The Effect of some variables on The External Reading Problems Facing students of secondary and upper stages in Arabic in the Southern Al-mazar District in Jordan

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Abstract

This study aimed to know the effect of some variables on the external reading problems face students in both secondary and upper basic stages in Arabic in Southern Al-Mazar District in Jordan. The study specifically sought to answer the following questions:

Questiones One:

-Is there a significant difference between the averages of each paragraph of the study at the level of significance ($\alpha = 0.05$)?

-Is there any effect of the external studies that is making students suffer which is statistically significant when the sign level is ($\alpha = 0.05$) attributed to gender ?

-Are there any differences with statistical significant between the averages – on the sign level ($\alpha = 0.05$) – that is attributed to the family members effecting external studies ?

-Are there any differences with statistical significance between the averages – on the sign level ($\alpha = 0.05$) attributed to the family income effecting the external studies ?

To answer the questions of the study, the researcher selected a sample of (100) students from the population from Southern Al-Mazar District secondary and upper basic stages. The sample of the study was selected randomly from (8) schools. The researcher developed a questionnaire consisted of (23) items. It was given to a jury to take their comments to be improved. The researcher found the reliability on a sample of (40) students who were not included in the sample of the study using test re-test way having two weeks between the two tests. The reliability coefficient was (0.85).

After finishing the application of the questionnaire, the researcher calculated the needed statistical analysis . Then, the results were discussed and the questions mentioned were answered. Relying on the results, the Researcher recommended a set of recommendations, including within the search.

Key words:(external reading ,upper basic stage ,secondary stage ,southern al-mazar , obstacles of external readings)

1-Introduction

The change that takes place in education and its modern methods at the present time is the transition from education based on the news verbally textbooks education. The explanation and the invoke to objectives learning based on personal experience and the same roles through direct or indirect experience and the transition from teacher's activity in education to student's activity in education.

Despite that education is a process which seeks to modify behavior among other things seeks to give the student the ability for self learning, and if the textbook is the key to which teaching based on because it provides a degree of knowledge in line with the textbook, but nevertheless is not the only source that to be learned by students of their information. The educational rule is that curriculum in its comprehensive scene is the essence of educational work and then the knowledge that a student wants to count should be given by all possible causes of the reference collection large or small, old or modern(Assafassefa,2004).

The modern education opposes the use of textbooks as a main mean in giving knowledge which ultimately lead to the closure of the mind and the reduction of intellectual. So, the textbook should be directed to the student as an incentive to learn , forcing him to seek the truth, awaking the liking of research and criticism.(Sa'adeh ,2010).

Ibrahim and his colleague (1968) said that the extensive reading does not mean only that students should study textbooks but studying other publications in addition to their studies in the textbook.

Al-Sufi(2000) concluded that the success of the educational system depends on creating a good environment for the learning process and this environment includes multiple items, such as the availability of a library or information source center with the necessary human and material needed and the presence of the teacher who is able to facilitate the process of learning and guiding students through dialogue and engagement with them in pursuing their research projects step by step so that the teacher's role is not limited to just lecturing, explaining, instruction and memorization.

The emergence of the technological revolution, and different learning machines have added a new educational resources of the school library and the possible use of these resources on an individual basis and collectively, according to the various educational needs, so the use of library resources can be done in two ways: individual and team approaches(Mer'ee ,2007) .

Abdelshafi discussed if the group education is the one which is carried out in the classroom, where the teacher does not find enough time to take care of each student individually, the library is the perfect place for the exercise of individual's learning activities according to the specific office through the provision of diverse sources which fit the students' abilities and different tendencies , where every student can use according to his inclinations, needs and abilities(Abdelshafi ,1992).

The library is working on the adoption of the principle associated with the other educational philosophy of education, namely the individualization of humanitarian education, as the problem is not in making education automatically, but make it a human by increasing the effectiveness of rights and libration from the routine operations that restrict departure and distance from traditional patterns of education based on role and realize how important have given the educational systems in the contemporary world towards the development of school library services to perform their educational role and the desired center for education in school.

