The Influence of Social Factors on EFL Learners at Sudanese Secondary Schools

A Case Study of Rabak Locality in the White Nile State

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Abstract

This study aims to examine the influence of social factors on learning English as a foreign language at Sudanese secondary schools. The area of this study in the White Nile State, Rabak Locality. The respondents for this study were (277) secondary school students, second and third level in the school year (2016-2017). Among them (128) were males and (149) were females. The researchers applied the descriptive correlative method. The questionnaire was used for collecting information about the effect of social factors in EFL learning from secondary school students. The data were analyzed by using the Statistical Package for the Social Sciences (SPSS) for the processing of the study data. The basic hypothesis was that there is a significant statistical positive correlation between the level of participants' social factors and academic achievement in EFL learning. The study has come to a number of findings such as that there is no statistical correlation between the level of participants social factors and their academic achievement in EFL learning. There are differences that have statistical indications between male and female

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participants in the degree of the effect of social factors in favour of females. The outcome of the study also showed that there are no differences in the degree of the effect of social factors due to the type of school. The researchers have offered some recommendations for teachers of English language, parents and makers of educational policy to handle with the social problems of the students.

Keywords: *Social factors, EFL learning, Family factors, School factors, Socio-economic factors, Peers factor, Academic achievement, Gender.*

المستخلص

تهدف هذه الدراسة لبحث تأثير العوامل الاجتماعية في تعلم اللغة الإنجليزية باعتبارها لغة أجنبية في المدارس الثانوية السودانية. وتمت هذه الدراسة في ولاية النيل الأبيض محلية ربك. تكونت عينة الدراسة من (277) طالباً وطالبة من المدارس الثانوية، السنة الدراسية الثانية والثالثة للعام الدراسي (2016/2017) منهم (128) طالباً و (149) طالبة. طبق الباحثان المنهج الوصفي الارتباطي. وتم استخدم الاستبانة لجمع المعلومات من طلاب المرحلة الثانوية حول تأثير العوامل الاجتماعية في تعلم اللغة الانجليزية كلغة أجنبية. وقد تم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) لمعالجة بيانات الدراسة. وكان الافتراض الأساس في هذه الدراسة أن هنالك علاقة ارتباطيه موجبة ذات دلالة إحصائية بين مستوى العوامل الاجتماعية والتحصيل الأكاديمي لهؤلاء الطلاب في مادة اللغة الانجليزية. وقد توصلت الدراسة إلى عدد من النتائج أبرزها أنه لا توجد علاقة ذات دلالة إحصائية بين مستوى العوامل الاجتماعية والتحصيل الدراسي في تعلم اللغة الإنجليزية كلغة أجنبية لدى طلاب محلية ربك، وان هنالك اختلافات ذات دلالة إحصائية بين الذكور والإناث

المشاركين في درجة تأثير العوامل الاجتماعية لصالح الإناث. كما أثبتت الدراسة أنه لا توجد علاقة ذات دلالة إحصائية بين مستوى العوامل الاجتماعية ونوع المدرسة. وعرض الباحثان بعض التوصيات لمعلمي اللغة الإنجليزية، والآباء وصناع السياسة التعليمية للتعامل مع المشاكل الاجتماعية للطلاب.

الكلمات المفتاحية: العوامل الاجتماعية، تعلم اللغة الانجليزية باعتبارها لغة أجنبية، عوامل الأسرة، عوامل المدرسة، العوامل الاقتصادية–الاجتماعية، عوامل الأصدقاء، التحصيل الأكاديمي، النوع الاجتماعي.

Introduction

1.1 Background

English is the language of the dominant culture in the world. It is the language of science and technology. Most of the scientific circles, new inventions, research centers, international conferences, and regional workshop are performed in English. Also, in order to cope with the rapid progress in all fields of life, learning English language has become a necessity. English is widely learned as foreign language across the world. It is the leading language of international discourse in many regions.

Students between the ages of 5 and 18 years of age are expected to learn in schools. It is their primary job in society, and it's possibly the one thing that will prepare them to become productive members in their adult years. What they learn will also determine the choices they'll make when they enter the workforce or continue onto higher education.

In order for students to learn, there are several factors that must be considered. Most of these factors are external;

they are related to social or cultural values. Also, it may be determined by the school's environment as well as the teachers and administrators that teach them. Still, another important factor falls upon the student's ability and willingness to learn.

