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Reasons behind the Secondary Stage Low Achievement in English and Math from the Teachers' Perspectives in schools of Tulkarm District

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Abstract

This study aims to investigate the main reasons behind low achievement in English and math among the secondary stage students in the schools of Tulkarm District. To achieve this purpose, the researchers used two tools: A 30-item questionnaire which was distributed among 50 male and female teachers from the government schools of Tulkarm city and its Suburbs. A representative sample of 10 from the same teachers was chosen randomly and was interviewed by the researchers to gain more information about the same purpose. The study results showed that there were significant differences at ($\alpha = 0.05$) on the low achievement among the secondary stage learners in the schools of Tulkarm city and its Suburbs due to gender in favor of females. Results also showed that , there were significant differences at ($\alpha = 0.05$) on the low achievement among the secondary stage learners in the schools of Tulkarem city and its Suburbs due to the study variables of qualifications, experience, specialization and training sessions. Moreover, the interview results support the results of the questionnaire. In the light of these findings, the researchers recommended the following: Using simplified pedagogical methods, establishing good rapport between students and teachers and preferably the number of classes should be five instead of three per week mainly for the commercial stream.
Key words: Low Achievement, English and Math, the teachers' Perspectives

1. Introduction

General Sec. Certificate Examination is one of the most evaluative means which is commonly used worldwide. These, examinations have pedagogical objectives which measure the progress as well as the cognitive approach of the Tawjehi students. Thus, the assessment is mainly bound to the educational policy of the country and what somehow diverges with educational objective, for the function of education is to equip students for life and to focus on the skills of life, indeed. The Tawjehi exams ought to be tied with the material objectives, measuring the whole cognitive levels (Bloom Taxonomy), gradually to suit the levels of the students. Therefore, teachers ought to be acquainted with the objectives of the curriculum. However, students encounter lots of problems while preparing for the General Sec. Certificate Examination; among these problems are:

1. The physical conditions: Most classes lack the well-equipped classrooms and this hinders good achievement.
2. The crowded classrooms: Each class has 40 students and more, so each one doesn't have the chance to keep in touch with their teachers.
3. The psychological impact: Tawjehi students have great psychological impact while preparing for the General Sec. Certificate Examination because it determines their future.
4. Heaps of the required curriculums: Students can hardly keep up with the demand whereas, teachers also face dilemmas while teaching the Tawjehi students.
5. The psychological impact: Teachers suffer psychologically while teaching the Tawjehi students. They are racing the time to end up the material in the due course. So each unit doesn't have enough time to finish it thoroughly and appropriately.
6. The financial fluctuation: Teachers face problems while their salaries are low and being minimized from time to time as a result of the rise of the high living. Therefore, there is suspension from time to time which hinders good performance mainly for the Tawjehi students. So they are obliged to make them up on Saturdays.

2. Research Statement

The researchers tried to show the impact of the preceding problems on the Tawjehi students' achievements in English and math.

3. Purpose of the study

This study aims to achieve the following objectives:

1. Investigating the reasons behind the low achievements of the Tawjihi students in English and Math.

2. Finding out if there are differences in the responses due to due to gender, stream, qualifications, experience, specialization and training sessions

4. The Questions of the Study

The study aims to answer the following questions:

1. What are the reasons behind the Secondary Stage Low Achievement in English and Math from the Teachers' Perspectives in schools of Tulkarm City and its Suburbs?

2. Are there any statistical significant differences at ($\alpha = 0.05$) in the reasons behind the Secondary Stage Low Achievement in English and Math from the Teachers' Perspectives in schools of Tulkarm City and its Suburbs due to gender, stream, qualifications, experience , specialization and training sessions?

5. Significant of the Study

The significance of the study helps to diagnose the status of the General Sec. Certificate questions in the English and Math Exams. It also helps improve methods and approaches of teaching so as to meet the suggested questions in the short run. Furthermore, the significance of the study can also foster decision makers about the status of the exam and an urgent need to reconsider it for improvement in the short run.