Since we are living in the age of technology and rapid Scientific developments , it's been necessary for our Schools and houses to be provided with the different Social media which made the world like a small village , and as the information isn't reserved on a person or a group of people any more , and I consider any one who doesn't know how to we these technologies to be Uncultured .

Based on that our curricula started focusing on raising an active and energetic young people who rely on themselves to get knowledge, in which this requires for the students to be conscious and cultured , using modern technologies that are filled with Knowledge . Modern curricula are build upon the activities that provoke the learners learn by themselves .through external studies and modern technology, and that is what modern education focuses on in which it considers external studies as the main companion for equipping the learner with the knowledge that prepare them for un known future (Assartawi,2005).

1. 1*The Importance of the Study*

The importance of the study comes in :

1-It is a scientific study in guiding students to external readings and its relation in creating a self-reliance generation. We may note that there is a clear association between advanced nation and the fact that they are readers. Nations get educated to get use of science to achieve their goals in progress. The individual develops the community and the civilization which is the essence of science and experience of human thought in a certain generation.

2-The information acquired by the students through the teaching of textbooks whatever its size still is small when it is compared with the huge explosion of knowledge giving importance to urge the students for external readings to enrich the content and the learner with a high degree of culture and knowledge.

3-This study shows the importance of teacher's guidance and direction to his students to write researches and reports that develop their research and survey to obtain knowledge by their own which makes the information proved and permanent in their minds.

4-   External studies develops the cooperation between the students of the same class .

5- It develops the higher mental processes for students likes , analysis , constructing , evaluation.

6-Focuses on educating students for the technology that we live in an era of knowledge explosion

1.2 *Aims of the Study*

The study aimed to achieve the following:

1-To let students know the importance of external readings that benefit them during the implementation of the curriculum.

2-To bridge the gap that exists between the external readings and the textbooks, as these specialized readings are equivalents to the textbooks and go side by side in order to achieve the planned objectives.

3-To increase information, facts, data, and others which must be of interest to learners to enrich their knowledge.

4-To change the routine and control used in teaching and directed the student to be a degree of expertise and knowledge as a partner together in the collection of knowledge and strengthen what he has through research, survey and study.

5-To inform the officials on the need for members of the area of the educational process of external readings that is included in the instructions and regulations of the Ministry of Education.

6-Acquaint the learning student with the necessity of external studies that benefit them during the implementation of the curricular and extracurricular activities .

7-Show the important role of technology as a method external readings that enrich the curriculum and increase interaction between students.

1.3 *Questions of the Study*

1-Is there a significant difference between the averages of each paragraph of the study at the level of significance ($\alpha = 0.05$)?

2-Is there any effect of the external studies that is making students suffer which is statistically significant when the sign level is ($\alpha = 0.05$) attributed to gender ?

3- Are there any differences with statistical significant between the averages – on the sign level ($\alpha = 0.05$) that is attributed to the family members effecting external studies ?

4- Are there any differences with statistical significance between the averages – on the sign level ($\alpha = 0.05$) attributed to the family income effecting the external studies ?

1.4 *Procedural definitions*

Reading: a mental process concerned with decoding the written and translated it to a spoken language.

External Readings: it mean extracurricular readings that enrich the text, whether books or modern techniques.

Upper Basic Stage: The educational stage that includes 8th, 9th and 10th grades in the Jordanian Ministry of Education.

Lower Basic Stage: The educational stage that includes 1st, 2nd, 3rd, 4th, 5th, and 6th, grades in the Jordanian Ministry of Education.

Text books: The curriculum prepared by the Ministry of Education in the light of specific goals for each given level of education which is intended in this study the Arabic language curriculum for the two mentioned stages.

Secondary Stage: The higher level of education in the Jordanian Ministry of Education and includes 11th and 12th grades.

Southern Al-Mazar District: One of Al-Karak governorate districts in the southern part of the province (in Jordan).

1.5 *Determinants of study*

1-It is limited in Southern Al-Mazar Directorate of Education that relates to Al-Karak Province in Jordan.

2-Schools with libraries were selected.

3-It is from the upper basic and secondary stages in the Southern Al-Mazar Directorate of Education (male and female).

4-The instrument of the study consists of (23) items.

