

# The Difficulties Facing English Language Teachers and Their Relationship to the Job Performance of Teachers in the Upper Basic Stage in the Qasbah Amman Education Directorate from the Teachers' Point of View

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## Abstract

The current study aimed to identify the difficulties facing English language teachers and their relationship to the job performance of teachers in the upper basic stage in the Qasbah Amman Education Directorate from the teachers' point of view themselves. The study population consisted of (450) teachers of the English language, and the study sample consisted of (65) teachers of English language in the Directorate of Education of the Qasbah Amman, and the results of the study showed that there is a statistically significant difference ( $\alpha = 0.05$ ). ) between the arithmetic mean for the total degree of the problems facing the teachers of the basic stage of the English language subject and the hypothetical mean for it and for the benefit of the study sample members.

**Keywords:** job performance, difficulties.

**DOI:** 10.7176/JEP/13-17-14

**Publication date:** June 30<sup>th</sup> 2022

## INTRODUCTION

The curricula require continuous development to keep pace with the change that occurs in individuals and societies in various fields and in line with the current era, which is characterized by its technological developments and the educational process, as they are not isolated from these developments).

The English language is among the foundations of learning and teaching and its necessities in the stages of university education, and this importance stems from being the first language in many countries of the world such as the United States of America, Britain, Australia, Canada and other countries. (Khataiba, 2000).

The English language is one of the most important human gains in the twenty-first century, and the importance of learning it is increasing with time, and its mastery is among the priorities of the educational systems in the world. , affected by each other; However, we find that the student at any educational stage may encounter various difficulties in learning the English language related to reading comprehension (such as the student's thinking in his mother tongue), which makes it difficult for him to perceive the text, sentence, or even the word, or change the location of the word from one sentence to another, as he may find it difficult In reading words or sentences that he has not previously dealt with in the French language, or pronouncing them in a wrong way, which may change their true meaning within the sentence (Al-Damour, 2013, p. 2).

Performance is a special place within any organization; As the final product of the outcome of all its activities, at the level of the individual and the organization as a whole. It can be said that the organization will be more stable and longer lasting when the performance of its employees is outstanding, and the efforts made by all ministries concerned with educational matters in different countries are focused on paying attention to educational systems, and qualifying those who are entrusted with that task, especially the teachers who are relied upon to advance this The generation towards the supreme, and in this sense, the professional and psychological qualification that the teacher enjoys is the basis; In order to perform his role to the fullest. (Hamdan, 2021, p.: 420)

Job performance directly reflects the efforts of workers to achieve the goals of organizations, and the level of performance depends on the capabilities, skills and experiences of workers that fall behind a set of requirements that include educational qualifications, inclinations, interests and other factors that fall under the job description necessary for job design and the requirement to provide qualifications necessary to fill it. (Hamdan, 2021, p.: 421).

However, the English language teacher may encounter some challenges and difficulties while teaching students, such as disparity in mental abilities among students, and lack of class control, which hinders the teacher from performing the course of his lesson and thus is unable to communicate information to students, which requires the teacher to overcome such challenges in order for the lesson to proceed In a proper manner and the information reaches all students, it is necessary to conduct courses aimed at rehabilitating teachers in general and teachers of English in particular, including teaching methods and strategies.

## THE STUDY PROBLEM

English is considered one of the most widely spread languages in the world, and given the importance of

learning and teaching it, it is considered an official language in many university fields such as medicine and engineering, and because of the many challenges facing the English language teacher in the classroom, as many studies have proven that the success of a language teaching process Of the foreign language, 55% of it falls on the teacher's shoulders, while the remaining 45% is due to the student's family circumstances and his motivation, in addition to the curricula and books used. The teacher's teaching methods and behavior are considered an important part within the department, whether in his learning of foreign languages or in modifying his view and the student's perception of them if they are related to a false and negative perception that constitutes an obstacle that is difficult to overcome if he does not rely on legitimate methods of communication that bring the content of foreign language programs closer to the students' minds and make it Within their reach, many teachers who are unable to achieve success in teaching are teachers who are unable to stimulate the learners' motivation to undertake the activities necessary for learning. The most successful teachers are those who know how to arouse students' interest in learning (Halima, 2018, p. 38), and in light of the foregoing, the problem of the study is determined by the following questions. The point of view of the teachers themselves?

