

# Classroom Problems Facing Secondary and Basic Students in the English Language and Their Relationship to Academic Achievement from the Perspective of English Language Teachers in Theban Education

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## Abstract

The current study aimed to reveal the classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the perspective of English language teachers in Theban education. The study used the descriptive survey method. To achieve this, the researcher designed a questionnaire consisting of (30) paragraphs, divided into three domains. It was applied to the study sample, which amounted to (99) male and female teachers studying the English language. The results indicated that the degree of classroom problems facing secondary and basic students and their relationship to academic achievement from the perspective of English language teachers in Theban education is in the domain of problems related to the teacher, and the domain of problems related to the student, and the domain of problems related to the school curriculum came to a medium degree. The results also showed that there were no statistically significant differences in the degree of classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the perspective of English language teachers in Theban education due to the variable of gender and academic qualification.

**Keywords:** Classroom Problems, Academic Achievement

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## INTRODUCTION

Providing order and discipline in the classroom is one of the problems that occupy the minds and thoughts of teachers, and it consumes their time and effort, especially in the primary stage, and the teacher spends part of his energy and time by being preoccupied with undesirable behavioral patterns. As students come from different environments, and carry with them varying behavioral patterns, some of these behaviors are desirable, and others are not acceptable.

The traditional meaning of classroom management is the discipline and order that ensures complete calm for the students in the classroom so that the teacher can teach, and there is no doubt that maintaining order in the classroom is part of classroom management, because learning is orphaned in an atmosphere of chaos. However, the process of classroom management does not stop at maintaining order and discipline, but rather it goes beyond that to many other tasks and works that the class manager must achieve or accomplish. In the end, a desirable change in the behavior of students by providing them with new knowledge, concepts, skills and habits, which help them in practical life and refine their personalities (Shafiq, 2000).

The teacher has a leadership role in managing and organizing his class, and achieving a kind of communication between him and his students, and this requires him to have a sound knowledge of communication methods and means. On the reciprocal effect between him and the students, and between the students themselves unless the teacher seeks to achieve effective classroom interaction, and perhaps the skills of listening, explanation, discussion, response and evaluation are among the most important skills of this type of communicative relationships, so the teacher should improve the use of the method of reinforcement of others and constructive criticism and acceptance In order to create a proper class interaction (Rogersm, 2002).

Education has contributed to the progress and development of societies. No society can be reformed and made more civilized and advanced except through education. The culture of any society depends mainly on the education of its members, as educated individuals are more aware of the importance of getting rid of stereotyped rules and unjustified traditions; In order to achieve the development and progress of societies. As a continuation of the efforts made by educators in reducing the problems that teachers face in the classroom, the researcher conducted this study to identify “the problems of the classroom facing secondary and basic stage students and their relationship to academic achievement from the perspective of English language teachers in Theban education”).

## THE STUDY PROBLEM:

The teacher is the main and pivotal person responsible for the success of the educational process, and the success of this process depends on the extent of facilities and the availability of the appropriate classroom environment

for him, and that it is free from obstacles and problems that hinder the smooth running of the class session. Their giving and educational production, and it is an obstacle to accessing them to the quality of education, and it is thus worthy of studying and trying to identify it and its degree of severity, and since the researcher is an English language teacher, she noticed that there are many problems that the teacher faces in the classroom in the English language, which prevents achieving The desired educational goals, including those related to the student himself, including those related to the curriculum, including those related to the teacher himself, and accordingly this study came under the title of the classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the point of view of teachers The English language in Theban education ", by answering the following questions:

The first question: What are the classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the perspective of English language teachers in Theban education?

The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of problems facing secondary and basic school students in the English language and its relationship to academic achievement from the perspective of English language teachers in Theban education due to the variable of gender, and academic qualification?

#### **PURPOSE OF THE STUDY**

The study aims to achieve the following:

1. Exposing the classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the perspective of English language teachers in Theban education.
2. Detecting the impact of the gender variable, academic qualification, on the classroom problems facing secondary and basic students in the English language subject and its relationship to academic achievement from the perspective of English language teachers in Theban education.
- 3- Recognizing the methods used by male and female teachers (members of the sample) to overcome these problems in the classroom.

