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# Factors Affecting The Student's Academic Achievement Process

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## Abstract:

Through this article, we seek to identify the most important factors influencing the student's academic achievement process, which vary between social factors related to the student's social environment and the elements it contains, with a focus on the family and its influences in this field, as well as the general social environment of the student. In this article, it was also discussed subjective factors affecting the student's achievement, the most important of which are mental, psychological, and physical factors.

School factors were also discussed, the most important of which are: the professor, the curriculum, and the general school atmosphere. Let us conclude these factors with technological factors, which have also had an impact, especially during the last period in the student's academic achievement process.

**Keywords:** factors, academic achievement, student.

## Introduction:

Achieving a good level of academic achievement for the student is considered a basic goal and an important requirement for all members of the educational community that makes up the school social environment, including members of the educational and administrative staff, as well as the student's family. We find that the student strives with all his strength to achieve a high level of achievement. We also find that the teacher, through what it provides it during various educational and pedagogical activities, seeking to bring its students to the best level of academic achievement. In addition, we find that the school administration, through its administrative and educational activities, also seeks to bring its students to the best results and the best achievement for its student members.

The family, like the aforementioned elements, strives diligently for its children to achieve excellence and reach a good level of academic achievement.

Despite all the lofty goals of the members of the educational community and the family, what must be emphasized is that the student's academic achievement is affected by a group of diverse factors, which has prompted specialists in the educational and teaching fields to identify and reveal the factors influencing the achievement process.

Through this, they aim to try to identify the factors influencing the level of achievement and to support and enhance these factors.

Examining the process of academic achievement from an analytical perspective and the many factors associated with it that affect and are linked to it is extremely important in helping us to know these factors and their effects on academic achievement. It also enables us to know what hinders this process and thus study the appropriate methods and approaches to avoid these obstacles and bring academic achievement to the best possible level.

In this article, we will try to address the most important factors affecting the student's academic achievement as follows.

### **First - Social factors:**

In the sociology of education is frequently used of direct social circumstances and influences, such as the family and its various factors in their influence on the increase or decrease in the degree of academic achievement, as the family is considered one of the most important fields and the most influential on the student's academic achievement, as the cultural level of the family, its financial capabilities, and the extent of its ability to help the student in his achievement increase. The availability of a family situation conducive to achievement, as well as the care and positive family guidance for children. All of these conditions and factors, their availability and presence, lead to achieving a good academic performance for the student. We will discuss these social factors affecting academic achievement in some detail:

#### **1-Educational level of parents:**

The level of the parents plays an important and influential role on the student's achievement. Many studies conducted in different societies have shown that there is a positive correlation between the level of the educational achievement of the children and the educational level of the family. We find that the reason for this is that the parents of students who have a high educational level urge and encourage Their children to learn well and achieve high achievement by providing the necessary guidance and assistance to them in times of need, in addition to these parents' awareness of this important role, and from it it seems clear that the educational and cultural level of the student's family affects his upbringing and the extent of his awareness of his physical, psychological, mental and social needs and how to satisfy these needs. (Adel Zerman, 2005, p. 80).

The truth seems clear in this area between those who know and those who do not know among the parents of the students, so we find that the difference is great here.

We also find that the level of thinking of the parents as well as the siblings, their educational levels, the extent of their tendency to read and learn, and the extent of cultural sophistication or decadence in the home all affect the student and are reflected in his personality. (Abdul Majeed Al-Hakani: 05/05/2010 at 10:00) .

Concerning the impact of parents' educational level on their children's achievement, Omar Abdul Rahim Nasrallah always points out that: The percentage of intelligence as well as the mental abilities of some students with low academic achievement tend to decrease due to the presence of these students at a low cultural level in the home, family, or school, and their percentage of intelligence It increased after being placed in a family or school environment with a high standard.(Omar Abdel Rahim Nasrallah, 2004, p. 64) .

This indicates that the student's academic level is more than influenced by the educational level of the parents, but in return it can be improved if the appropriate conditions are available for that.

It was also shown in a study in 1985 in the State of Syria conducted on a sample of students at the University of Damascus that the number of students in higher education tends to increase according to the cultural gradation of the father, and that they are distributed in important scientific branches as the educational grading of the father increases. (Ali Asaad Lutfu and Ali Jassim Al-Shehab, 2004, p. 144). In reference to the close relationship here .

Other studies on family upbringing and children's academic achievement have shown that the higher the father's educational level, the better the children's results, and vice versa.