What are the difficulties that English language teachers face in teaching English for the primary stage?

- Detecting the degree of impact of the difficulties of teaching English language in the primary stage classes from the English language teachers' point of view, according to the axes of those obstacles.
- What is the degree of impact of the difficulties of teaching English language in the elementary grades and related to the student from the teachers' point of view?
- What is the degree of impact of the difficulties of teaching English in the elementary grades and related to the curriculum from the teachers' point of view?

#### **OBJECTIVES OF THE STUDY**

The current study seeks to achieve the following objectives:

- A statement of the difficulties that English language teachers face in teaching English for the basic stage.
- Detecting statistically significant differences in the level of difficulties facing English language teachers due to the following independent variables: (gender, academic degree, educational experience).
- Detecting the degree of impact of the difficulties of teaching English language in the primary stage classes from the English language teachers' point of view, according to the axes of those obstacles.
- Revealing the degree of impact of the difficulties of teaching English language in the primary school classes related to the teacher from the teachers' point of view.
- Revealing the degree of impact of the difficulties of teaching English language in the classes of the basic stage and related to students from the teachers' point of view themselves.

#### **THE IMPORTANCE OF STUDYING**

The importance of the study is determined in two main aspects: theoretical and practical.

##### **THE THEORETICAL SIGNIFICANCE IS:**

- This study is a scientific effort, implemented with correct research tools, and thus its results can be generalized to other groups, and thus the results of the study may constitute a knowledge base for subsequent studies.
- The Arabic library was supplemented with this study as a previous study regarding the challenges facing English language teachers.

##### **THE PRACTICAL IMPORTANCE IS:**

- The higher educational authorities, represented by the Directorates of Education and the Ministry of Education, benefit. From the results of this study, and may help them in making decisions to overcome the difficulties facing the educational process.
- School principals and teachers benefit from the results of this study, and it helps them to identify the difficulties facing the teaching process.
- The supervisors of the English language benefit from this study by informing them about the difficulties that English language teachers face during their teaching in order to prepare teacher qualification courses to overcome them.

#### **CONCEPTUAL AND PROCEDURAL DEFINITIONS OF STUDY TERMS**

The study includes the following terms:

**CHALLENGES:** that they are everything that can hinder students from understanding a concept or reaching a solution to a problem, or it is the inability to reach the correct answer (Karim and Abdel-Kazim, 2011, p.: 2)

It is procedurally defined: all the problems that the teacher faces in the classroom that prevent him from conveying information to the students in the correct manner, whether related to the teacher himself, the student, the subject, or the school environment (the classroom).

**TEACHING:** It is defined procedurally as the process carried out by the English language teacher in order to achieve the goal of developing the language skill of the students.

English language teachers: They are the ones who teach English to students of all levels, primary, primary, secondary

**THE BASIC STAGE:** It is one of the educational stages and includes grades (seventh, eighth, and ninth).

**JOB PERFORMANCE:** “The degree of achievement and completion of the tasks that make up the individual’s job, and it reflects the way in which the individual achieves or satisfies the job requirements.” (Muhamma, 2001,29)

#### **STUDY LIMITATIONS**

The study is determined by a number of limitations, including:

**HUMANLIMITS:** English language teachers in public schools affiliated to the Qasbah Amman District.

**TIME LIMITS:** The current study was conducted in the first semester of the 2022-2023 academic year. The limits of the study will be determined by the credibility and accuracy of the response of the sample members to the study tools and the credibility and objectivity of the answers.

**SPATIAL LIMITS:** The study was applied to English language teachers in government schools affiliated to the Qasbah Amman Directorate.

**OBJECTIVE LIMITS:** the results of the study are determined by the validity and reliability of the study tool and the selection of a representative sample of the study population.

#### **THEORETICAL LITERATURE AND PREVIOUS STUDIES**

##### **THEORETICAL LITERATURE**

The English language is among the foundations of learning and teaching and its necessities in the stages of university education, and this importance stems from being the first language in many countries of the world such as the United States of America, Britain, Australia, Canada and other countries. (Khataiba, 2000).