5-Focused on reading books and modern technologies.

6-where found the external reading this mean the extracurricular and the modern technology .

2-The Theoretical Framework and Literature Review

2.1 *External Readings*

   Textbooks are considered the most important sources of knowledge if properly prepared and used with specific functions and can be carried out by a high degree of efficiency than any other publication unless it is closely linked to the curriculum and its objectives did not emerge from this framework and we need the external reading to clarify and enrich the textbook. A lot of what are in the textbooks need external readings to clarify them and achieve the desired goals. The teacher cannot assume such responsibility only unless he knows the scientific material that helps him. The good teaching seeks to achieve its objectives and destination without external readings and can't do that without external readings that take care of the school texts (AL-Bayati, 2012).

   The modern curriculum offers learners experiences and activities under the supervision, direction and guidance including whether inside or outside to acquire a set of attitudes, skills and desired behaviors. That is to provide them with knowledge and information according to their capacities, aptitudes, preferences and desires to assist them on the overall growth physically, mentally and emotionally. Also to prepare them to face life as it should be in accordance with the objectives of education desired (Al- Hamshari and his colleague, 2002).

   As long as curriculum nowadays is a set of variables through which to modify the behavior for the better education. Hence, it must be taken into account that is integrated and continuous with all other elements. Other inputs interact with and are affected by the student, the teacher, the buildings, the library, the laboratories, equipments and modern techniques. All of them are working in an integrated manner to serve the educational focus on the learning process-the student. The modern students in their readings depend on external libraries, whether school or public library. The word library is closely connected with the book. Conditions and facilities should be created to make the student accept the information passion ally and appositely to enrich and enhance the information obtained from the text whether he is a student in a school, university or in an institute(sa'adeh,2010).

New technology is as important as the library in education and external readings, but in light of the volatility and technical knowledge there is no richer for these techniques to cope with the age of progress and knowledge of this advanced technology which has its uses and goals that can be achieved. This does not negate the role of the school, the teacher, and the textbook in education (Al-Shaleby, 2002).

Libraries are considered the vibrant artery in the heart of the educational process as they provide a source of educational and accesses of external readings that learners rely on. Whenever the development of education is increasing, the need for techniques and libraries consistent with the objectives of education which seeks to produce a generation of conscious and unable connect, communicate and employ information in daily life. All of that won't be achieved if the student is not familiar with the knowledge and the overlooking of the existing curriculum and that is to enrich the texts with information and technical to make knowledge more permanent and longer in the mind of the learner, because it is obtained from the approach and prove it, and support the valuable information from other sources through his readings and culture. We want educated, interlocutor students and this can be through research, investigation and effort to reach them(Abu hamid,2013),(Talabani, 2014).

Hence, the urgent need to develop collections of these libraries and to overcome all obstacles that hinder all the services they offer, because it encourages self- learning which is a fundamental pillar of the learner being the first to depend on, to develop his knowledge and knowing . Some of the most important elements that must be taken into account to be developed are the following:

-Amendments to the curriculum, so that the library is an essential element in learning and teaching.

-Get the help of other learning sources especially that keep pace with technological progress and knowledge explosion.

-Modify rules and regulations related to the evaluation of students, so that the degree of specialization of the activities associated with the library.

-Supervisors emphasis on teachers and administrations to put weekly periods for the library that supply the information and methodology which is ultimately extend the learner's culture and knowledge. Despite that there is a series of obstacles stand in the way that include the following:

-Lack of focus on facilities that facilitate access to knowledge such as equipping the library with the necessary tools or occupancy, including some of the facilities if they do not fit the hall of the library classroom or a meeting room and be assigned to the sources of knowledge in the administrative or covering up periods.

-The right man does not cover the right place, where he was overseeing the sources of knowledge, non specialists who stay away from the knowledge and to provide and facilitate access.

-Do not stimulate and encourage students to acquire the knowledge, and do allocate degrees for those looking and familiar with the knowledge (Abdelshafi, 1992).

Therefore, all of the previous must be taken into consideration to come out educated generations who know when and how to use the information in their daily lives. Not as we see these days the focus on the aspects and issues that affect negatively the student making us get out generations weak scientifically and culturally due to negatively to the community. Still as we are in while the world have come a long way in the essence of knowledge and technology.