We also point out that the role of brothers and their influence in raising the student's level of achievement, as the student's presence among a number of brothers who have a high educational level provides him with additional opportunities to raise his level of achievement, especially if we take into account the great connections and responsibilities of the parents.

Therefore, based on the above, it is clear that the large and effective role played by the educational level of the family in raising or declining the student's level of achievement, as on the basis of the cultural and educational level of the student's family environment, his level of achievement is determined. Perhaps the underlying factors here appear in the help and support that the student receives in terms of explaining and understanding the lessons in addition to Providing him with the correct methods of review and comprehension, in addition to encouraging him to reach the highest levels, urging him to work diligently and revision at home, providing the necessary calm for that inside the home, and rewarding the student when he obtains good results.

There is no doubt that the availability of these factors will only be available in an educated and cultured family that understands the value of education and achievement, which provides the student with more opportunities to work hard and achieve.

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## **2Economic level of the family :**

Students in school come from different economic and social levels and from multiple cultural backgrounds. There is no doubt that distinct values kinds of behavior and trends are associated with each of these levels. The student's belonging to a specific economic level clearly affects the conditions of his schooling and the relationships that arise between him and his classmates. And therefore in his motivation for diligence and achievement, and on this basis, the economic aspect of the family plays an essential role in its life and success, as this aspect results from the satisfaction of the adolescent's material and moral needs necessary for living, and all of this results from the adequacy of the level of income to meet the diverse needs of the family in order to maintain its material, psychological and social structure. (Mahmoud Hassan: The Family and Its Problems, 1981, p. 54).

Ali Asaad Watfa and Ali Jassim Al-Shehab believe that the economic situation of the student's family is what controls their ability to provide the needs necessary for his studies, as numerous studies have shown. Likewise, a family that can guarantee its children's material needs in a good manner can guarantee, in principle, the objective conditions for their academic success, and in contrast to This is the families cannot guarantee her children these basic needs will not be able to provide them with ample possibilities for good educational attainment. (Ali Asaad Watfa and Ali Jassim Al-Shehab, 2004, p. 145).

In the same vein, a study by Van Tassel Baska showed that most of the children of his sample of gifted children were professionals, which means providing the necessary educational conditions for their children, enabling them to have opportunities for excellence and better academic achievement.

Bashir Muhammad Zidan also pointed out that poverty is one of the strongest causes of school backwardness, in addition to the presence of some other factors such as disease and malnutrition. Therefore, family factors must be exploited for the benefit of the student in order to achieve a better level of achievement. (Youssef Mustafa Al-Qadi and others, (w.y), p. 337).

The importance and impact of the financial aspect of the family on the student's academic achievement is evident through its contribution to providing various needs of the student and working to create appropriate conditions and necessary means for the student to review and complete his schoolwork, in addition to providing school books and health care for the student, as well as good nutrition capable of building the body and mind together, in addition to Providing appropriate clothing for the student, as there is daily interaction between students, which makes each one of them seek to present a beautiful image of himself in one way or another, especially in the secondary stag As the student in adolescence goes through a critical period in which interest in appearance and dress is noticeable, and there is no doubt that this aspect has a clear impact in creating a kind of satisfaction that helps the student to integrate with his school environment and become more interested in appearing and achieving.

On the other hand, in the case of poverty and the poor economic conditions of the family are considered one of the factors that most negatively affect the student's achievement, as children from families with a weak economic level suffer from a lack of the necessary supplies for their education, such as clothing and various school tools. Here Maslow says: Poverty is often the reason that prevents Poor children are unable to achieve the educational progress that is expected of them, and it also prevents even poor countries from achieving the same progress achieved by rich countries how can we expect good academic achievement from a student whose family is unable to satisfy his physiological needs or provide the necessary educational means?

In addition, we find that the poverty factor pushes the family to ask their children to do work in order to help the family on the one hand and provide their educational requirements on the other hand.

There is no doubt here that these actions prevent them from revision and doing their duties in the required manner, which reduces their normal study due to absenteeism, which is reflected in their success. In this regard, Fox (1995) indicates that a percentage of 10% of cases of absence from school are due to undertaking

Children have tasks related to home, and research conducted on school and work has shown that a child working regardless sometimes sharply increases the odds of dropping out of school for both males and females.

(Ahmed Jameel Al-Hamoudi: Social factors associated with academic achievement Ahmed Hamody -- @ yahoo.com 05/24/2010 at 14.00) .

Returning to the social reality, we find that there is a significant number of students whose level of achievement has decreased. We even find that there are those who have left school completely due to the compelling economic circumstances that have made the family unable to provide their school requirements, especially if the number of these children studying is large in one family.