In order to keep pace with the huge information explosion and the use of modern and diverse teaching strategies and methods, which prompted the Ministry of Education in the Hashemite Kingdom of Jordan to learn the English language, given that language is the main channel for interaction and communication between individuals, provided that they speak one language. 2013, p: 2)

Since the teacher works in an environment made up of students and they differ in their abilities, experiences and tendencies, and therefore he is subject to facing obstacles and recurring problems that require help to address and solve them. Therefore, it has become necessary for the competent authorities to prepare and train the teacher according to technical progress or to prepare and train him in faculties of education or to develop programs as much as possible, we do not say that there are shortcomings in education. Rather, reviewing, preparing, and training the teacher has become an inevitable matter in order to raise the level of student improvement. (Tajer, 2009, pg.: 2).

##### **THE FIRST FIELD: THE CHALLENGES FACING ENGLISH LANGUAGE TEACHERS IN TEACHING ENGLISH LANGUAGE**

This field deals with the challenges facing English language teachers in teaching English as follows: difficulties related to the English language teacher, difficulties related to the student, difficulties related to the English language book, difficulties related to the educational environment (the classroom), as follows:

##### **SECOND: THE DIFFICULTIES THAT ENGLISH LANGUAGE TEACHERS FACE IN TEACHING ENGLISH LANGUAGE**

The teaching profession is exposed to many problems facing male and female teachers, and they negatively affect their job performance, and the detection of these problems contributes to finding solutions to them and eliminating them, which is positively reflected on the progress of the educational process and the teacher performing his duty as a teacher with ease.

There are many difficulties that English language teachers face while teaching students the English language. Some of them are related to the teacher himself, the student, the subject, or the school environment (the classroom), as follows:

##### **THE FIRST CENTER: THE DIFFICULTIES RELATED TO THE ENGLISH LANGUAGE TEACHER**

The teacher is an important pillar of the communication and communication process. He plays the role of the sender and aims to influence others. He is the owner of a message that he would like to convey to others. The teacher should be effective by making the student participate in the classroom, especially in teaching mathematics. In general, the teacher is an essential element in the inputs to education, and it cannot be dispensed with. An effective teacher is the one who has the necessary competencies to perform his job. (Al-Shami, 2008).

He may also face problems related to the curriculum and the course and its inadequacy for students, or that the curriculum poses issues that are contrary to the issues of their contemporary reality and matters of their lives, in addition to the inadequacy of the classroom and its preparation in terms of lighting, ventilation and sufficient space to accommodate the number of students, as the large number of students in one classroom reduces the effort The teacher is obligated to give, in addition to the fact that the teacher deals with the students’ parents, some of whom are aware of the school’s goals, and some of them do not know anything about the school, and some of them follow the level of his son, and some of them do not follow up. All of these matters create

difficulties and obstacles for the teacher. (Halabi, 2015; p: 39)

### **THE SECOND CENTER: DIFFICULTIES RELATED TO STUDENTS**

The student is the main axis around which the educational process revolves, and it is the future of the information that the teacher communicates to him through the means (the book), and that the school and what it contains of teachers, books, tools, chairs, means and devices have been prepared for the student (Al-Shami, 2008), plays the factor of psychological readiness. A major role in the success or failure of the English language learning experience, as it is an important factor to secure a better career future, and their realization that knowledge of it is a window that enables them to see and know what is going on around them in the world, in addition to that the students' desire and interaction with the English language learning experience And their awareness of the importance of learning it was negatively affected by the weak encouragement and support of parents for their children. (Small, 2007)

### **THE THIRD CENTER: DIFFICULTIES RELATED TO THE STUDY MATERIAL**

The observer noted that the current curricula are among the most prominent obstacles to teaching English, due to the fact that the currently applied curricula lack clear objectives, content that matches those objectives, and link teaching methods to content and evaluation methods, and lack coherence and logical sequence of topics and units studied by the student, not Here they are listed in the order of the degree of difficulty. In addition, the curricula prescribed in it lack the quality of artistic output, and the colorful images that attract the student and make the book popular with him. In addition, the methods of examinations and evaluation accustom the student to memorization and grades, not real education. Curricula also focus to a large extent on the information or the knowledge aspect before the skill, or give more space to the applied skill aspect. Therefore, there is no allocated time in the curriculum that allows the student to practice what he has studied, and the curriculum also does not pay much attention to the desires and needs of the students, and does not contain topics related to his reality and future. (Al-Sagheer, 2007)