#### **THE IMPORTANCE OF STUDY:**

The importance of the study lies in the following:

1. It might raise the interest of school principals about the problems that English language teachers face in the classroom.
2. English language teachers may benefit from it in better understanding the problems they face in the classroom.
3. Students and researchers may benefit from it by giving them even a brief picture of the reality of the teachers' condition and the problems they face.
4. It is useful in clarifying the vision of educators and school administrators in helping teachers and overcoming the problems in front of them.

#### **TERMINOLOGY OF STUDY:**

**CLASSROOM PROBLEMS:** are those problems that students and teachers face in educational institutions due to factors that either stem from the educational institutions themselves, i.e. what they include in terms of administration, teachers, colleagues, and curriculum, or stem from external circumstances such as the family or society, or stem from the student from a psychological, emotional or health condition. And it will be a reason to disrupt this student and prevent him from achieving what he aspires to and what society expects from him (Hadi, 2003).

The researcher defined classroom problems as the expression of the difficulties and obstacles that primary and secondary school teachers face in managing their educational groups and feel that they prevent or hinder them from achieving the desired goals of the educational process.

**THE ENGLISH LANGUAGE SUBJECT:** It is one of the compulsory subjects prescribed for most classes in the schools of the Hashemite Kingdom of Jordan.

#### **THE LIMITS OF THE STUDY:**

**-OBJECTIVE LIMIT:** This study identifies the classroom problems facing secondary and basic students in the English language and its relationship to academic achievement from the perspective of English language teachers in Theban education.

**-TEMPORAL LIMIT:** The study was conducted on secondary and basic stage teachers in Theban Education Directorate for the academic year (2022/2023).

**-SPATIAL LIMIT:** The domain steps of this study were applied in the secondary and basic government schools of the Ministry of Education in Theban Directorate of Education.

**-HUMAN LIMIT:** The study was limited to the category of English language teachers.

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

In the era of globalization, the world absorbs a strange mixture of thousands of languages, but there are only a few of them that have the real influence on the tongues of human beings. Arabic is one of the most important languages, and now English has become the most widely spoken language in the world, as it is one of the main

languages spoken in various gatherings and political forums at the international level all over the world, the most important of which is the United Nations Organization (UNO), and other countries (Nawaz, 2008).

The English language is the global language, meaning that it is one of the requirements for obtaining universal knowledge, as well as a tool for self-expression and participation in the process of globalization, and benefiting from the information revolution, and scientific research that is advancing at giant paces, especially in modern domains (Al-Radadi, 2008).

Thus, the English language is considered the global language that facilitates communication, cooperation and understanding between people of different religions, races, cultures and languages, and with the information revolution and the explosion of knowledge, this language began to prevail more and more, and its spread expanded and the number of speakers increased, as it is simply the language of knowledge, science and culture in this era) (Weinstein, 1998).

#### **THE IMPORTANCE OF TEACHING ENGLISH:**

Since the English language is the most common language, tomorrow it is necessary to learn and teach it to move between individuals and societies of different cultures because it is a global medium for expression and understanding. Translating and translating these works (Abdullah, 2013). Due to the dominance of the English language in all domains, the number of those wishing to learn it is increasing day by day, and there is no country in the world that does not teach English in its schools and universities and uses it with others in some of its transactions. In an era when the world became a small village, English became the dominant language over the rest of the languages, and knowledge of it became one of the requirements for success in academic or scientific life. The student who masters English has a better future than the one who does not master it, and the opportunity for work for him is wider (Abdullah, 2013).

Problems facing the English language teacher in the classroom:

The teaching profession is exposed to many problems facing male and female teachers, and works to negatively affect their performance, and there is no doubt that the detection of such problems will reduce their negative effects that may hinder the educational process, (Shecht man, Leichtentrit 2004).