2.2. *Previous studies*

External readings in the past are considered the main spine and reserve the curriculum decision and all the academic levels. It was met by great attention from those concerned in the Jordanian Ministry of Education as we live these days, the euphoria and educational development which based on the student researcher relying on himself to obtain the information while the teacher is a guide and a director.

The study Sartawi & Abdul-Jabbar aimed at detecting tendencies students middle school in Dubai about reading from the standpoint of their teachers and disclosure of whether gender , educational level and nationality effect on their tendencies, the study tried to also detect association between the tendency to read all of the collection rate in Arabic language and the overall rate of collection.

The results indicate that the average tendency of students towards reading below average, which was agreed upon arbitrators and revealed the existence of differences in the tendency of students due to the global level of education and nationality and found linked high between the tendency to read all of the collection rate in the language and collection General also (Sartawi & Abdul-Jabbar, 2002).

Lin tried to detect the impact of family environment in the students' attitudes toward reading where the researcher selected sample of students from environments as family differentiated in terms of culture , level of education and attention to exercise the skill of reading at home, and provide the right environment and encouragement to read, where the results indicate to the family and their level of education and economic plays a big role in the development of students' attitudes toward reading, and that to encourage family and provided reading materials appropriate a large role in the habits of students and their attitudes toward reading, while trends

were students who live within the confines of the families that do not bother reading below the required level (Lin, 2001).

lang studying which aimed to detect environmental impact of language in the development of students' attitudes and tendencies towards reading, the students coming from rural areas tend to read a degree higher than the others and that the students who come from families educated more inclined to read, either with regard to the level the economic results of the study did not refer to the existence of significant differences in students' attitudes toward reading variable depending on the level of economic(lang , 1999).

Nazal investigated (342) students to identify factors influencing the tendency to read such as the father's educational level. As students are local citizens or expatriates and average of Arabic achievement, so it was found the average tendency of students to read is less than the average that jury's agreed upon (Nazal ,1998).

Salem study objective knowledge of trends, including school students Secondary in Saudi Arabia and Egypt about the readings external concluded that there are statistically significant differences in the trend towards reading among secondary school students due to Nationality and specialization that the preference reading is low in importance among students in the grade of secondary Egyptians and Saudis (Salem ,2004).

Khudhair conducted a study on (658) students from (12) schools in Baghdad to identify the orientation of literacy. He found that (68.5%) of students tend to literary topics, (57.7%) tend to sports topics, (50.15%) tend to religious studies, (29.12%) tend to study mathematics, (18.9%) subjects tend to health and psychological topics, (11.9%) tend to political studies and (8%) tend to social studies and other topics(Khudhair ,1988).

Al-Qurashi conducted a study to identify the effect of some variables such as intelligence and encouragement that a student got from school and family to improve female students' tendency. The researcher found that there was a link which was statistically significant for reading with the variables of the study. The highest correlation was between the tendency to read and the family's encouragement(Al-Qurashi ,1981).

One of the most important studies from those conducted in the field of study was Saleh's study the aim was to identify the reasons of students' ignorance in Al-Nasser Secondary School of external readings. The study concluded the following:

1-The lack of some incentives of students to read including non-availability of books and literacy materials attractive and appropriate to the students' level and tendencies.

2-Non-availability of tools dedicated to the library to put books on shelves instead of being placed in the vaults.

3-Not having students to write papers by teachers and if this available , there is a lack of guidance, direction and follow-up.

4-Teachers did not mention through their explaining the sources, references and the books that enable them to complete the studies and topics that interested them.

5-The school administration did not cooperate with teachers to develop a plan for the library activity, reading competitions involving students and prepare incentives for them (Saleh's ,1976).

Summary of the Studies

After reviewing previous studies showing the researcher as follows:

1- Most of the studies conducted on the libraries that contain related books for reading external without mentioning the new technologies as a methods for reading foreign.

2-Most of the studies conducted in the years old(Saleh's (1976) ,Al-Qurashi (1981) , Khudhair(1988), Nazal (1998),lang,1999)).