### **FOURTH CENTER: DIFFICULTIES RELATED TO THE CLASSROOM ENVIRONMENT**

The classroom environment and its comfortable furniture for students, adequate ventilation, and good lighting are among the important factors in influencing the student's psyche, while one of the results of Al-Shami's study (2008) was that the school situation was not conducive to education, because the classes were not wide. The lack of laboratories, playgrounds and teaching aids, and finally, the distance from the school to the student and the lack of transportation. The results of Abdul Majeed's study (2011) confirmed that the problems facing teaching English at the secondary level related to the classroom environment and school administration, the lack of educational aids, the weak link of parents with the administration school, the large number of students in the classroom, the lack of improvement in school work conditions, and finally the neglect of school activity.

### **THE SECOND FIELD: THE JOB PERFORMANCE OF TEACHERS**

Job performance is of great importance to the success of the institution and to all individuals working in it, especially those in a position of responsibility such as managers and decision-makers. (Al-Khayyat, 2019, p.: 25) Many researchers have many definitions of job performance, and to get to know the concept and definition of job performance, we include the following:

#### **FACTORS AFFECTING JOB PERFORMANCE**

In order to improve job performance, many factors must be available, which are as follows: (Al-Lozi and Omar Attia, 2012, p. 8)

**Work teams and performance improvement** Work teams: one of the effective ways to improve performance. It is a small group that includes a number of individuals with different but integrated specialties. They are required to perform certain tasks and goals at a certain time and they are responsible for their performance. Usually their number ranges from 10 - 5, and these teams benefit in: exchanging the necessary experiences and skills, gathering information, forming and evaluating alternatives, taking appropriate decisions and actions, opening great prospects for solving problems, and saving time. But care must be taken when selecting the work team so that it is homogeneous because if it is heterogeneous and unequal, the results will be negative

**Job satisfaction and performance improvement:** Job satisfaction means that the institution provides the basic requirements necessary to perform the work, and all the necessary material and moral means to perform the work. There are a number of studies linking job satisfaction with good performance, and at the same time there are other studies that show that job satisfaction does not lead to good performance due to the intervention of many factors. With different opinions and interpretations, the institution undoubtedly has a responsibility towards its employees to the reasonable extent required to provide the appropriate atmosphere for work materially and morally, and then the responsibility for performance rests with the employee.

#### **PREVIOUS STUDIES**

The researcher will present the studies that dealt with the research in the variables of the study, and the research presented them from ancient to modern, and then foreign studies that dealt with talking about the topics of the current study, the most important of which were the following:

## **FIRST: PREVIOUS STUDIES RELATED TO THE DIFFICULTIES OF TEACHING ENGLISH**

A study (Al-Mutairi, 2008), entitled: Teaching Problems for the English Language Teacher at the Primary Stage in Al-Mahd Governorate, aimed at identifying the problems related to the teacher in terms of preparing him to teach English at the primary level, developing programs and training him during the service, as well as identifying the basic problems faced by the English language teacher For this stage, and to provide some solutions to address the teaching problems of the English language teacher in the primary stage, and the study population consisted of all English language teachers in government schools in Al-Mahd Governorate, and they numbered (56) teachers working in government schools affiliated to the Department of Education in Al-Mahd Governorate, the researcher applied The study tool (the questionnaire) on them after making sure of the transactions of honesty and stability, and the study reached several results, the most important of which is that the focus of the problems related to teacher preparation and development programs during the service, and the focus of problems related to teaching methods, and the focus of problems related to educational means was very high, while the problems related to the book The school system is average, and there are no statistically significant differences due to the qualification variable For my knowledge, while there are statistically significant differences due to the variables of experience and training courses.