However, economic level that categorized as rich family sometimes give negative impact for students learning achievement too. Because of their parents' wealth, they become lazy to study and always be extravagant and forget their duty to study seriously.

The learning of English as a foreign language in the Sudanese schools faces many problems such as shortage of textbooks, too large classes, weak syllabuses, traditional and poor teaching methods which emphasize on learning about the language than learning the language itself and the lack of teachers training which affected negatively and directly in the teachers performance, and the process of learning EFL as a whole.

There are other reasons that affect the process of learning EFL in the Sudanese schools such as the complete absence of outside reading and speaking English. It is only used inside the class room as academic subject. Also the influence of mother tongue interference, lack of students exposure to spoken English, students attitudes and motivation towards the learning of English as a foreign language are among the factors affecting EFL learning .

Among the reasons responsible for the decline of standards in English language the absence of the technological devices like computers, head phones, projectors, electronic boards. This depends on some factors such as the social factors, economics and poli 350 lations.

All the above reasons that affect the learning of EFL are affected a great number of the Sudanese schools except some international and private schools in the big cities and towns such as Khartoum, Madani, Port-Sudan, Kosti, Nyala.

From the above, the researchers focused on the factors that affect the learning of EFL in the Sudanese schools specifically the social factors. The researchers concentrated on four main social factors related to family, school, friends and socio-economic status.

The researchers used these clues as hypotheses through which they arrived at the scientific reasons for the main factors behind the declining of EFL in Sudanese schools.

1.2 Aims and objectives of the study

This study aims at:

a. Tracing the actual factors behind the deterioration of standards of English language at Sudanese schools.

b. Finding out whether there is a relationship between family factors and learning of English as foreign language at Sudanese schools.

c. Explaining the role of socio-economic status in the standards of English learners and in the process of learning EFL as a whole.

d. Finding out the effects of friends in the learning of EFL and the group play in the community on the levels of English language learners.

e. Putting forward suitable suggestions and strategies to improve the learning of EF 349 Sudanese schools.

1.3 Statement of the problem

There are many factors that affect the learning of a foreign language such as, linguistic, cognitive, psychological and social. Some of them are related to the student, others related to the family or environment of the foreign culture.

The learning of English as a foreign language in the Sudan faces many problems that affecting the standard and rate of learning with reference to the back ground and situation of learning English in the Sudan.

This study intends to identify, investigate, and analyze the social factors affecting the learning of EFL at the Sudanese schools through a case study of high secondary schools in Rabak locality at the white Nile State, and lead to the rapid declining of students standards in English language.

The study aims to help EFL learners and give them some strategies so as to make them good language learners, and tries also to give foreign language teachers some useful techniques to motivate their students to learn and encourage to overcome the negative factors that prevent them from easy language learning.

1.4 Questions of the study

This study intends to answer the following questions:

1- What is the correlation between the level of participants' social factors and their academic achievement in EFL learning?

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2- What are the differences between male and female participants in the degree of the effect of social factors in EFL learning?

3- Are there any differences between the participants in the degree of the effect of social factors due to the type of school?

1.5 Hypotheses

This study aims to test the following hypotheses:

Hypothesis (1)

There is a significant statistical positive correlation between the level of participants' social factors and academic achievement in EFL learning.

Hypothesis (2)

There are differences that have statistical indications between male and female participants in the degree of the effect of social factors in favour of females.

Hypothesis (3)

There are differences that have statistical indications between the participants in the degree of the effect of social factors due to the type of school in favour of the governmental schools.

1.6 Scope of the study

This study concentrates on the factors affecting the learning of English as a foreign language (EFL) at Sudanese schools. The study focuses on one of the principal factors which is social factor with reference to family factors, school environment, role of friends and socio-economic factors.

The study has chosen Sudanese students, from the White Nile State, Rabak locality from high secondary schools whom they learn English as a foreign language. It targets some secondary schools taken randomly from the locality. The study achieves this goals through a descriptive correlation method.

The samples of the study concentrate on students on secondary schools taken randomly from second and third classes in order to find out the main factors that affect the process of learning English as a foreign language at Sudanese schools.

1.7 Significance of the study

This study touches an effective stage in learning English language at Sudanese schools. It is the secondary stage, so if the students learn English correctly and perfectly in this stage, they will perform well at the coming stages.

The study may help curriculum and syllabus designers to be aware of the problematic areas stated in this research. The remedy of the stated problems will avail a healthy environment for learning English not only at basic level but also in the acquisition of English at all. The researchers hope that this study will be beneficial for the learners and teachers too. Finally the results and findings of this study may help a lot in improving the standards of English at Sudanese schools.