There are many sources of problems, but most of them relate to the student, the teacher, the school administration, educational supervision, curricula, teaching aids, and teaching methods. The teaching profession is one of the most difficult professions, because the teacher interacts with a group of individuals, among whom there are individual differences. Problems of varying source and size (Fuda, 2008) among these problems are the following:

#### **TEACHER PROBLEMS:**

The teacher is a part of every education concerned with achieving educational goals, and whenever this part has a relationship with the whole that belongs to a relationship of understanding and cooperation, team work is a characteristic of the educational community in the school, and when teamwork is distinguished in a school, it is expected to perform educational tasks more effectively. Which is reflected positively on the education of students as a whole (Al-Sakani, 2011)

One of the problems facing the English language teacher is that he needs training courses regarding the English language curriculum, in addition to the many burdens placed on him by preparing lessons for more than one class, following up on each student and following up on the activities carried out by students, all of which require great effort (Al-Sakani, 2011).

#### **TEACHER BEHAVIOR PROBLEMS:**

Some problems may result from the authoritarian style used by the teacher in the classroom, the fluctuation of the teacher's leadership and responses, or poor planning and preparation for the implementation of the lesson activities and the wrong use of the method of punishment. In the diversity of teaching methods and the difficulty of communicating and clarifying some concept

#### **CURRICULUM AND CONTENT PROBLEMS:**

The school curriculum is one of the necessary aspects of the educational process in the school, and one of the most important axes of the educational process, and the teacher's relationship with the curriculum is a direct, strong and influential relationship. Therefore, it is necessary for the teacher to be understanding of this curriculum, satisfied with it, interacting with it, and able to achieve the goals set for it. The teacher may sometimes face some problems in the school curriculum that he teaches, including the density of the curriculum, the length of the course, the difficulty of the educational material, its inappropriateness to the level of students, the lack of allocated classes for the subject, the lack of certain educational means, the students' aversion to the material, and their lack of interest in it. And also the rigidity of the curriculum and its failure to keep pace with the latest developments and innovations, and the failure to involve the teacher in criticizing the curriculum and its development (Abu Al-Wafa, 2011).

#### **TEACHING METHODS PROBLEMS:**

The good method is the one that is compatible with the educational goals, the scientific content of the subject, the teacher's capabilities and personal abilities on the one hand, and with the educational situation, school

climate and surrounding conditions on the other hand, and thus to stimulating the learning process and stimulating the learners' enthusiasm and activating their motives (Jann, 2002). While teaching the curriculum, the teacher may encounter some problems or difficulties in how to teach this curriculum that may limit the success of the teaching process. Al-Amin (2005) mentioned some of these problems, including the following:

The organization of the curriculum, the lack of the necessary capabilities in the school, the style of school administration and the lack of acceptance of some modern teaching methods, in addition to the time allotted for teaching the curriculum.

As Abu Al-Daba'at (2009) mentioned that among the problems are:

The teacher's lack of understanding of the general objectives of education, the objectives of teaching his subject, the lack of teaching aids that fit the curriculum, and the teacher's lack of knowledge of the students' developmental characteristics of the students they teach.

These problems are represented in the difficulty of the learning material, the lack of excitement, fun and suspense in the educational curriculum, and the inappropriateness of educational activities to the level of students (Qatami and Qatami, 2002)

#### **HOME AND THE LOCAL ENVIRONMENT PROBLEMS:**

The home is another source of classroom problems. Pupils who find parents' attention are less problematic and more involved in education. Parents' preference for one child over siblings raises problems for students, and family culture and customs play a role in raising or reducing problems (Khataiba et al., 2002)

#### **ENGLISH LANGUAGE TEACHER PROBLEMS:**

The teaching profession is one of the most difficult professions, especially if the teaching is for the basic and secondary stages. In these stages, the teacher interacts with a group of students who have their own developmental characteristics that must be known to be able to deal with them, which requires the teacher to diversify teaching methods to activate the students in the form What is required and ways to deal with them to communicate information, solve problems, or modify behavior, especially in the basic stage.

He also deals with the school community, the principal, the assistant principal, the secretary, the educational supervisor, colleagues and the earl, which is free from clashing with one of them because of the difference in viewpoints, which causes problems of different severity, and there are also personal problems that belong to the teacher himself and the possession of some special skills, especially the outlook of the English language teacher And his style, he may not sometimes be able to convince others of his point of view.

There are also many problems resulting from the curriculum, the courses, the problems of class control, the overcrowding of the students and the relationship with the students' parents, some of them understand the goals of the school and follow the level of their son, and others are not, as well as the relationship with the local community and the extent of cooperation between the school and the local community (Norris, 2003).