A study (Mishary, 2005), entitled: (Problems of teaching English in public secondary schools from the teachers' point of view), the study aimed to identify the most important problems of the English language for secondary school students related to the teacher and the stages of his development and training during the service, and related to the student, the textbook and teaching methods The researcher designed a questionnaire and distributed it to the sample members of the English language teachers and supervisors at the secondary level in the Riyadh educational region. Teachers enrolled in training courses, and students' tendency towards learning English is weak, and many of them hate learning and using it outside the classroom, in addition to the lack of advanced laboratories for teaching English.

## **PREVIOUS STUDIES RELATED TO THE JOB PERFORMANCE OF TEACHERS**

Taher's study (2011) aimed to identify the degree of applied administrative control, and the degree of job performance of principals of basic government schools in the governorates of the northern West Bank from the point of view of the principals themselves. A questionnaire was used to collect data. The number of the study sample was 229 male and female directors, and the researcher used the descriptive analytical method. The results of the study showed that the degree of administrative control for school principals was very high, and the degree of job performance was high. It also showed that there were statistically significant differences at the significance level ( $\alpha 0.05 \geq$ ) due to the gender variable. And there were no significant differences in the average degree of job performance that were statistically significant at the significance level ( $\alpha \geq 5.0$ ) due to the variable (educational qualification, years of administrative experience, and directorate).

The study of Abuelila (2014), aimed to identify the impact of leadership styles practiced by school principals, and their role in the performance of teachers in public secondary schools in Gambella State in Ethiopia. The study sample consisted of (170) teachers and (20) principals, and a questionnaire and interview were used to collect data. The results of the study showed that there is a positive relationship between leadership styles and teacher performance. The results also showed that the democratic pattern was practiced in public secondary schools, and that the teachers' performance was average.

## **METHODOLOGY AND DESIGN**

This chapter deals with the approach that the study will follow in order to achieve its objectives. It also deals with the study population and sample and how to choose them, in addition to the study tools and how to develop them and ensure their validity and reliability, and the statistical treatment used to answer the study questions.

### **STUDY METHODOLOGY**

This study will depend on the descriptive survey method, by referring to the theoretical literature related to the subject of the current study, in addition to developing a questionnaire as a main tool for collecting data from the study sample.

### **STUDY COMMUNITY**

The study population consists of teachers of English in public schools in the Kasbah Amman district, who number 450 male and female teachers, (according to the statistics of the Directorate of Personnel Affairs in the Kasbah Amman Directorate.

### **THE STUDY SAMPLE**

The study sample was chosen randomly, as the sample amounted to 65 male and female teachers, 30 male and 35 female teachers.

### **STUDY TOOL**

To achieve the objectives of the study, the study questionnaire will be developed by referring to the theoretical literature and previous studies related to the topic of the current study. The study tool will include three sections, as follows:

The first section: will deal with demographic variables.

The second section: It will deal with the variable of the level of difficulties facing English language teachers, and the answer to the paragraphs of this tool will be formulated based on the five-choice Likert scale consisting of five choices, ranging between (Fully Agree and Not Completely Agree) with a relative weight (5-1).

The validity of the study tool

To verify the validity of the study tool, content validity and internal construct validity will be used as follows:

#### **CONTENT AUTHENTICITY:**

The study tool was presented to a group of experienced and specialized arbitrators from department heads and faculty members in a number of Jordanian universities, where they were asked to express their opinion. The arbitrators were asked to express their observations and opinions about the degree of validity of these paragraphs and the appropriateness of each paragraph and any paragraph they deem appropriate.

1: Knowing the validity of the linguistic formulation.

2: The paragraph belongs to the domain that it has been included in.

3: The appropriateness of the paragraphs and their compatibility with the field of study.

4: Make any modifications they see fit.

#### **THE VALIDITY OF THE INTERNAL CONSTRUCTION:**

The validity of the study tool was verified using the internal construction validity, where the study tool will be applied to a pilot sample, which will be randomly selected from within and outside the study population.

#### **STUDY TOOL STABILITY**

Two methods were used to verify the stability of the study tool. The first method is testing and re-testing, and the second method is the calculation of the Cronbach's factor for the paragraphs of the questionnaire. In the first, the questionnaire will be applied to the exploratory sample (20). Twice with a time difference of two weeks, the Pearson correlation coefficient (the coefficient of stability stability) will be calculated, and in the second method, the internal consistency stability coefficient will be calculated through the Cronbach alpha coefficient.