3- Most of the conclusions arrived at in these studies are conflicting results, most of which were conducted outside Jordan(Khudhair (1988), salem,(2004), lang ,(1999), Lin , (2001), Sartawi & Abdul-Jabbar,(2002)).

4-   According to the researcher aware of no studies were conducted in the southern region of the Kingdom of readings on Foreign

- This study characterized the previous studies, including the following:

-this study its modernity and she conducted in the region far from the center of the ministry

- This study focused on equipping libraries with books and modern techniques

-The study sample was selected from two stages, different

5- study variables that have been studied and which have not been studied in previous studies, all except the(lang ,(1999), Lin , (2001)).

3.Procedures of the study

3.1 *Population of the Study*:

The population of the study consisted of students of secondary and upper basic stages. All of them were from Al-Mazar Governmental Schools. They were (48) schools which make (70.58%) of the schools in the Directorate. They included (6102) students that form (46.12%) of all students. Male were (40.5%) , while female were

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(60.20%). Thirty seven schools had libraries that form (77.08%) of all the schools in the area. Twenty five of them were supervised by specialists in libraries while twelve in which there were libraries but supervised by non-specialists. Most of them were Arabic, sports or religious specialists. The rest of schools, the sample of the study, were eleven schools where there were no independent libraries, but a bookcase in a room shared with the laboratory or in the administrative room supervised by teachers who were not specialists in the field.

3.2 *Sample of the Study*:

   The sample of the study consisted of (100) students who were randomly selected from eight schools that have two stages. Private schools were excluded for the lack of the two stages therein. Table (1) illustrates the distribution of sample on the variables.

Table(1)Distribution of the Sample on the Variables

Variable	Level of variable	Number	Percentage
Gender	Male	50	50%
	Female	50	50%
Number of family members	Less than 5	10	10%
	6—10	73	73%
	More than 10	17	17%
Family's monthly income (JD: Jordanian Dinar)	Less than 250	14	14%
	251-350	27	27%
	351-450	42	42%
	451-550	17	17%
	551 and more	0	0%

Note.
   - The information was taken from the students' cards and asking them personally in addition to a family visit to make sure of them personally.
   - Most of the parents of the sample's members are working in either agriculture or government jobs.

   The four variable the problems facing the students in both stage it's the clear in the *questionnaire* attachment it consist(23) items.

3.3 *The Instrument of the Study "The Questionnaire"*

   After asking the open question: "What are the reasons for students'   immigration of external readings related to textbooks?"

   Based on the answers to this questions, the questionnaire was designed which consisted of (23) items. Then , they were formed in the form of problems and given to professors in psychology, measurement and evaluation and Arabic from both Mu'tah and King Hussain Bin Talal Universities. Also, they were given to educational supervisors and specialists in libraries from the Ministry of Education. Their comments and amendments were taken into consideration by the researcher. Appendix (1/B) shows the questionnaire in its final draft after following the jury's notes and comments.

3.4 *Variables of the Study*

The variables of the study were divided into two parts:

1-Independent variables:

a.Gender.

b.The number of family members.

c.Family's monthly income by Jordanian Dinar(JD).

d- obstacles of external reading .

2-Dependent variables

The students' degree of suffering from the problems encountered their external readings.

3.5 *The Validity of the Instrument*

   To check the validity of the instrument, the researcher gave it to a jury of specialists in libraries and Arabic in both Mua'tah and King Hussain Bin Talal Universities and to educational supervisors to check its validity. Each of the jury gave his/her notes and comments. All the comments were taken into consideration to achieve the aims of the study. In the light of the jury's comments, the questionnaire was prepared in its final form with (23) items as shown in appendix (1/A).

3.6 *The Reliability of the Instrument*

   Test –retest was used to check the reliability on a sample of (40) students who were not included in the sample of the study. It was given twice to the same group. Two weeks were between the first and the second time. The

correlation coefficient was (0.85). The internal contingency was calculated by using Cronbach Alpha and it was (0.88).