6. Limitation of the Study

1. Time imitation: the study was carried out in the scholastic year 2014-2015.

2. Place limitation: The study was carried out at schools of Tulkarm District

3- Topical limitation: The secondary stage low achievement in English and Math from the teachers' perspectives in schools of Tulkarm City and its Suburbs**.**

7. The Study Terms

1. Evaluation: It is a continuous process to judge students within the learning process such as methods, exams and interviews based on the groups of criteria.

2. Achievement: It is an evaluative tool to check whether the goals have been achieved or not.

8-Literature Review

For the sake of organization and clarity, the researchers arranged the related studies in two types: Studies which associated with issues related to math and the other studies that deal with issues related to English. A point to raise before investigating the related literature is the clarity and comprehensiveness should be considered by the designers of materials and the examiners as well as they found to be effective and positively affect students' results regardless of the school subjects. For example, Ana Bonilla (1988) stated that the variety of questions included in the General Sec. Certificate based on Barrett was found to be helpful; the direct questions are apparent and helps in getting better answer than the vague ones. Another study by Lee (1994) showed the more comprehensive the questions are, the better results students will get.

Additionally, Kabir, M. (2012) and Raba and Harzallah, (2015) emphasized that students must be helped to form the right kind of attitude towards learning. Moreover, it has to be ensured that the teachers implement their knowledge achieved through training; objectives of the textbook are to be followed, a good classroom environment is to be ensured, presented teaching methods are to be followed; students should not be frightened; more learner autonomy should be practiced; learning strategies shall be taught to them and finally lessons should be presented interestingly as laughter lubricates learning. Furthermore, AL-Nouemi (2001) carried out a study which aimed the effect of the different aspects of the national exams in Qatar to examine its effect on the learning process. The questioner and the interviews were conducted to elaborate the aspects of the policy makers as well as the students. It was found that there was a real negative aspect of those exams on the students and there is an urgency to review the system of the General certificate exam to suit the evolutions methods of teaching and assessment, indeed.

Ismail, Shahrill and Mundia (2015) showed that teachers are at the heart of effective Mathematics education. However, the findings also revealed that there are negative factors affecting teachers' effectiveness in teaching Mathematics such as Math lack of preparation, not being well–versed, lack of willingness for changes in the curriculum and instructional strategies to occur. An awareness of these factors can help increase a teacher's effectiveness if they are dealt with successfully. In brief, Tuncay Saritas and Omur Akdemir (2009) revealed that instructional strategies and methods, teacher competency in math education, and motivation or concentration were the three most influential factors that should be considered in the design decisions.

Studies associated with issues related to math:

Mbugua, Kibet, Muthaa and Nkonke, (2012) emphasized the importance of factors contributing to poor

performance in math that include under staffing, inadequate teaching/ learning materials, lack of motivation and poor attitudes by both teachers and students, retrogressive practices. Improving on these factors and sensitization of the local community to discard practices which prohibit student's effective participation in learning mathematics could improve performance in Mathematics. Jameel, and Ali (2016) revealed strictness while teaching mathematics as the major cause of low achievement in mathematics by the perception of students and lack of exercise as a major cause by the perception of teachers. Likewise, lake of attention as a major cause was revealed by the perception of parents.

Singha, Goswami, and Bharali, (2012) recommended that the teacher should develop positive relationship with students and stress class room activities that involve active teaching-learning process and student's participation in the class. Schools and college should organize periodic seminars and workshops for students, parents and teachers designed to promote positive attitudes towards Mathematics.

Nicette and Marissa (2014) showed that personal problems relating to school expenses, lack of interest and negative attitude towards the subject and the other emotional problems in doing tasks with low self-esteem affected negatively students' achievements in math. Additionally the over-extended schedules and the too many academic tasks to do daily affects negatively the students' follow up at homme which in turns affected badly the students' achievements.

Elif, Y (2003) revealed that developing understanding in mathematics is an important but difficult goal. Being aware of students' difficulties and the sources of the difficulties, and designing instruction to diminish them, are important steps in achieving this goal. The findings indicated that study habits that enhanced adaptation to mathematics learning included small group discussions, discussions and personal reading. Provision of frequent feedback by giving assignments, marking and revising immediately as well as encouraging students to interact freely in class by allowing them to participate fully also enhanced learners‟ understanding. Similarly, teachers assessed all cognitive domains of learning except creativity, imagination and data interpretation domains. The study also found out that most mathematics teachers were using assessment techniques that denied students all-round mathematics learning as well as restricting their assessment to only cognitive domains.