#### **STUDY APPLICATION PROCEDURES**

The study went through the following steps:

Reviewing the theoretical literature and reviewing previous studies directly related to the subject of the study.

- The study tool was developed by referring to the theoretical literature and previous studies directly related to the subject of the study.

-The validity of the study tool was verified by presenting it to a group of specialized arbitrators.

- The study community members were identified and appointed after writing to the Directorate of Education of the Qasbah Amman and obtaining approval to facilitate the researcher's task to apply the study tools to English language teachers in government schools.

- The researcher distributed the study tool to the study sample, where 100 questionnaires were distributed

-The researcher collected and unpacked the questionnaires, performed the necessary statistical treatments, extracted the results and analyzed them using the statistical analysis program (spss).

#### **STUDY VARIABLES:**

The study will include a number of independent and dependent variables as follows:

##### **Independent Variables:**

-Gender (Male and Female)

- Academic degree (Bachelor, Diploma in Education, Masters, Ph.D.)

- Teaching experience (1-5 years, 6-10 years, 10+)

##### **Dependent variables:**

- The main independent variable will be: Challenges for teachers of English.

- The main dependent variable will be job performance

#### **Statistical processing methods**

The five-point Likert scale was adopted to correct the study tools by giving each of its paragraphs one degree out of five (agree to a very large degree, agree to a large degree, agree with a moderate degree, agree with a small degree, agree with a very small degree) and it is represented digitally (5.4.3). 2. 1) respectively.

#### **Results**

The fourth chapter includes a presentation of the results of the current study by answering its questions as follows:

Results related to answering the first question: Does the degree of problems faced by teachers of the basic stage of English language ( $0.05 \geq \alpha$ ) differ from the hypothetical mean of the scale of problems that was prepared by the researcher for the purposes of the study?

To answer this question, arithmetic means and standard deviations were calculated and a test was applied

Which for one sample in order to check the difference between the arithmetic means observed for the problems (t-test) faced by teachers of the basic stage of English language and the hypothetical mean (arithmetic means and standard drifts) for one sample of the test The difference between the arithmetic mean observed for the problems faced by the English language teachers of the basic stage and its hypothetical mean.

No.	Item	Arithmetic Mean	Standard Deviation	T Value	Significance level
1	The curriculum does not take into account individual differences between students	3.32	1.08	3.107	0.002
2	The curriculum does not keep pace with global developments	4.09	0.66	17.634	0.000
3	The lack of diversity in the levels of evaluation questions	3.74	1.12	7.095	0.000
4	Weakness in the correlation between course objectives and content	3.30	0.9	5.10	0.000
5	Failure to take into account the activities presented in the English language course of the students' attitudes	3.32	0.59	5.964	0.000
6	The course does not take into account the students' mental abilities	4.12	0.8	17.634	0.000
7	Weak vertical and horizontal integration between the English language curriculum and the rest of the curricula	4.77	0.92	20.277	0.000
8	The widening gap between the examples presented and the questions	3.48	0.87	5.707	0.000
	<b>Challenges related to the English language curriculum</b>	<b>3.76</b>	<b>0.31</b>	<b>26.610</b>	<b>0.000</b>
9	Poor foundation in English language	4.40	1.01	14.723	0.000
10	Low motivation of students to learn English	3.19	0.48	4.148	0.000
11	Students' lack of interest in the class work they are assigned to do.	3.57	0.82	7.361	0.000
12	Students' dependence on other sources to solve the duties assigned to them.	4.36	1.22	11.09	0.000
13	Poor classroom interaction among students	4.17	0.59	24.310	0.000
14	Students' prior knowledge of the difficulty of the English language	3.40	0.72	4.999	0.000
15	The phenomenon of mental wandering of students during the teaching of the English language.	3.97	0.91	11.026	0.000
16	Weakness of students' ability to use the English language in real life	3.91	0.80	11.586	0.000
	<b>Student Challenges</b>	<b>0.21</b>	<b>0.89</b>	<b>39.551</b>	<b>0.000</b>
17	Weakness of the educational supervisor's interest in developing the professional performance of English language teachers.	4.03	0.98	10.990	0.000
18	Weak supervisory activities provided to English language teachers by the educational supervisor	3.05	0.21	2.279	0.025
19	Limiting the role of the supervisor to finding errors in English language teachers in the class.	3.79	0.41	20.095	0.000
20	Lack of supervisory bulletins aimed at developing the performance of English language teachers	4.29	0.94	14.359	0.000
21	Lack of guidance given by the supervisor to improve the performance of English language teachers in the classroom.	3,72	0.99	7.535	0.000