#### **EFFECTIVE CLASSROOM MANAGEMENT:**

The administration in its simplest components can be considered a system or a process in a system that includes planning, decision-making, implementation, control of implementation and monitoring, evaluation of results, then reassessment and then re-planning in the light of feedback. And what results from these efforts of interaction and behavioral patterns, and the origin of these efforts is to work to provide the appropriate atmosphere to achieve the planned goals, and for this end the roles of the teacher and learners are defined and the organization of the classroom environment with its seats, tools and devices to make the learning process fun and purposeful (Abu Hajar, 2002)

#### **CHARACTERISTICS OF EFFECTIVE CLASSROOM MANAGEMENT:**

One of the characteristics of classroom management is to reach the goals with the least possible cost of time, effort and money. It is consistent with other types of other departments, and its important characteristics are:

**-COMPREHENSIVENESS:** that is, it is a comprehensive process that includes many overlapping processes and is complex because it deals with several domains, including students, parents, school director, educational supervisor, faculty, school curriculum, teaching aids, and the classroom.

**-HUMAN RELATIONS:** They are what distinguishes classroom management more than others. If human relations are necessary and necessary for the success of any administrative work to achieve goals like any institution, then such relations are an inevitable necessity and cannot be dispensed with in classroom management.

**-SCIENTIFIC AND BEHAVIORAL QUALIFICATION OF THE TEACHER:** The scientific qualification of the individual is very important to perform any job, and it is necessary for other types of departments, and its importance increases for the classroom management for those who carry out the tasks of teaching and dealing with students.

**-THE DIFFICULTY OF MEASURING AND EVALUATING THE CHANGE IN STUDENTS' BEHAVIOR:** the teacher was not able to measure the change in the student's cognitive behavior, skills or attitudes in an appropriate manner, as is the case in non-educational institutions, because there is no measurement tool that is completely suitable for measuring education, and there are multiple factors that affect

the learner's personality Which makes the impact of the teacher on his students and change their behavior is an inaccurate process (Al-Amayreh, 2002).

#### **CLASSROOM PROBLEM SOLVING METHODS:**

Some educators mention some of the methods of dealing with these problems, including:

1. Prevention methods: This can be avoided by setting rules for the classroom system and formulating instructions to get students involved in useful work using different techniques.
2. Using non-verbal hints: using looking at the students who are busy talking to each other, patting the shoulder, moving towards undisciplined students, or asking them to be moderate in the session.
3. Praising the desired behavior: it leads to arousing motivation and enhancing the desired behavior and stopping the unwanted behavior.
4. Praise other students: The teacher praises all students and then praises a particular student for his excellence in performing his duties and perseverance.
5. Simple verbal reminder: If he does not find the hint to stop the student's disruptive behavior, verbal reminders can be used that can return the student to the correct path.
6. Repeated reminders: The first strategy for repeated reminders is for the teacher to repeat the reminder, ignoring any discussion and excuse provided by the student that has nothing to do with the problem.
7. Applying the results: If all the previous strategies are not feasible for the student, the teacher must impose the choice on the student to either obey or bear the consequences, such as removing the student from the class or keeping him as part of the break time in the class (Qatami, 2000).

#### **PREVIOUS STUDIES:**

Al-Omari (2021) conducted a study aimed at identifying the most prominent problems of the university classroom environment facing the students of Taibah University, and finding the differences between the mean scores of the levels of general satisfaction with the university academic climate that are attributed to these problems. It consisted of five main skills axes and consisted of (68) sub-skills, and the sample was chosen at random, amounting to (2,174) students, during the second semester of 2020, and the study reached many results, including: The class problems that stem from academic regulations and regulations came with a degree High and arithmetic mean (2.45). The results also confirmed that the level of general satisfaction was somewhat flat at a rate of (57.1%), and the results proved that there were statistically significant differences between the levels of general satisfaction levels and the sources of university classroom problems, in favor of the university professor, and the results of the personal interview with a sample amounted to (102). A student from the set of recommendations and urgent problems proposed by the students to improve the university classroom environment