Also, the age of a secondary school student makes the impact of the aforementioned factors great on him, as we find that he resorts to comparing himself to his peers with whom he studies, and in case that the family is unable to provide his educational requirements, this leads him to a feeling of inferiority and helplessness, which affects his educational path and the level of his education.

### **3-Family compatibility:**

It is one of the factors that affect the student and his academic achievement, as we find that poor family harmony occurs because of a turbulent relationship between parents or because of family problems such as family neglect or divorce. Such circumstances play a major role in the student's instability and in his life in general and in his study. In particular, it leads to a decline in his educational level because of these poor family circumstances.

On the other hand, we find that marital happiness between the parents leads to family cohesion, which creates an atmosphere that helps the child's personality grow in an integrated and balanced manner (Khalil Abdul Rahman Al-Maaytah, 2000, p. 75).

We also point out that the family atmosphere, with its stability and instability, has a great impact on the student's academic achievement. If this family atmosphere is characterized by cooperation, mutual respect, and good relations, this will have a positive effect on the student and provide him with better opportunities for achievement, while we find that a family that lives in instability as a result of certain circumstances, such as divorce or absence of a father in the family, or the loss of a parent, would cause students belonging to these families to suffer from problems. (Mahmoud Muhammad Al-Hila, 2002, p. 108).

Lowe and Rim's study on family relations and giftedness indicated that families of academically gifted students enjoy good family harmony and that the divorce rate is low within these families. It is worth noting that there are gifted children who have not achieved success in school life despite the similarity of the characteristics of their family life to those of gifted children. Because they differed from them in the nature of the family relationships existing between their guardians due to their understanding and balance, and on this basis the family should follow sound family methods with its children that provide them with a atmosphere of excellence and encourage them to excel academically.

Therefore, the family cannot be viewed only as an organization that performs the function of preparing the individual socially, but rather the prevailing social relations between its members, especially the parents, must be understood, which imposes the need to take into account the impact of this on the social adjustment of the children and on their school life.

A conclusion it can be said that it appears from what was previously presented that social factors have a great impact on the process of the student's academic achievement, which requires the need for the family to fully realize its multiple responsibilities in this field and work to provide various appropriate material and psychological conditions for the achievement of its children and try to Stand near theme , encourage them when they excel, and support them when they fail, as these factors have a great impact on raising the level of their academic achievement if the family works to improve them

#### **4-Social environment:**

The social environment and the environment in which the student lives, including the ideas, opinions, and orientations about study and success, contribute a major role in whether the student is willing to achieve good achievement or refrain from doing so. The presence or absence of elements of motivation and material and moral support within this environment is a very important factor in this field.

#### **Second - the subjective factors:**

These factors respresent those circumstances witch has relationship with the student whitch that he wants mental, and we can mention among them :

### **1-mental factors:**

It is the science that includes the student's mental abilities, as it has been found that it has a decision-making effect on the process of academic achievement. Among these factors we can mention the student's intelligence and speed of learning, as well as memory, in addition to special ability. The student with great effort will be faster and have a higher level of achievement than the student who is writing or studying. Weak in his creative abilities... (Strange Symbolism, 1976, p. 17).

It is known, of course, that a mental abilities varies from one student to another, and it is the living organisms in this regard, whether innate or acquired.

The researcher: Mary Kaczynska conducted a study on a group of students, applying intelligence tests and academic achievement tests, in addition to medical analyzes and an analysis of family circumstances, so that the researcher arrived at The conclusion of her study indicated that the justifications for the relationship between academic achievement and intelligence ranked first, as intelligent students absorb their lessons in a good way, and thus their achievement is good, while students with weak intelligence have a weak ability to comprehend and understand the academic material, and as a result their academic achievement is weak, and thus they suffer from academic delay. (Souad Radhi, 1988, p. 180).

Most educational researchers emphasize the issue of the existence of a strong link between intelligence and academic achievement, and this is what the researcher: Fakhir Aqil pointed out when he said: (Whatever it is, the concept of intelligence is closely related to the ability to learn), as Butcher pointed out in his saying: (There is no doubt that intelligence It is associated with higher school achievement).

It appears from the above that mental factors, especially intelligence, have a significant impact on the student's academic achievement, as we find that the student who is characterized by a higher level of intelligence has greater ability and better preparation for a better level of academic achievement.

### **2-Psychological factors:**

Psychological factors contribute directly to influencing the student's behavior, his relationships, his inclinations, his school life, and thus his academic achievement. These factors can be detailed as follows:

-Motivation to achieve:

Motivation represents the internal motivation of a person and it moves him forward if its level is high, and it is considered one of the factors contributing to the student's level of achievement .