It is noticed from Table (1) that there is a difference between the observed arithmetic mean of the problems faced by teachers of the basic stage of the English language and the hypothetical mean for it, based on the calculated t value, which amounted to (7.011) and with a level of significance (0.000) in the total degree of the problems and also (there are statistically significant differences In all problem areas and their paragraphs based on the calculated t-values, their value ranged between (2.279-39.551), and with a significance level between 0.000-0.014. Its hypothetical mean, as the averages of the study sample ranged between 3.05-4.77

**RESULTS RELATED TO THE ANSWER TO THE SECOND QUESTION: DOES THE DEGREE OF MORALE OF ENGLISH LANGUAGE TEACHERS FOR THE BASIC STAGE DIFFER? ( $0.05 \geq \alpha$ )**

About the hypothetical mean of the morale scale that the researcher prepared for the purposes of the study To answer this question, the arithmetic means and standard deviations were calculated and a single-sample t-test was applied in order to verify the difference between the arithmetic averages observed for the morale of English language teachers for the basic stage and its hypothetical mean, and Table (2) shows this.

**TABLE (2): ARITHMETIC MEANS, STANDARD DEVIATIONS, AND T-TEST VALUES FOR ONE SAMPLE TO TEST THE DIFFERENCE BETWEEN THE OBSERVED ARITHMETIC MEAN OF THE MORALE OF TEACHERS OF ENGLISH FOR THE BASIC STAGE AND ITS HYPOTHETICAL MEAN**

No.	Item	Arithmetic Mean	Standard Deviation	T Value	Significance level
1	I get to my school on time	2.74	1.26	-2.133	0.035
2	I am meticulous in my work.	2.61	1.59	-2.595	0.011
3	I feel that the social status of my job is outstanding	2.72	0.93	-3.180	0.002
4	When I am away from work, I miss him.	3.00	0.82	0.000	1,000
5	I develop special teaching aids if they are not present in the school.	3.61	1.49	4.307	0.000
6	I feel like I belong in my school	2.53	0.93	-5.260	0.000
7	Obey all school rules and regulations	2.72	0.80	-3.576	0.001
8	I feel that the students accept my presence	3.55	1.55	3.697	0.000
9	I teach with love	3.65	0.77	8.783	0.000
10	I meet the people with respect and friendliness	3.51	0.98	5.486	0.000
11	I feel that school gives me a chance to be creative	2.69	1.22	-2.664	0.009
12	I think the rewards I get are appropriate	3.19	0.96	2.101	0.038
13	I feel that I am achieving myself in teaching	3.67	1.02	24.310	0.000
14	I get the moral rating I see fit	3.40	0.72	6.863	0.000
15	Maintain school property.	3.97	0.91	11.026	0.000
16	The salary I get is equal to the effort I put in.	3.15	1.11	1.378	0.171
17	I feel that I have good relations with all my colleagues	3.72	0.84	8.895	0.000
18	I think my students appreciate what I do	3.17	1.09	1.59	0.115
19	I think that my psychological state affects the achievement of my students	2.72	0.93	-3.180	0.002
20	I usually have the opportunity to not be self-confident	3.00	0.96	0.000	1.000
21	I feel safe in my work	3.74	0.95	8.195	0.000
22	The school's policies are consistent with my convictions.	2.52	1.32	-3.783	0.000
23	Moral	3.13	0.40	3.267	0.001

It is noticeable from Table (2) that there is a difference between the arithmetic mean observed for the morale of English language teachers for the basic stage and the hypothetical mean based on the calculated (T) value. (3.267) with a significance level of (0.001) in the total degree of morale and also the presence of statistically significant differences in most of the paragraphs of morale based on the calculated t values, which ranged between ((11.936-2.101). The arithmetic averages of the answers of the study sample, as the mean of the study sample was (3.13, which is higher than the hypothetical mean, while the differences in paragraphs were 1,2,3,6,7,11,22)), in favor of the hypothetical mean because it is higher than the averages observed for the answers The study sample, as for the rest of the paragraphs in which statistically significant differences appeared, the differences were in favor of the average answers of the study sample because they are higher than the hypothetical mean, and there are paragraphs in which the differences were not statistically significant, which are (4,15, 16, 18, 20, 21).



