaction with the pattern of communication between him and the staff:**

**Table 08: Distribution of respondents according to student satisfaction on the pattern of communication between him and the staff.**

<b>Student satisfaction</b>	<b>Iteration</b>	<b>Ratio %</b>
<b>Yes</b>	27	64.29

No	15	35.71
<b>Total</b>	<b>42</b>	<b>100</b>

Through Table No. 08, which shows the distribution of respondents according to the student's satisfaction on the pattern of communication between him and the staff, we find that most of the respondents of the 27 students answered (yes), so that they are satisfied with the pattern of communication between them and the employees, and their percentage was 64.29% of the size of the study sample. Also, 15 subjects answered (no) and their percentage was 35.71% of the study sample size.

### **Conclusion:**

We have tried through this study, which we have done by conducting a field study on the reality of communication within the educational institution and its impact on academic achievement in the Hassiba Ben Bouali Foundation by choosing three questions, where the first question aims to know the pattern of communication prevailing in the educational institution between the educational family of professors, consultants and administrators, as well as students and their relationship to each other, while the second question aims to know what is with the third question is whether communication contributes to achieving the objectives of the institution, as it works to reveal the role of communication within the institution by evaluating the performance of the educational family through the results of academic achievement and knowing the extent of understanding and harmony between the administrative staff and teachers and their relationship with students. The results of the field research revealed that internal communication is of great importance in the educational institution as communication works to coordinate the administrative staff and harmony between them and the students. From this point of view, we revealed that good communication leads to achieving the goals of the institution, which is a good achievement.

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