1.8 Methodology of the study

This section includes the description of study population, samples, research design, data collection instruments and procedures of data analysis.

1.8.1 Introduction

The purpose of the study is to explore and find the influence of social factors in learning EFL in Sudanese schools. To achieve this aim, the study adopted the following methodology:

1.8.2 Description of the study population

The population chosen for the present study consists of (1023) students which are chosen from higher secondary schools both governmental and private, males and females, second and third class, in the White Nile State, Rabak locality. All of them have the same linguistic background with Arabic language as their mother tongue.

1.8.3 Description of the samples

The researchers have chosen (277) Sudanese EFL, second and third class students (aged 14-18) studying English in (8) schools. A number of boys and girls, young and old from these schools were selected as sample for the study. From among the subjects (128) were males, and (149) were females.

1.8.4 Research design

The study uses the descriptive correlation method .

1.8.5 Data collection instruments

The data were collected for this study from students of English language through the students questionnaire to show the students opinions and comments on the influence of their families, schools, socio-economic status and friends. The data of the students academic performance in English were

collected from the student's academic records of the school year (2016/ 2017).

1.8.6   Procedures

This study adopted the following procedures in analyzing the students questionnaire:

a. The students questionnaire was carefully investigated to identify the effects of family, socio-economic factors, school environment and friends in learning EFL.

b. All the data collected from the questionnaire were computed and the results were investigated and analyzed statistically by statistical package for the social sciences (SPSS) to find out the answers to the study questions and to prove or reject the study hypotheses.

2. Review of related literature

2.1 Factors affecting foreign language learning

There are many factors that affect on foreign language learning such as biological factors in foreign language learning represented in age and gender. Also there are linguistic and psychological factors. Among these factors are social factors which involve family, school, socio-economic and peers factors. These factors affect the process of EFL learning.

2.2 Social factors affecting EFL learning

The term social factors as defined in Wikipedia, the free encyclopedia, refers to the facts and experiences that influence or control an individual's personality, attitudes and life style. These factors help an individual live well in harmony with others in the society.   Among the social factors there are four factors that are most commonly affected the

learning of EFL, including family, school, socio economic and Peers factors. The researchers focus on them to investigate and reveal their influence in EFL learning at the Sudanese schools.

2.2.1   Family factors

Family Learning is learning that takes place among family members and friends, including parents, grandparents and cares. It's about discovering and exploring things together as a family.

In educational and economic studies, it has been found that background variables, parents education, family size and family income are determinant of the amount and quality of education children received over their life time. (Jones, 1999).

Family background is key to a student's life and outside the school, is the most important influence on students learning and (Majoribanks 1996). The environment at home is a primary socialization agent and influences a child's interest in a school aspirations for the future. The socio economic status of a student's is most commonly determined by combining parents, educational level, occupational status, and income level (Jeynes, 2002). The researchers focus on parents education, family size, and family income variables.

Most children are impacted more by the support of their parents and other close family members than any other environmental factor.

Hamid (2011:41) conducted a study in which he states that "Analyses showed that the higher the level of education of the father and/or the mother the higher the mean of students' proficiency score: 343 higher the English grade".

According to Haveman (1993) parents education is "a power full predictor of their children's educational attainment".

Johnston (2010:2) states that "the verbal environment influences language learning. From ages one to three, children from highly verbal families heard nearly three times as many words per week as children from low verbal families.

According to the researchers, parents who don't care enough about their children learning achievement will become the cause of their learning difficulties. Children need parents' guidance to pave their way in learning process.

2.2.2 School factors

This includes material and physical resources such as the quality of a school's physical infrastructure and school size, as well as human resources such as the proportion of teaching staff with a tertiary qualification and the number of teachers within the school compared to the number of students. Higgin et al (2005:6) in their study on the impact of school environment maintain that "there appear to be a strong link between effective engagement with staff ,students and others users of school buildings and the success of environmental change in having an impact on behavior ,well being or attainments".

Crosnoe et al (2004) maintain that "smaller class sizes create more intimate settings and therefore can increase teachers and students bonding which has also been shown to have positive effect on student success". (Cited in Barry 2006:6).

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Concerning the school composition, crosnoe et al (2004) state that " The racial makeup of schools student body has been shown to influence test scores and attachment increase when a student's own race matches the most common race of their school s student body ".