Ali (2011) highlighted the possibilities of fostering in-depth learning by establishing the primacy of the teacher in bridging the gap between students' perceptive faculty of mind and subject matter knowledge. It recognizes the influences the teacher's actions, pedagogical moves and decisions exert on students' in-depth learning of concepts. The study also underscores the vital importance of students' prior knowledge of basic mathematical concepts in in-depth learning of new concepts. Implication of the results of the study underscores the need for synergy of efforts on the part of teacher, school, and other key stakeholders, and curriculum in creating and promoting an environment conducive to students' in-depth learning in mathematics.

Andaya, (2014) revealed that students' achievements in Math Courses (Fundamental Mathematics and Contemporary Mathematics) is poor; they perform low in both subjects; and mathematics achievements are highly correlated to individual and instructional factors and moderately correlated to classroom management and evaluation factors. There is a real match between the previous studies and the current study about the general objective which is to evaluate and analyze the questions of the General certificate exams. Therefore, this study is a supplement of the efforts and initiatives to figure out the causes behind the low achievements among the Tawjehi students so as to be able to shed light on proposed suggestions for the students, policy makers and parents. Thus, teachers' central role in promoting deeper learning requires them to understand and practice some of the basic principles of the conceptual learning in mathematics. These principles include teaching general knowledge or generic concepts in the subject and helping students in overcoming the difficulties they face while mathematical concepts. Teachers can use a wide variety of activities and techniques such as discussion, stories, songs, role play, visual illustrations, patterns seeking, using examples from real life, use of analogy and explanations, to help build prerequisite knowledge and strengthen connections between what students already know about a concept what they need to know more about it (Joseph & Yoe, 2010; McLaren, 2010).

Studies associated with issues related to English:

Haycraft (1993) said that the Asian people are facing problem in teaching and learning of English while those problems include lack of experts knowledge, lack of spoken English, lack of reliable assessment, lack of effective audio-visual aids, harsh classroom environment, overcrowded classrooms, ineffective teaching methodology which are making English effective.

Thongma; Sam; Mohamad and Leong (2013) discussed the main factors that cause students' low English achievement. These factors were: first, the majority of students stated that the English teachers are not well-

trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

Shahzad; Ali; Hukamdad; Qadeer and Ullah, (2011) found in the study that curriculum plays a vital role in obtaining the objectives of Education. It is recommended that curriculum should be made activity based, market oriented and there should be horizontal and vertical articulation among different concepts. They also found that, most of the English teachers are not highly professionally skilled and qualified in English language. Their study also showed that a congenial and conducive environment facilitate teaching and learning.

Heidari and Tahriri (2015) revealed that from the teachers' viewpoints, the teachers-based factors were identified to be the most relevant reasons for high school students' low achievement in English course. Adding to the aforesaid, students are generally weak at English language learning, especially for the countries that English is not spoken as the mother tongue. Hashemi (2011), identified that students' weakness in English language learning as due to the differences of social contexts, cultural environments. English is not only used as an official language in many nations, but it also influences many different cultures in a large number of countries; it is the central language of communication in the world-wide (Susanna, 2007).

Normazidah, Koo, & Hazita (2012) and Trawiński (2005), also presented the factors that impact the EFL learners to have poor performance in English language learning as followings:

- English is regarded as a difficult subject to learn.
-Learners' learning depends on the English teachers as authorities.
-There is a lack of support to use English in the home environment and the community.
-Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms
-Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.
-Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
-Lack of motivation for learning or the negative attitude towards the target language.

Chang (2010), indicated that reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. Moreover, according to Dembo (2004), specifies that time management is involved in students' educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time-management skills.

Alderman (2004), states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies, whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies (Trawiński, 2005). So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement. Therefore, to these key factors, all stakeholders should find ways to solve the problems for learners' academic achievements.