Abu Bakr, Muhammad (2020) conducted a study aimed at identifying the classroom problems facing new primary school teachers in Aflu city schools, and investigating the relationship of these problems to the gender of the teacher, the teaching subject and the teaching stage he teaches. Their service years do not exceed three years, and the study sample amounted to (83) male and female teachers, who were chosen randomly. To achieve the objectives of the study, a questionnaire was designed that consisted of (45) classroom problems distributed over five domains of classroom problems related to (teacher, students, curriculum, classroom management, parents), and the validity and reliability of the tool were verified. The results, including: that the most important class problems that the new teacher suffers from are problems related to students, and an arithmetic mean of (3.97), followed by problems related to the curriculum with an arithmetic mean of (3.84), then problems related to parents with an arithmetic average (3.72), and then problems related to the teacher With a mean of (3.62), and finally problems related to the school environment with a mean of (3,37). The results also concluded that there were no statistically significant differences attributed to the variable of gender, and the presence of differences due to the variable of subject, teacher teaching and teaching stage.

Buhais (2018) conducted a study that aimed to identify the difficulties that teachers face in classroom management at the upper basic stage, and to reveal the existence of differences in classroom management difficulties according to years of experience, and to identify the most prominent means and ways to address the problem of classroom management that teachers face. The curriculum was used the study sample consisted of (135) male and female teachers who were chosen in a stratified random manner from the study population. The questionnaire was used to collect the necessary data for the purposes of the study. The teachers of the upper basic stage in the schools of the South Hebron Directorate were of a medium degree, and the extent of the difficulties related to the behavioral aspect came to a medium degree. The extent of the difficulties related to the behavioral aspect came to a high degree, and the extent of the difficulties related to the school environment came to a high degree.

Halabi (2015) conducted a study aimed at identifying the degree of problems faced by teachers of the lower basic stage in teaching English in Nablus public schools, according to the variables (gender, academic qualification, university of graduation, years of experience, number of training courses, and location of the school), and to achieve The purpose of the study, the researcher used the descriptive analytical method, and the

researcher built a questionnaire after reviewing the educational literature, and the study population consisted of all the teachers of English language in the public schools of Nablus, who numbered (408) teachers. As for the study sample, it was selected in a stratified random manner, and it amounted to (212) male and female teachers, and (116) questionnaires were retrieved, which was considered as the sample of the study. Ranging from high, medium and low, and the total score came with an average rating.

Al-Damour (2013) conducted a study aimed at identifying the problems of teaching English in Karak education directorates, and a questionnaire consisting of (60) paragraphs was distributed to them, which was developed by the researcher. The study found many results, including: The severity of the problems facing English language teachers came to a high degree as a whole, with an arithmetic average (3.83). As for the percentage of the three sub-domains, it was as follows: The teachers were high. And that the level of the domain of problems related to the syllabus that students of the first grade of secondary school face academically from the teachers' point of view was high, and that the level of the domain of problems related to the teacher that students of the first grade of secondary school face was high, and the study also found that there are no statistically significant differences due to The gender variable of the teacher. And there are differences due to the educational qualification variable in favor of the holders of undergraduate and postgraduate studies.

**METHOD AND PROCEDURE:**

This part deals with a description of the study methodology and its personnel, as well as a description of the study's tools, procedures, and statistical treatment that were used in it.

**STUDY APPROACH:**

In its procedures, this study relied on the descriptive survey method, which depends on collecting data from the study sample of English language teachers, using the questionnaire prepared for the purposes of this study, and studying and analyzing the responses of teachers and teachers.

**STUDY COMMUNITY:**

The study population consisted of male and female English language teachers in Theban Directorate of Education, and their number was (129) teachers.

**THE STUDY SAMPLE:**

The study sample consisted of all the teachers of biology in Al Muwaqqar education, who are (99) male and female teachers, and Table No. (1) shows the characteristics of the study sample.

**TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO ITS INDEPENDENT VARIABLES**

Variables	Variable levels	Frequency
Gender	Male	63
	Female	36
Qualification	BA	68
	High studies	31
Total		99

**STUDY TOOL:**

To achieve the objectives of this study, the researcher built a questionnaire consisting of (30) items, and it was directed to male and female teachers who study English, and the five-point Likert scale was adopted (very large = 5, large = 4, medium = 3, few = 2, very few =1) The questionnaire items were divided into three domains:

- Problems related to the teacher: This domain included (10) paragraphs.
- Problems related to the school curriculum: This domain included (10) paragraphs.
- Problems related to the student: This domain included (10) paragraphs.