2.2.3 Socio-economic factors

Socio-economic factors are considered among the most important factors that affect foreign language learning. Fang (2013:203) affirms that "family background is one of the important factors affecting foreign language proficiency. Number of siblings, father's social economic status, and birth order are all included in family".

Saleem and Qureshi (2011:75) state that "better socio-economical condition and high Parents' educational level and interest influence the quality of education for their children (Bos & Kuiper, 1999, Rainey & Murova, 2004)".

Willington (2012:34) maintains that "Most theories fall into one of two categories. Family investment models offer an intuitive mechanism: High socio-economic status (SES) parents have more capital, and so can invest more in their childrens' development".

Arshad et al (2013:411) state that:

"The duration, degree, and timing of poverty the parents spend during their children's educational career have a great impact on their learning. Financial support plays a crucial role and has great impact on students" learning. Children's educational outcome varies sharply with their parents" socio-economic background. There is strong association between achievement and socio-economic status and educational achievement".

2.2.4 Peers factor

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Peer assessment has received much attention in recent years due to the growing focus on learner independence. Peng (2010:89) states that "The process of peer assessment ought to involve students grading and/or giving feedback on their peers' work, and being judged for the quality of the appraisals they made" (Davies, 2006).

Santor et al (2000) state that " peer group activities is an a primary stage of development and adolescents identities are often closely related". Boucher et al (2010:20) conducted a study on peers affect on student achievement. The results generally indicate that students benefit from their peers' higher test scores.

Howard (2004:5) states that "Educators and parents should be aware that peer groups provide a variety of positive experiences for adolescents.

2.3 Social factors and academic achievement

Social factors are factors that affect or direct peoples life style in a given society. There are various factors inside and outside school that contribute to the quality of academic achievement of students. There are many social factors in and outside school have a direct influence on the student's academic achievement.

The researchers focus on four social factors that affect the academic achievement of students in general and on language learners in specific, they are family factors, school factors, socio-economic factors and peer factors.

4.3.1. Definition of academic achievement

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Addow et al (2013:60) provide the definition of academic achievement as "The outcome of education-the extent to which a student, teacher or institution has achieved their educational goals". Good (1973) has defined academic achievement as "knowledge, attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both" (Cited in Joshi and Srivastava 2009:34). Sangkapan and Laeheem (2011:4) define the term Academic achievement as "the student' GPA Grade Point Average". Ghaemi and Yazdanpanah (2014:50) state that "academic achievement is seen as adolescents' grade point averages in many academic settings".

4.3.2. Academic achievement and gender of L2 learner

The relationship holding between sex and FLL success is established by means of a series of factors (neurological and cognitive, affective social and educational) which seem to operate in a different way for boys and for girls. (Rua 2006:100).

Dronen et al (2006:17) state that ""Some of the literature suggests that by school age, the average boy is less mature socially, less verbal, and more active than the average girl. Boys start slower in reading and writing". Arellano (2013:70) affirms that "Regarding reading, all recent international studies agree that girls have a higher reading achievement than their partners. This sex gap appears when students are in their fourth year of school and it is important up to they are fifteen".

The researchers believe that girls outstanding boys in L2 learning specifically in the poor countries for the social and economic situations which prevent boys from having an adequate amount of learning.

4.3.3. Relationship between social factors and academic achievement

Henderson and Berla (2004) argue that "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community".

Lezotte (2001) maintains that " The core role of the instructional leader is to ensure the achievement of the established mission through creating a good environment for the schools" .

According to Hanes (2008), socio economic status (SES) are significant predictors for students' academic achievement at school besides the other school factors, peer factors and student factors. Higher SES levels lead to higher performance of students in studies.

Fass (2002:561) states that "Several studies have suggested positive relations between peer acceptance/ peer support and academic success among both children and adolescents".

According to the researchers, family, school, socio economic status and peer support affect the academic achievement of EFL learners greatly. So, much consideration should be put on the mentioned factors for better learning outcomes.

3. Methodc 338 the Study
3. 1 Study design

In this study, the researchers have used the descriptive correlation method, which identifies and describes the effect of social factors in learning English as a foreign language in Sudanese schools and seek to find out the relationships between the different variables.

3. 2 The study population

It consisted of the students of the second and the third level, secondary schools, both governmental and privates in the White Nile state –Rabak locality, boys and girls in the school year (2016/2017). They were (1023) and scattered all over Rabak town, the capital of the state where all the ethnic groups and various social status residents are living. From among them the researchers selected the study samples.