**TABLE (3): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS OF MATHEMATICS FROM THEIR POINT OF VIEW, AND THE T-TEST ACCORDING TO THE GENDER VARIABLE**

Problems	Gender	No.	Arithmetic Mean	Standard Deviation	T Value	Significance Indicator
Challenges related to the English language curriculum	Male	51	3.69	,340	-2.304	0,023
	Female	58	3.81	,238	1,699	
Student challenges	Male	51	3.83	.219	1.54	0,126
	Female	58	3,77	,199	1,124	
Total Challenges	Male	51	3,76	,130	-0.040	0.969
	Female	58	3,76	,108		

**Statistically significant at a score of (0.05).**

The results in Table (3) indicate that there are no statistically significant differences at the level ( $\alpha$  0.05) of the challenges faced by teachers of the basic stage of English language from their point of view according to the gender variable based on the calculated T value, which amounted to (-0 and 40) and at a level of significance (0.969) for the total score, as well as the absence of statistically significant differences at the degree ( $0.05 \geq \alpha$ ) of the challenges faced by teachers of the basic stage of the English language from their point of view. According to the gender variable in most of the fields, as the t-values were not statistically significant, with the exception of the challenges area related to the curriculum, in which a statistically significant difference appeared based on the calculated t-value, which amounted to (0,23 - 0.304).

**DISCUSSION AND RESULTS**

This chapter includes a discussion of the results related to the answer to the first question: Does the degree of challenges faced by primary school English language teachers differ? About the hypothetical mean of the scale of problems prepared by the researcher for this purpose?

The results in Table (3) showed that the level of problems faced by English language teachers at the basic stage in the Qasbah of Amman was in favor of the observed sample, whose arithmetic mean was (0.76).

Thus, it is higher than its hypothetical mean and with a standard deviation of (0,12), and all areas of the tool were higher than its hypothetical mean, where the arithmetic averages ranged (3.05-4.78). The highest level came in the field of the student and then the field of the curriculum. This result is attributed to the nature of the English language subject, which requires a great effort by teachers in order to deliver it to students, especially since the English language curriculum for the basic stage is characterized by intensity, in addition to a discrepancy in the mental levels of students. The areas of challenges faced by teachers of the basic stage of English language, which came as follows:

**FIRST: THE STUDENT'S FIELD**

Where the highest paragraphs in this field compared to the hypothetical mean and the statistical significance of paragraph (9), with an arithmetic average of (4,41), which is attributed to the lack of parents follow-up on the duties assigned to students, and then the lack of awareness among students about the importance of the English language in life In addition to the low level of cultural and scientific parents.

**SECOND: THE CURRICULUM:**

The paragraphs came from the domain's paragraphs with the hypothetical mean and with statistical significance of paragraph (7), with an arithmetic average of (40,78). This is due to the fact that the learning outcomes at the beginning of the unit are not clearly formulated, as they need clarification and detail in order to better include the content.

**DISCUSSION OF THE RESULTS RELATED TO THE SECOND QUESTION:**

On the hypothesis of the morale scale prepared by the researcher, the results in Table (3) showed that the level of morale of the teachers of the basic stage of the English language from their point of view was in favor of the study sample members; The arithmetic mean was (3.13) on the total score compared to the hypothetical mean and standard deviation (0.40), and the arithmetic averages ranged (2.43 - 3.94). This result is due to the fact that most of the sample members realize that their morale affects their motivation and style. Those related to educational practices were in favor of the respondents' answers, while the items related to the sample members' feelings and thoughts about the teaching profession were in favor of the hypothetical mean.

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