According to Perkins (1993), "…teaching for understanding is not such an easy enterprise in many educational settings. Nor is it always welcome" (P.02) A survey of the current literature reveals that understanding avoidance is not unique to the context of Pakistan and other developing countries where the quality of education is considered to be poor; it is and has been a matter of concern in the context of developed countries as well, where there is a tendency to emphasize memorization and reproduction of information (e.g., Das & Barunah, 2010; McLaughlin & Talbert, 1993; Wildy & Wallace, 1992).

To sum up, in dealing with English, math, religion or any other subject, Shulman, and Kozlow, (2012) summed up the differences between schools of low-achievement and schools of high achievement. In particular, the largest differences were observed for the following factors:

- School climate established by school staff for learning,
- Parental engagement and
- Engagement of students in learning.

9. Methodology

The descriptive method was used for the suitability of the study.

9.1 Ppopulation of the Study:

The population of the study consists of 50 male and female teachers from the government schools of Tulkarm District. They were asked to answer the questionnaire questions and 10 of them were randomly chosen and interviewed. The distribution of the study population shown in tables (1, 2, 3, 4 and 5) below:

Table 1 Distribution of the Population According to Gender

Gender	Frequency	Percentage%
Male	24	0.48
Female	26	0.52
Total	50	100.0

The above table shows that there are 52% females and 48% males in the study population.

Table 2 Distribution of the Population According to specialization

Specialization	Frequency	Percentage%
Mathematics	25	50.0
English	25	50.0
Total	50	100.0

The above table indicates that more than 50% of the study sample are English language teachers while the others are mathematics teachers.

Table 3 Distribution of the Population According to Experience

Experience	Frequency	Percentage%
Fewer than 5 years	*7*	*14.0*
From5 to 10	*28*	*56.0*
More than 10	*15*	*30.0*
Total	50	100.0

The above table indicates that more than *56*% of the study population have experience from 5 to 10 years while 30% have more than 10 years in service and 14% of the teachers have fewer than 5 years of experience.

Table 4 Distribution of the Population According to Qualification

Qualification	Frequency	Percentage%
Diploma	*4*	*8.0*
B.A	*36*	*72.0*
M.A	*10*	*20.0*
Total	50	100.0

The above table indicates that the majority of the study population are B.A holders.

Table 5 Distribution of the Population According to Qualification

Training sessions	Frequency	Percentage%
Fewer than 3	*8*	*16.0*
3-5	*25*	*50.0*
More than 5	*17*	*34.0*
Total	50	100.0

The above table indicates that more than 50% of the study population have achieved 3-5 training sessions.

Similarly, 34% have achieved more than 5 training sessions. While the lowest percentage which is 16 % have achieved fewer than 3 training sessions.

9.2 Reliability of the questionnaire

To determine the reliability of three sub-questionnaires, alpha Cronbach formula was used; the range of reliability was 0.90 which is suitable for conducting such a study.

9.3 Validity of the questionnaire

The questionnaire was reviewed by a group of experts in the field of English and Maths. They deleted and rephrased some items until the study instrument reached its appropriate final form.

9.4 Procedure

The study has been carried out based on the following

a. the questionnaire was distributed .

b. Interviews were conducted

c. elaboration of the Items in Arabic

d. Gathering the questioners thus, SPSS was used to get the analytical data

9.5 Study Design

Independent Variables

1. Gender: (Male and Female)

2. Specialization: (Mathematics and English).

3. Experience: (Lees than 5, From5 to 10, more than 10)

4. Qualification: (Diploma, B.A, and M.A)

5-Training Sessions: (Less than 3, 3-5 and More than 5).

Dependent Variable

The response of the study guided by the teachers

10. Results

To accomplish the aims of the study, the researcher analyzed the data in accordance with the study questions. To analyze the findings, the researcher used the following scale to represent the estimation level of teachers' responses. The results were as follows:

(80%-100%) very high.

(70%- 79.9 %) high.

(60%- 69.9 %) moderate.

(50%- 59.9 %) low.

(Less than 50%) very low.

10.1 The results of the questionnaire:

Results related to the First Question. What are the reasons behind the Secondary Stage low achievement in English and Math from the teachers' perspectives in schools of Tulkarm City and its suburbs?

To answer this question, the researcher used means and, percentages and estimated value as shown in Table (6).