3.3 The study sample

It consisted of (277) students out of (1023) individuals in Rabak town, government and private schools. They were the students of the second and the third year (2016 - 2017) who have studied English as a foreign language. Rabak locality has (18) governmental secondary schools (6) for boys and (7) for girls. And also it has (5) private schools (both boys and girls), so the researchers choosed (8) schools, (6) governmental schools, three for boys, three for girls, and two private schools. The determination of the size of study sample was done according to Arkin equation (1974). This equation determines (279) samples for a number of (1023) population. In standard degree for a significant level of (.95) =1.96 with an error rate (0.05) which considered a little rate .

$$n = \frac{p(1-p)}{(SE \div t) + [p(1-p) \div N]}$$

Table (3-1) shows the distribution of the third and second year students as study sample among Rabak schools (school year 2016 / 2017)

School Name		337	Gender

	Male	Percentage	Female	Percentage
Algadima Secondary School for Girls	-	-	40	14.44%
Al Manhal Private School	15	5.41%	14	5.05%
Dar – Alsalam Secondary School for Boys	40	14.44%		-
Al-Fath Private School	17	6.13%	20	7.22%
Dar – Alsalam Secondary School for Girls	-	-	40	14.44%
Mubarak Gism Allah for Boys	25	9.02%		-
Al amara Secondary School for Girls		-	35	12.63%
AL Gadeida Secondary School for Boys	31	11.19%		-
TOTAL	128	46.2%	149	53. 8%

The chosen samples represents about 27% from the total population. The samples had nearly the same ages, lived in the same environment, and studied in same levels, so there was consistence among them. The students questionnaire had been prepared and done by Arabic so as to guarantee the students understanding.

3.4 The study instrument

In this research, which has been built on descriptive correlative method, a students' questionnaire has been used to collect data. The researchers designed a comprehensive questionnaire for the purp ollecting information from participants. The researc   ve designed a students' questionnaire for second and third year secondary level school

year (2016-2017), both governmental and private in Rabak town. The students have been asked to respond to (30) statements in Arabic language to identify the effect of social factors in learning English as a foreign language.

The researchers used Arabic language because they were in doubt that the students of secondary level could understand the statements in English, besides the researchers did not want to examine their mastering of English language, but only wanted to know the effect of social factors in learning English as a foreign language.

3.5 The validity of students' Questionnaire

To guarantee the validity of the students' questionnaire in this study, five judges who have long experience and high qualifications in English language teaching have been asked to review this questionnaire and determine whether each item is clear and relevant to the category. They have suggested modification, elimination, and addition of some statements.

The researchers have modified the questionnaire according to the changes of the judges and depending on this the researcher managed to issue the final version of the questionnaire.

3.5.1 Pilot study of students' social factors questionnaire

To know the standard characteristics of the items of students' social factors questionnaire in its modified version which consisted of (30) items, the researchers applied it in an exploratory sample with a size of (40) subjects selected by stratified random sampling from the population of the present study. After correcting the   335   s, the data were entered to the computer. Four items (28) were deleted from the

final questionnaire. Items (1, 3) were negative and items (2, 28) were zero items.

3.5.2 Internal consistency of the items

To find out the consistency of the items of students' social factors questionnaire with each other, the researchers calculated the correlation coefficient of the scores of each item with the total score of the students' social factors questionnaire. The following table shows the results of this procedure.

Table (3.3): Pearson correlation coefficients of the scores of items with the total score of students' social factors questionnaire (n= 40).

Family factors		School factors		Peers		Socio-economic	
Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	-.340-	8	.389	15	.409	18	.547
2	.000	9	.408	16	.394	19	.470
3	-.129-	10	.359	17	.375	20	.437
4	.617	11	.498			21	.362
5	.557	12	.429			22	.416
6	.465	13	.567			23	.320
7	.360	14	.389			24	.300
						25	.356
						26	.538
						27	.407
						28	.081
						29	.401
						30	.232

Table (3.4): The deleted items from the correlation coefficient and the reasons of deletion

No. of the deleted item	334	Reason of deletion

1	Negative item
2	Zero item
3	Negative item
28	Zero item

Validity = The square root of the reliability which is.868 = .93. This indicates a high degree of validity.