**VALIDITY OF THE STUDY TOOL:**

The questionnaire was presented in its initial form to a number of specialists, with experience and competence in the domain of scientific research and teaching, with the aim of arbitrating the paragraphs of the questionnaire, and knowing the extent of the clarity of its paragraphs and comprehensiveness of all aspects of the subject for a study. On the linguistic reformulation of some paragraphs, and the researcher modified the questionnaire in the opinions of the arbitrators.

**STABILITY OF THE STUDY TOOL:**

Cronbach's Alpha test was used to test the stability of the resolution, and the stability rate of the resolution was (.81), and the values of the reliability coefficients for the resolution axes ranged between (.79) and (.81). The following is a presentation of the values of the reliability coefficient for the domains and the total degree of the study tool.

**TABLE NO. (2): RELIABILITY COEFFICIENT VALUES FOR THE STUDY TOOL DOMAINS**

Domain	Number of paragraphs	Cronbach's Alpha
Problems related to the teacher	10	.79
Problems related to the school curriculum	10	.83
Problems related to the student	10	.81
Overall degree	30	.81

**STUDY VARIABLES:**

Independent variables

-Gender has two levels: (male, female).

-The academic qualification has three levels: (Bachelor's, Postgraduate).

-Dependent variable: It is the response of the study sample to the study tool (the questionnaire).

**STATISTICAL ANALYSIS:**

The data was collected using the study tool, a questionnaire, and then unloaded, organized and entered into the statistical program (SPSS) to analyze the study data after coding the answers. Where descriptive statistics were used to calculate the arithmetic means and standard deviations

The five-level grading classes were also converted to three-tiered grading as follows:

$$(5-1) = 4$$

$$4/3 = 1.33$$

This value is used to determine the length of the staging period as follows:

1– 2.33 weak

2.34–3.67 medium

3.68–5.00 big

Presentation and discussion of the results:

First: Presentation and discussion of the results related to the first question, which states: "What are the classroom problems facing secondary and basic students in the English language and their relationship to academic achievement from the perspective of English language teachers in the education of Theban Brigade"?

**THE FIRST DOMAIN: PROBLEMS RELATED TO THE TEACHER**

**TABLE NO. (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE DOMAIN (PROBLEMS RELATED TO THE TEACHER).**

Rank	Paragraph	Arithmetic averages	Standard deviation	Score
1	The teacher's adoption of the delivery method in teaching.	2.30	.34	Medium
2	The teacher's lack of use of various educational aids in teaching English.	2.33	.36	Medium
3	The teacher's dependence on the textbook as the only reference for teaching English.	2.36	.39	Medium
4	The teacher's reluctance to attend training courses in teaching English.	2.41	.40	Medium
5	Teacher focus on teaching for exams.	2.48	.44	Medium
6	The weak theoretical and practical background of the teacher in modern teaching methods.	2.51	.48	Medium
7	The teacher translates English texts into Arabic instead of encouraging students to understand them in the original language.	2.57	.52	Medium
8	The scarcity of the teacher's encouragement for students to speak English.	2.59	.55	Medium
9	The English language teacher's dissatisfaction with the educational supervisor's visit.	3.11	.63	Medium
10	The teacher's lack of use of various educational aids in teaching English.	3.17	.68	Medium
	Overall degree	2.58	.47	Medium

Table (3) shows that the paragraphs of the domain of "problems related to the teacher" came to a medium degree, The paragraph "the teacher's adoption of the method of delivery in teaching" came in the first place, with an arithmetic mean of (2.30) and a standard deviation of (.34) at a medium degree, The researcher attributed this to the fact that the teacher lacks the lowest levels of knowledge in the various teaching methods and methods and confines himself to the traditional method, which is recitation, which depends on the direct method of learning between the teacher and the student within the meeting, asking and waiting for the answer, and the reason goes back to the lack of training courses that the English language teacher receives regarding Teaching methods and

their diversity, lack of motivation that the teacher receives, whether from the school principal or the local community, the lack of interaction of students with the teacher in deviating from the norm during the lesson. The paragraph came "the teacher's lack of use of the various teaching aids in teaching English). In the last place, with an arithmetic average of (3.17) and a standard deviation of (.68.) in a medium degree, The researcher attributes this result to the fact that most teachers of English language depend on the official book to explain and clarify the educational material. Without resorting to the use of various educational means, this may be due to Several reasons, including the lack of means for the teacher, either because of their high cost or the difficulty of their work, the school administration's failure to allow outside the classroom to do some activities related to a lesson, students' failure to respond to some of the tasks required of them during the application and work on creating the educational method. Some teachers may look only narrow class time.