Numerous studies have revealed the existence of links between motivation for achievement and academic achievement. Students with high motivation achieve high levels of success in their studies compared to students with low motivation. (Abdul Latif Muhammad Khalifa, 2000, p. 29).

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**Emotional balance:**

We find that whenever a student is emotionally balanced, this would lead to better academic achievement, while we find that anxiety and satisfaction have a definite and strong relationship with poor academic achievement, and we find that anxiety increases among students with weak intelligence, as Chone showed that instability Emotionally, the child affects his ability to concentrate and work at school, even though he may be intelligent or of average intelligence. (Mustafa Fahmy, 1977, p. 244).

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**Self confidence:**

Having self-confidence enables a student to face various situations with strength and courage. We also find in him a great desire to participate in various school activities and work, which leads to a high level of his academic achievement. We also find that a student who has self-confidence tends to express his ideas with confidence, in addition to his tendency to To speak with ease and to make his ideas valuable, and it is certain that all of this is a result of his self-confidence.

**-Self-concept**

A student who has a positive perception of himself develops strong self-confidence, which pushes him to be active, diligent, and achieve better. The results of a study conducted by researcher Ibrahim Muhammad Issa showed that the values of the correlation coefficient of self-concept and its dimensions on academic achievement were statistically significant among the students to whom it was applied. this study

In contrast, we find the student who has a negative perception about himself. We find that he believed that he was an academic failure and that he would not be able to achieve academic excellence or keep up with the top students. We find that this internal perception of the student is considered one of the most important factors that weakens his level of academic achievement.

We also point out that there are several other factors that affect a child's academic achievement, such as the frustration that the student may experience as a result of a disability he has been exposed to, or as a result of the shape of his external appearance, or the factor of negative competition with his peers, and comparison by his teachers or family with those who excel, in addition to the insistence of his parents to achieve good results. Whatever the circumstances, such factors lead to the student feeling the weight of responsibility and increased pressure. Naturally, if he fails to achieve this, he will experience a kind of frustration and academic failure. The matter may even lead to his aversion to school, so his hesitation from school becomes merely a routine task. There is no goal behind it. (Abdul Latif Muhammad Khalifa, 2000, p. 29).

In conclusion, we say that it appears from the above that the various psychological factors, such as motivation for achievement, as well as emotional balance, the student's self-confidence, and his perception of his self-concept, all have a great impact on the student's



academic achievement, which requires the various influential elements (such as the family, teachers, and administrative staff) to work to consolidate and build the components Correct and strong for these elements in the student's psychology.

### **3-Physical factors:**

Health or physical factors are considered among the most important factors and have the most influence on the student's degree of academic achievement, as they affect the student's way and degree of thinking. Also, poor physical condition is considered one of the factors that lead to the student's inability to study properly, which directly affects his academic achievement.

If the student suffers, for example, from a health illness or a specific physical problem, this is considered one of the factors that limit his ability to exert effort and interact well with professors and colleagues on the one hand, and with the content of the academic material provided on the other hand. In a study conducted by Simon, it relates to physical characteristics, readiness for study, and its impact. On failure, it was found that students who are less physically mature are more likely to fail than their more mature and successful classmates. (Mohammed Qureshi, 2002, p. 69).

Perhaps one of the physical factors affecting the student's academic achievement, and the most widespread in our schools, is the weakness of the senses of hearing and sight, as well as speech defects, which are among the most important basic means of education in a society in which education and achievement depend on reading and listening. Thus, we find that the student who suffers from a deficiency in hearing and sight suffers great difficulties in reading. Understanding and assimilating the various academic subjects presented, which weakens his achievement. As for speech defects, in their extreme cases, they lead to a complete inability to achieve, and they also lead to the student's poor compatibility with himself and with others. (Abdul Latif Muhammad Khalifa, 2000, p. 64).

Therefore, the parties to the educational process and the family must take these circumstances into account and work to overcome the difficulties as much as possible. This is done through appropriate and timely treatment for all the student's physical problems because this has a direct relationship to his academic achievement.

### **Third - School factors :**

The school is considered the second social and educational institution after the family, which works to direct children in the correct direction in various areas of life, including their school life, which helps them achieve better if it provides good treatment, development of self-confidence and respect for human feelings, as well as purposeful educational methods and a flexible method, in addition to working on Developing inclinations and talents and investing in the various energies of students

In addition to strengthening the relationship between home and school, the role of school factors in this regard can be detailed by addressing the various components that make up it,

such as the professor and the curriculum in this area, and we will present these factors in some detail.