3.6 The reliability of students' Questionnaire

The researchers have chosen the split –halve method in search of the reliability of the students' questionnaire. The equation of Cronbach's Alpha and the split-half (equation of Spearman Brown) were applied to measure the reliability of students' social factors questionnaire.

Table (3.5): Reliability factors of the students' social factors questionnaire

Dimension	No of Items	Spearman Brown	Cronbach's Alpha
family	4	.779	.766
school	7	.702	.722
friends	3	.566	.568
Socio-economic	12	.843	.765
total	26	.771	.868

The total of Cronbach's Alpha is (.868) = .87 which indicates a high degree of reliability.

3.7 Procedures

The researchers sen ^{333} al letters to the general direction of education in the White Nile State and the head of

Secondary Stage Administration in Rabak locality to visit secondary schools so as to administer the questionnaire. (277) students were chosen as representative samples. They were told that the research results will show the effect of social factors in learning EFL. They promise to give honest responses.

The study samples were scattered among (8) schools in Rabak town. English teachers in these schools helped the researchers in distributing the questionnaire to the students.

At the end, the papers were carefully examined and sorted out. The information were analyzed so as to get the research findings.

4. Data Analysis and Discussion
4.1 Introduction

In this section, the presentation of results of students' questionnaire were presented sustained with tables and graphs followed by the discussion.

4.2 Presentation of results of the three research questions and hypotheses

This section dealt with the presentation of results of the three research questions and hypotheses.

4.2.1 Presentation of question and hypothesis (1)
Question (1) What is the correlation between the level of participants' social factors and their academic achievement in EFL learning?

Hypothesis (1) There is 332 ificant statistical positive correlation between the lev ticipants social factors and their academic achievement in EFL learning.

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In order to answer the question and test the hypothesis, the rank coefficient correlation for Spearman was applied. The table below represents this procedure.

Table (4.1) Relationship between social factors and academic achievement

Factor	Correlations Spearman's rho achievement	No.	Sig. (2-tailed)	Deduction
Family	.026	277	.026	Positive correlation
School	.924	277	.924	No relation
Peers	.076	277	.076	Insignificant relation
Socio-economic	.089	277	.089	Insignificant relation
Total	.096	277	.096	Insignificant relation

Table (4.1) shows that there is a positive correlation between social and family factors, no relation between social and school factors, and insignificant relation between social, Peers and socio-economic factors. The total significant level is (.096) which is greater than (.05). The final result is that there is insignificant statistical correlation between the level of participants social factors and their academic achievement in EFL learning. So, hypothesis (1) is rejected.

4.2.2 Presentation of resu 331 **lestion and hypothesis (2)**

Question (2) What are the differences between male and female participants in the degree of the effect of social factors?

Hypothesis (2) There are differences that have statistical indications between male and female participants in the degree of the effect of social factors in favour of females?

To answer this question and test the hypothesis, the researcher has calculated the arithmetic mean and standard deviation for each group separately. Then applying the T-test for the difference of the average of two independent groups. The table below represents this procedure.

Table (4.2) Differences in social factors due to gender variable

| Variable	Gender	No.	Mean	Std. deviation	t	df	Sig (2-tailed)	Deduction
Family	male	128	14.3438	3.78442	-.976-	275	.330	No differences
	female	149	14.7785	3.61836				
School	male	128	25.4766	5.00703	-2.686-	275	.008	Differences in favour of females
	female	149	27.1544	5.32932				
Friends	male	128	10.1719	2.99372	-.120-	275	.905	No differences
	female	149	10.2148	2.93756				
Socio economic	male	128	38.4219	7.34591	-2.044-	273.793	.042	Differences in favour of females
	female	149	40.3087	8.00667				
total	male	128	88.4141	12.28181	-2.433-	273.668	.016	Differences in favour of females
	female	149	92.4564	15.34886				