4. Discussion of the Results

4.1 *Study Results and Discussions*

The present study aimed to determine the effect of some variables on the external reading problems that face students in both secondary and basic stages in Arabic in Southern Al-Mazar Governorate. To answer the questions of the study, the researcher calculated the means and standard deviation for each item in the questionnaire . The statistical processes required were done. They were as follows:

Question One:

Is there a significant difference between the averages of each paragraph of the study at the level of significance ($\alpha = 0.05$)?

Table(2)Means and Standard Deviations to the Sample's Responses on the Instrument of the Study

No. of item	Item	Mean	Standard Deviation
1	The lack of books and modern technologies which are related to school courses in all stages	4.25	0.7017
2	Students are not provided with plans to show them the references that enrich the curriculum.	4.08	0.7061
3	The lack of magazines, technologies, newspapers and its diversity in the school library	4.22	0.7047
4	Not assigning students with writing reports and researches using modern technologies .	4.13	0.774
5	Non urged parents to external readings and the provision of library within the home.	4.01	0.7316
6	Students' unwillingness of external readings.	4.07	0.7000
7	Not setting up book exhibitions and technologies on public schools level	4.06	0.7497
8	Lack of cooperation between students and the librarian to provide required books for reading.	4.06	0.8507
9	Lack of modern technology that help in external readings (internet, T.V, computer).	4.14	0.667
10	The absence of a separate building for the library easily accessible in time of need.	3.91	0.8052
11	The books and technologies available are higher than the level of the students in both stages	4.12	0.8322
12	Curriculum is not contribute to urge students of external readings.	3.99	0.7849
13	The lack of the technical means of reading in some school libraries .	4.04	0.803
14	Not joining the specialized teacher in training courses that techs them how to employ the technologies and the library while reading .	3.98	0.9209
15	The school timetable does not include a period for library every week.	3.89	0.9523
16	Weakness of students in the skill of employing modern techniques while reading	4.00	0.7385
17	The high prices of books and modern techniques .	3.98	0.7518
18	Not putting the right person in the right place .	3.81	0.9178
19	The lack of class library of books basket for each class.	4.04	0.8519
20	The difficult material conditions that prevent the arrival of some students	3.83	0.9853

	for public libraries where there readings foreign		
21	The closure of the equipped libraries and laboratories in the faces of students	4.02	0.8526
22	Not keep up with public libraries for technical and scientific developments that serve the readings foreign	3.97	0.9151
23	Most of the techniques and books that are in the libraries are of languages that are other than the students mother language	4.01	0.999
Total		4,0265	0.2026

Having been calculated means and standard deviations for each item of the questionnaire, the researcher did the following steps of statistical analysis to answer the questions of the study to see if there is an effect of the variables on students' external reading in both stages, secondary and upper basic.

T- test for one sample was used to check the difference between the average degree of the students' suffering from the external reading problems and the normal level of the degree of suffering on the scale of the instrument answers. It was found from the results shown in table (2) that the sample's suffering average degree was (4.0265) and T. value was (50.67) with a degree of freedom (99) which had a statistical significant at the level of (α = 0.05). This means that there were a lot of obstacles stood against the external reading which has a negative reflection on the students' performance in the class.

Question Two:

Is there any effect of the external studies that is making students suffer which is statistically significant when the sign level is (α = 0.05) attributed to gender ?

Means and standard deviations for the subjects' responses were calculated as shown in table (3).

Table (3)Means and Standard Deviations for the Subjects' Responses on the Instrument of the Study Related to Gender

Gender	Mean	Standard Deviation
Male	4.0157	0.2087
Female	4.0374	0.1978

Table (3) shows that there were differences between the means of the male's and female's responses. To check these differences, T-test for independent samples was used. T. value was (0.353) with a degree of freedom (98) which did have a statistical significant at the level of (α = 0.05). However, there were no differences between the male's and the female's responses in the suffering degree of external reading problems. From this statistical analysis, it was clear that the female's conditions did not differ from the ones that the male faced mainly if we keep in mind that the educational revolution in Jordan includes both male and female, but females were more as suffering did differentiate between males and females.

Question Three

Are there any differences with statistical significant between the averages – on the sign level (α = 0.05) – that is attributed to the family members effecting external studies ?