### **1-the professor:**

It is considered one of the most important and influential school factors in the student's academic achievement process, because the personality of the teacher, as well as the student's relationship with him and the patterns of interaction between them, have a role in improving the student's level of achievement or vice versa. In this regard, Ramziyya al-Gharib says: (The teacher is the one who has a clear idea of the goals Education, his understanding of the goals he seeks to achieve, and his conviction in the ways that enable him to transfer the cultural heritage to students according to their preparations and abilities so that they are educated, their achievements are increased, and they are accustomed to the way of life that society seeks (Ramziya al-Gharib, 1976, p. 197)

The impact and role of the teacher on the level of academic achievement also appears through the extent of his ability to diversify teaching methods and his consideration of individual differences among students, as well as his general mood and the extent of his ability to design achievement tests in a good and objective manner. The teacher must also be proficient in his profession and more competent in his field of work. Respecting the characteristics of students, as well as believing in the individual differences between them, and creating an educational atmosphere based on respect, participation, and interaction among all students, as these factors have a direct impact on the student's academic achievement process.

### **2-curriculum of Study:**

The curriculum contributes directly or indirectly to the student's achievement process, as the student's failure to adapt to the academic content of the curriculum leads to a decrease in the level of his academic achievement. Also, the lack of suitability of the curriculum for the mental and cognitive abilities of the students and its keeping pace with their age stage causes problems in this area. It must also contain Knowledge and experiences that can be easily understood and assimilated by students. Therefore, whenever the curriculum meets the aforementioned conditions, it will have contributed and played a major role in the student's academic achievement process.

### **3-General school atmosphere:**

What we mean here is general school life, with its social relations, interaction, and processes linking members of the school community. Saleh Abdel Aziz emphasizes the importance of school social relations by saying: (Personal relations between individuals are an essential element in forming a good social atmosphere in the school. Autonomy is not alone or appropriate.) The school atmosphere for various subjects is sufficient to demonstrate the group spirit in the school unless the members of this group feel a sense of personal

satisfaction and a functional relationship between each other (Saleh Abdel Aziz, Abdel Aziz Abdel Hamid, 2002, p. 34).

The student's presence within a group that values him and has a close relationship with it gives him the opportunity to feel his social status as a student, as this feeling of belonging gives him a kind of comfort and reassurance, so he continues to attend. He goes to school with peace of mind, which increases his eagerness to study and thus increases his academic achievement. The presence of a student among a school group in which he does not find his place and feels inferior in front of it, this is a reason for his alienation from the school community, which may push him to search to achieve his position with the bad group, which negatively affects his academic achievement.

In this context, Ahmed Salama and Tawfiq Haddad (1973) confirm that the tension in relations and transactions between members of the school community, whether between teachers and administration or between students, would hinder the teaching process, which is reflected in the student's adaptation to the school environment, and it is certain that the student's failure in adapting to His school environment was a logical failure in his academic achievement.

In addition, the academic achievement process is affected by some other factors, such as overcrowding in classrooms and an increase in the student's attendance at school. These factors also have an impact on the student's level of academic achievement.

#### **Fourth - Technological factors:**

At the beginning of the third millennium, our societies witnessed the rapid spread of communication and communication technologies among various social groups. Perhaps the youth group was most affected by this technology, as the reality today bears witness to the fact that the majority of young school students own these devices and the programs and electronic games that accompany them.

What is regrettable is the wrong handling of this technology, which is embodied in its excessive use, which has led some young people to become addicted to it, in addition to exaggerated interest in it, which has had a negative impact on these young people and has taken away their time allocated to study, as well as their focus.

The student spending hours and hours browsing social networking sites has unfortunately negatively affected his studies and academic achievement, as his mind has unfortunately become directed towards this technology.

Perhaps the most regrettable scene is that the use of this technology coincides with the stage of adolescence, where the student here is unable to strike the necessary balance between his studies and the use of this technology.

#### **Conclusion:**

These, then, are the most important factors influencing the child's academic achievement process, as they vary into subjective factors, such as mental and psychological factors, all the

way to physical factors. We also find that social factors also have a significant impact on the academic achievement process, including family and economic factors. As for school factors, they include influential school elements. In the academic process, which includes the teacher as well as the academic curriculum, in addition to the general school atmosphere. We cannot here ignore the role of technological factors in this field.

There is no doubt that each of these factors has a direct impact on the student's academic achievement. Therefore, work must be done to prepare, facilitate and adapt these factors and make them serve the student and his academic achievement, because the student is the primary goal of the entire educational process.

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