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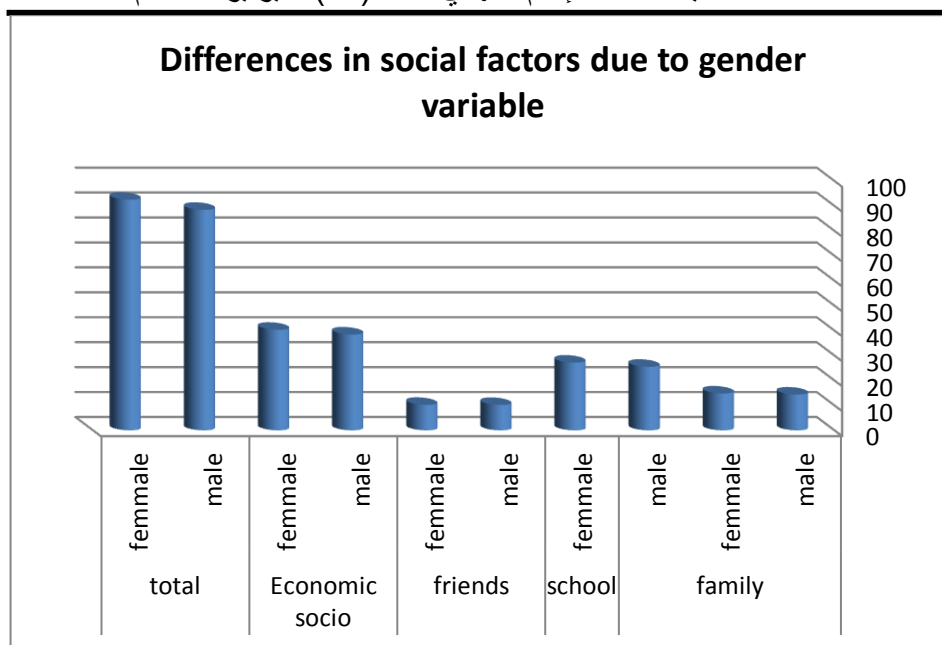
Figure (4.2) Differences in social factors due to gender variable

Table and figure(4.2) reveal that there were no differences due to family and friends factors, while there are differences due to school and socio economic factors. The total significant level is (.016) which is less than (.05). The general arithmetic mean of the males was (88.4141), while it is (92.4564) for the females. So, the final result was that there are differences that have statistical indications between male and female participants in the degree of the effect of social factors in favour of females. So, hypothesis (2) is confirmed.

4.2.3 Presentation of question and hypothesis (3)

Question (3) Are there any differences between the participants in the degree of the effect of social factors due to the type of school?

Hypothesis (3) There are differences that have statistical indications between the participants in the degree of the effect

of social factors due to the type of school in favour of the governmental schools.

To answer this question and test the hypothesis, the researcher has calculated the arithmetic mean and standard deviation for each group separately. Then applying the T-test for the difference of the average of two independent groups. The table below represents this procedure.

Table (4.3): Differences in social factors due to the type of school

| Variable	Type of school	No.	Mean	Std. deviation	t	df	Sig (2-tailed)	Deduction
family	governmental	207	14.4251	3.58299	-1.182-	275	.238	No differences
	private	70	15.0286	4.00352				
school	governmental	207	26.5121	5.36517	.726	275	.469	No differences
	private	70	25.9857	4.87077				
friends	governmental	207	10.2029	2.89750	.077	275	.939	No differences
	private	70	10.1714	3.15297				
Socio-economic	governmental	207	39.4251	7.82099	-.043-	275	.966	No differences
	private	70	39.4714	7.60000				
total	governmental	207	90.5652	14.80174	-.047-	275	.963	No differences
	private	70	90.6571	12.04807				
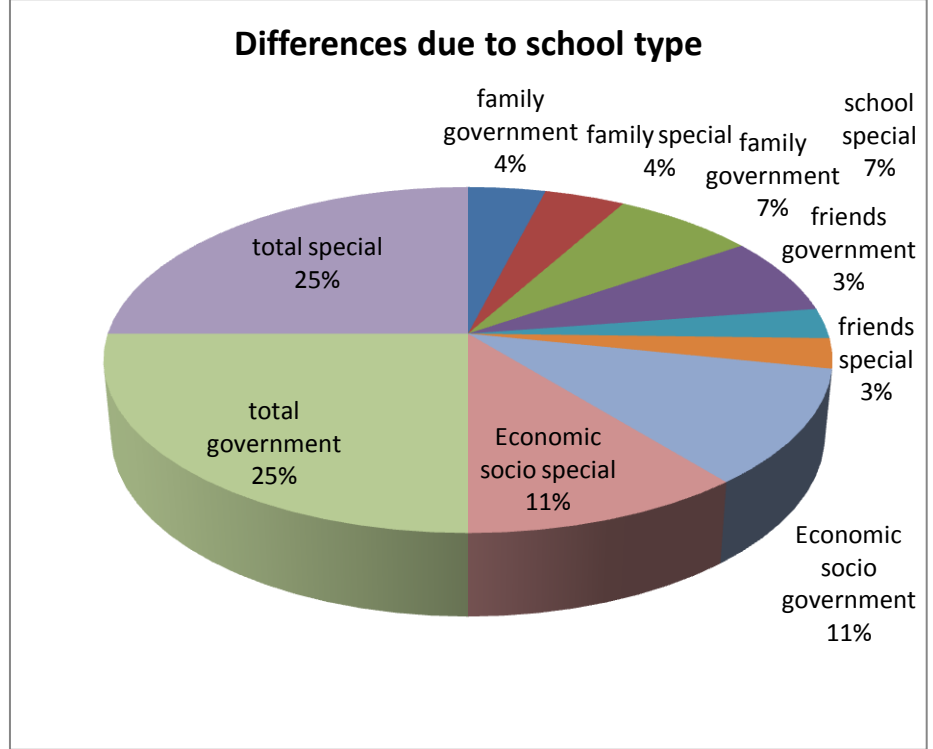
Figure (4.3) Differences in social factors due to the type of school