Means and standard deviations of the subjects' responses due to the number of family members was found as shown in table (4).

Table (4)Means and Standard Deviations of the Subjects' Responses on the Instrument of the Study Due to the Number of Family Members

Number of the family members	Sample	Mean	Standard Deviation
2-5	10	3.9957	0.1185
6-10	73	4.0393	0.2180
10 and more	17	3.9898	0.1715
Total	100	4.0265	0.2026

Table (4) shows the apparent differences between the means of the subjects' suffering degree according to the number of the family members. To check the significant of these differences , one way ANOVA was used as shown in table (5).

Table (5)One Way ANOVA of the Suffering Degree from External Reading Problems According to the Number of the Family Members.

Source of variation	DF	Sum of squares	Meanof squares	F. value	significance
Between groups	2	0.0443	0.0221		
Inside groups	97	4.019	0.04144	0.536	0.587
Total	99	4.064			

   It is clear from the results shown in table (5) that there were no significant differences of the suffering degree of external reading problems due to the number of family members. F. value was (0.536) that didn't have a statistical significance at the level of (α = 0.05). The researcher see that the number of family members and a lot of life requirements may affect the external readings while school libraries and public libraries may decrease some of the sufferings.
Question four
   Are there any differences with statistical significance between the averages – on the sign level (α = 0.05) attributed to the family income effecting the external studies ?
Means and standard deviations of the subjects' responses due to the average of the family's monthly income were calculated as shown in table (6).
Table (6)Means and Standard Deviations of the Subjects' Responses on the Instrument of the Study According to the Family's Monthly Income

Family's monthly income	Number of the Sample	Mean	Standard deviation
Less than 250	14	4.0932	0.1951
251-350	27	4.0097	0.2062
351-450	42	4.0621	0.1691
451 -550	17	3.9105	0.2423
551and more	0	0	0
Total	100	4.0265	0.2026

   It is clear from table (6) that there were differences between the means of the subjects' suffering degree according to the family's monthly income level. One way ANOVA was used to check these differences as shown in table (7).
Table (7)One Way ANOVA of the Subjects' Suffering Degree from the External Reading Problems According to the Family's Monthly Income Level

Source of differences	DF	Sum of squares	Mean of squares	F. value	significance
Between groups	3	0.352	0.117		
Inside groups	96	3.712	0.386	3.034	0.033
Total	99	4.064			

   It is clear from the results shown in table (7) that there were statistically significant differences in the subjects' suffering degree from the external reading problems due to the family's monthly income. F. value was (3.034) that had a statistical significant at the level of (α = 0.05).
   The economical conditions are considered the key to overcome difficulties and obstacles face external readings which are considered synonymous of the curriculum. If there was no material, so how can a student be able to buy the basic necessities or move. As more income they have that reflects positively on a student and create conditions for them to read with the help and guidance of their teachers especially if we know that the prices of books and stationery are rising in the midst of price increases, and difficulties in which we live these days.
4.2 *Discussion of the Results*
   One of the researcher tried in this study to answer the four questions included in the body of the research After the statistical analyses its been clear that there is an impact of the level of studying management on the problems associated with external reading and to employment of modern technologies , as its value reached 50,67 at a level of (α = 0.05).

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That means that there are a lot of obstacles that has been showed in the study sample through answering the questioner completely , and that means its been necessary to overcome those obstacles related to books and modern technologies of all kinds to facilitate the return of students to curricula and extra curricula studying , note that some paragraphs averages was higher than the others the study showed also – through answering its second question – that there is nothing to do with gender .

two of the results reached by the study also that there was no statistically significant differences due to the number of family members as the T value was (0.536) at the level of significance (α = 0.05). This gives an indication of a clear and evident interest of families in education and overcome the difficulties face their children to get education from everywhere regardless the number of their families to cope with the scientific age and explosion witnessed by this age. This comes from their parents' faith that science, knowledge and progress build this country and to eradicate ignorance and illiteracy as there is a need to create the conditions and possibilities to their kids to be educated and focus on external readings as they are the synonymous of the curriculum. The researcher also believe that this result is consistent with the study conducted by Al-Sartawi (2005),line(2001),lang(1999) which concluded that there was no statistically significant differences due to the family's status and its number affects the external readings.