**THE SECOND DOMAIN: PROBLEMS RELATED TO THE SCHOOL CURRICULUM**

**TABLE NO. (4) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE DOMAIN (PROBLEMS RELATED TO THE SCHOOL CURRICULUM).**

Rank	Paragraph	Arithmetic averages	Standard deviation	Score
1	Lack of use of teaching methods of expression in the English language.	2.34	.32	Medium
2	Focus activities in the course on specific aspects of English language learning.	2.36	.34	Medium
3	Weakness of the relationship between the subjects of the texts and the mental abilities of the students.	2.36	.34	Medium
4	The course content lacks the integration of speaking, writing, reading and listening elements.	2.44	.37	Medium
5	Weakness of the relationship of reading texts in the English language book to the students' daily life.	2.47	.40	Medium
6	The weak role of the teacher in modifying the curriculum.	2.54	.48	Medium
7	Weak course focus on teaching English as a language of communication.	2.57	.50	Medium
8	The course of the English language changed suddenly.	2.57	.50	Medium
9	Difficulty of the concepts included in the course content on the students.	3.13	.56	Medium
10	Weak course interest in communication skills	3.15	.60	Medium
	Overall degree	2.59	.44	Medium

Table (4) shows that the paragraphs of the field of "problems related to the school curriculum" came to a medium degree, as the paragraph "lack of use of methods of teaching expression in the English language" came in the first place with an arithmetic average of (2.34) and a standard deviation of (.32. ) to a medium degree, and the researcher attributes this to the fact that the teacher does not give the subject matter of the English language importance, and this is due to the fact that the student cannot write at least one sentence because he does not know the letters or the basic rules of writing for the students' foundational situation, and there is also a problem which is the difference in teaching from One teacher to another, as some teachers focus on the rules and forget other skills, and some focus on reading and memorizing, and this in turn leads to the lack of clarity of the plan that must be followed with the students during the school stages, and the teacher does not give the students the basic skills of writing because of the lack of an appropriate distribution of the goals that must To be achieved at the end of the semester. The paragraph (weakness of the course's interest in communication skills) came in the last place with a mean of (3.15) and a standard deviation of (.60.) and at a medium degree. Solve exercises and assignments for students, and most teachers focus on dictation in their teaching of all units and give it a measure of the mark in the students' final assessment. As for the communication skill, it does not receive the required attention from most teachers due to their weak activation of dialogue and discussion skills between students and their failure to encourage students to go out in front of their colleagues and talk for some time orally and conduct interviews and dialogues among them.



**THE THIRD DOMAIN: PROBLEMS RELATED TO STUDENTS**  
**TABLE (5) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE FIELD (PROBLEMS RELATED TO STUDENTS).**

Rank	Paragraph	Arithmetic averages	Standard deviation	Score
1	Students resort to the Arabic language to clarify the meanings and English ideas.	2.31	.29	Weak
2	Weak use of students' vocabulary in useful sentences.	2.33	.33	Weak
3	Weak use of students' vocabulary in useful sentences.	2.34	.34	Medium
4	Lack of students linking the English language to their culture and reality.	2.37	.38	Medium
5	Students focus on English grammar at the expense of other skills.	2.39	.41	Medium
6	Lack of incentives for students to excel and be creative in the English language.	2.44	.46	Medium
7	Students' fear of expressing themselves in English.	2.44	.46	Medium
8	Students' reluctance to use dictionaries to search for meanings of vocabulary.	2.52	.51	Medium
9	Students are more interested in academic achievement than language development.	3.56	.54	Medium
10	The occurrence of chaos in the classroom among the students during the performance of various activities.	3.66	.59	Medium
	Overall degree	2.63	.43	Medium