Table and figure (4.3) show that there are no differences in the degree of the effect of social factors due to the type of school in family, school, friends and socio-economic factors. The total significant level is (.963) which is greater than (.05). The general arithmetic mean of the governmental schools was (90.5652), while it was (90.6571) for the private schools. So, This result rejected the hypothesis.

4.3 Discussion of the results

In this study, the results of data analysis of social factors questionnaire have shown that there is no statistical correlation between the level of participants' social factors and their academic achievement in EFL learning. This is a strange result

for the researcher who does not find a reasonable cause for its interpretation. And by reference to the result of the first hypothesis which proved that the degree of social factor of Sudanese high secondary school students of English language in Rabak Locality is high as shown in table (4.1). This may be due to lack of advantage of the availability of these social factors in students' academic achievement, a thing that make this relationship insignificant. Or perhaps students overshadowed by responding according to the social desirability way which means that the individual responds to scale according to what he believes that the others judge him by his response and not by his reality.

Another interpretation is that this result may be due to their ignorance of the importance of such studies in improving the academic level of the students which makes them do not put much attention or concentration for their responses.

The findings of the present study also revealed that there are differences that have statistical indications between male and female participants in the degree of the effect of social factors in favour of females. This was also noticed by Rua (2006) who states that "the relationship holding between sex and FLL success is established by means of a series of factors (neurological and cognitive, affective social and educational) which seem to operate in a different way for boys and for girls". This outcome also agreed with Inal et al (2004) who found statistically significant relation of academic achievement with gender. This means female students have more positive attitude than male students toward foreign language.

The outcome of the study also showed that there are no differences in the degree of the effect of social factors due to the type of school in family, school, peers and socio-economic

factors. This outcome may be due to the sameness in social factors at the Sudanese society and the lack of lines of demarcations in the school conditions all over the country in both governmental and private schools.

5. Findings and Recommendations

5.1 Findings

The findings of the study revealed the following:

(1) There is no statistical correlation between the level of participants social factors and their academic achievement in EFL learning.

(2) There are differences that have statistical indications between male and female participants in the degree of the effect of social factors in favour of females.

(3) There are no differences in the degree of the effect of social factors due to the type of school.

5.2 Recommendations

Based on the findings and conclusions of the present study, the following recommendations are presented:

(1) Teachers of English language are recommended to give students with parents from lower socio-economic status more support, academic encouragement, and academic assistance support, as those students don't get full support from their parents.
(2) Teachers should create friendly relationships with their students in order to help them in learning the language easily.
(3) Schools should have support programs that look into those students' academic affairs to ensure they are not at a

disadvantage just because they come from lower socio-economic background.

(4) Schools should reinforce students who obtain high degrees in EFL achievement in order to enhance the process of language learning.

(5) Appointing social supervisors is essential in order to handle with the social problems of the students.

(6) Parents should play an active role in their children's learning English at home. They should give reward to their children on their good achievement in language learning as reward plays a very important role.

(7) Parents need to attend programs in children's' care and education so as to support their children's learning by giving them academic encouragement and assistance. They can change their approaches if these programs are offered.

(8) Families should be dominated by normal relations between their members, flexibility with their children, run debates and discussions. This will promote the level of their children in EFL learning.

(9) Finally, makers of educational policy are recommended to provide poor schools with additional fund, resources, appointing qualified teachers and offering incentives for them to work hard in these schools.

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