This study is also consistent with the study conducted by Al-Qurashi (1981) ,line(2001),lang(1999) in one of its variables that the family plays a prominent role in the development of the tendency if its members in the external readings.

The results of this study showed also that there were statistically significant differences of the students' suffering degree attributed to the monthly income as F value was (3.034) at the level of significance (α = 0.05). It is true that the financial conditions like or not affect the circumstances of life and external readings in specific. That is because to overcome these difficulties and create conditions to get the book. The lack of money plays a role in getting the books easily as there are things that have priorities and special arrangements. The sample's of the study monthly income does not exceed (550) JD (Jordanian Dinar) as shown in the body of the study. So, what is the book's share? In order to provide the book for external readings and let the citizen gets it easily, school libraries should be given more attention and that provide thought and provide the learner with the knowledge and necessary information that will enrich the curriculum and makes the learner an educator, problem solver by his own. Again, also makes him educated with technology development in which we live these days.

The researcher put in this study relevant studies to the problems facing the external reading but will not directly related to the variables of the study like Khudhair's (1988) ,line(2001),lang(1999) study. While Saleh's study (1976) touched many items which are in the questionnaire of this study. That is why the researcher included it in the previous studies because of the topics that are sensitive, important and realistic which most of them we live these days.

5-Recommendations:

Based on the results of the study, the researcher recommended the following:

1-work to provide libraries household .

2-allocation part monthly of the money to buy books and technical equipment serving reading external .

 3-focus on activities extracurricular .

 4-training librarians to employ modern technologies .

5-put stakes in the school schedule to return to the library .

6-allocation the marks to research and writing reports .

7-work on any obstacles stand in the face of external readings .

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Appendix 1/A

Dear Student,

   The researcher are conducting this research to know the causes beyond the student in both secondary and upper basic stages ignorance of external readings related to the school curriculum in Southern A-Mazar District in Jordan. Please, read the questionnaire carefully and tick the question more appropriate to you (very low, low, moderate, high, very high) . Put an （ X ） in the square that suits your response. All the information are only for the scientific research and would be treated confidentially. Thank you for cooperation.

Variables of the study:

gender   a-male ☐   b- female ☐

Number of family members

Less than 5 ☐   b- 6-10 ☐   c- more than 10 ☐

Family's monthly income (JD)

a-less than 250 ☐   b-251-350 ☐   c-351-450 ☐

d-451 -550 ☐   e-551 and more ☐

Appendix 1/A

No.	Problem	Suffering degree from the problem				
		Very low	Low	mode rate	high	Very high
1	The lack of books and modern technologies which are related to school courses in all stages					
2	Students are not provided with plans to show them the references that enrich the curriculum.					
3	The lack of magazines, technologies, newspapers and its diversity in the school library					
4	Not assigning students with writing reports and researches using modern technologies .					
5	Non urged parents to external readings and the provision of library within the home.					
6	Students' unwillingness of external readings.					
7	Not setting up book exhibitions and technologies on public schools level					
8	Lack of cooperation between students and the librarian to provide required books for reading.					
9	Lack of modern technology that help in external readings (internet, T.V, computer).					
10	The absence of a separate building for the library easily accessible in time of need.					
11	The books and technologies available are higher than the level of the students in both stages					
12	Curriculum is not contribute to urge students of external readings.					
13	The lack of the technical means of reading in some school libraries .					
14	Not joining the specialized teacher in training courses that techs them how to employ the technologies and the library while reading .					
15	The school timetable does not include a period for library every week.					
16	Weakness of students in the skill of employing modern techniques while reading					
17	The high prices of books and modern techniques .					
18	Not putting the right person in the right place .					
19	The lack of class library of books basket for each class.					
20	The difficult material conditions that prevent the arrival of some students for public libraries where there readings foreign					
21	The closure of the equipped libraries and laboratories in the faces of students					
22	Not keep up with public libraries for technical and scientific developments that serve the readings foreign					
23	Most of the techniques and books that are in the libraries are of languages that are other than the students mother language					

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