Table (5) shows that the paragraphs of the field of "problems related to the student" came to a medium degree, the paragraph "students resort to the Arabic language to clarify English meanings and ideas" came in the first place with an arithmetic average of (2.31) and a standard deviation of (.29). To a weak degree, the researcher attributed this to the fact that the student has learned from the teaching methods from the beginning, whether from the teacher or the guardian, to translate every word, whether in the lesson or exercise, into Arabic, as the teacher himself, during the explanation of the lesson, clarifies each word and its equivalent in the language Arabic and the omission of giving the student the meaning of the word in a second meaning in the English language, this led to giving the student a stereotyping in the way of understanding lessons and exercises in the English language. The researcher attributes this result to the fact that most teachers did not teach the students how to organize while performing educational activities by sitting in groups, identifying a group leader and distributing them appropriately and taking into account the Individual differences among them, and giving a role to each student within the group. This in turn leads to the work being organized, feasible and beneficial to students. As most teachers do not have an organized way to distribute activities to students

Second: Presentation and discussion of the results related to the second question, which states: "Are there any statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the degree of problems facing secondary and basic stage students and their relationship to academic achievement from the perspective of English language teachers in Theban education that are attributed to For the gender variable, and educational qualification?

Gender variable (male, female)

To answer this question, T-test was used for two independent groups (Independent-Samples-T-Test) to indicate differences according to the variable (gender), and the results of Table (6) show that.

**TABLE NO. (6): THE RESULTS OF THE T-TEST FOR TWO INDEPENDENT GROUPS TO INDICATE THE DIFFERENCES TOWARDS THE DEGREE OF PROBLEMS FACING SECONDARY AND BASIC STUDENTS IN THE ENGLISH LANGUAGE AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT FROM THE PERSPECTIVE OF ENGLISH LANGUAGE TEACHERS IN THEBAN EDUCATION DUE TO THE GENDER VARIABLE**

Gender	Number	Arithmetic averages	Standard deviation	"T" value	Indication level
Male	36	3.23	.43	.253	.320
Female	63	3.43	.56		

The results in Table (6) indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to the gender variable towards the degree of problems facing secondary and basic school students and their relationship to academic achievement from the perspective of English language teachers in the education of the Theban district due to the gender variable. . The researcher attributed the reason for the absence of statistically significant differences that teachers, whether male or female, face the same problems in the classroom, from problems related to the student, the curriculum, or the teacher himself. Also, teachers receive

the same training courses by educational supervisors. As an English education supervisor allocates one or two brigades in full, this does not cover all the needs and requirements of teachers in the educational field. There are also shortcomings on the part of school principals in searching for solutions to the problems that teachers face in their classrooms.

-Qualification variable (Bachelor's degree, postgraduate studies)

To answer this question, the One Way ANOVA analysis was applied to the independent samples for the effect of the educational qualification variable, and Table No. (7) shows this.

**TABLE NO. (7).**

Qualification	Number	Arithmetic averages	Standard deviation	F	Statistical Indication
BA	68	33.4	30.2	.1092	0.20
Postgraduate studies	31	43.6	90.1		

Table (7) shows that there are no statistically significant differences at the level of indication in the educational qualification variable towards the degree of problems facing secondary and basic stage students and their relationship to academic achievement from the point of view of English language teachers in the education of the Theban Brigade due to the educational qualification variable (Bachelor, Postgraduate Studies), and the researcher attributes this to the teacher being treated as one, whether he is a holder of a bachelor's degree or postgraduate studies in terms of the stage he studies or the tasks required of him, as school administrations treat teachers similarly to qualified holders, and what is required of them at the end of the school year is One of the study plans, preparation of tests and analysis, and the visit of the educational supervisor to them does not provide them with a qualitative addition in their professional development and give them more skills that help them in the classroom.

#### RECOMMENDATIONS:

1. The necessity of reconsidering the English language curriculum and the intensity of the curriculum.
2. Training teachers on how to face class problems.
3. Paying attention to the content and focusing on the logical sequence of the lessons.
4. Coordination between the school and parents in overcoming all class problems and academic achievement of students.

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