Table 6 Mean, standard deviation, percentages and estimated value of teachers' perspectives about reasons behind the secondary stage low achievement in English and Math

	Item	***m***	***percentage***	***level***
	I' m stressed out while learning.	2.32	46.40	*low*
	Al Tawjihi English curriculum is overlapping.	2.44	48.80	*low*
	The units of English material don't suit the allotted time.	3.48	69.60	*moderate*
	Listening skills are neglected.	3.92	78.40	*high*
	The essence of the competitive soul drives me to the perfect performance.	4.20	84.00	*Very high*
	Some subjects ought to be minimized rather than maximized.	3.62	72.40	*high*
	Classroom management shortens the distance of ending up the lessons in due course.	3.82	76.40	*high*
	The local society stimulates and arouses interests in learning process.	3.82	76.40	*high*
	The simplified available elaborations are widely spread on the websites.	3.90	78.00	*high*
	Bloom's Taxonomy is embedded in the General Certificate Exam in a just way.	3.80	76.00	*high*
	The up-to date follow up families with their sons increase the seriousness among students.	4.54	90.80	*Very high*
	The flexibility of school administration drives teachers to good accomplishment.	3.78	75.60	*high*
	Crowded classrooms mislead profound focus and participation.	4.20	84.00	*Very high*
	The nervousness of Al -Tawjihi teachers demotivates us.	1.84	36.80	*low*
	The burden of daily exams hinders concentration.	2.10	42.00	*low*
	The English allotted classes are not suffice to Units.	2.90	58.00	*moderate*
	The physical condition in the classroom is inadequate.	2.80	56.00	*moderate*
	The psychological impact districts me.	3.70	74.00	*high*
	Teachers foster students to focus on specific topics rather than the whole topics.	3.32	66.40	*moderate*
	The accumulative weakness pushes me to a tutor.	3.90	78.00	*high*
	The facilitation of English material exams paper markers drives the students to high motivation.	4.50	90.00	*Very high*
	Skillful teachers alter methods of teaching based on the subject.	4.20	84.00	*Very high*
	The flexible of the universities administrations Upgrades Students to join Al-Tawjihi.	3.98	79.60	*high*
	Simplified pedagogical methods speed up the student's performance.	4.42	88.40	*Very high*
	The local society plays a major role of education process.	3.42	68.40	*moderate*
	The questioner itself can't cover what is the real serious reason behind the low performance for the students in this level.	2.50	50.00	*moderate*
	Ministry of education welcomes such researches to find	*4.08*	*81.60*	Very high

	treatment plan later on.			
	Teachers' expectations don't meet all the levels of students.	*3.40*	*68.00*	moderate
	Private lessons alone are not enough to pass the final exams.	*2.80*	*56.00*	moderate
	I' m stressed out while learning.	*3.78*	*75.60*	high
	Al_ Tawjihi English curriculum is overlapping.	*3.51*	*70.03*	high
	Total score	3.516	70.311	high

The above table shows that the total score for the most serious reasons behind the low performance among the Tawjehi Students at Tulkarem Schools was 3.5 with a percentage of 70.3% which indicates that the most serious reasons behind low performance among the Tawjehi Students at Tulkarem Schools was high from the perception of the respondents.

Moreover, the above table shows that the items with the topics of "Crowded classrooms misleads profound focus and participation", "Skillful teachers alter methods of teaching based on the subject.", "Simplified pedagogical methods speed up the students' performance".; and the item of "The facilitation of English material exams paper markers drives the students to high motivation" received a very high degree of responses.

Results related to the Second Question. Are there any statistical significant differences at ($\alpha = 0.05$) in the reasons behind the Secondary Stage Low Achievement in English and Math from the Teachers' Perspectives in schools of Tulkarm City and its Suburbs due to gender, stream, qualifications, experience , specialization and training sessions?

To answer this question, the t- Test for Independent Samples and One Way ANOVA tests were used and tables (7, 8,9,10 and 11) show the results.

Table 7 Test results of due to the low performance among Al-Tawjehi students in English language based on gender.

Male(n=24)		Female(n=26)		T-VALUE	SIG
Mean	S.D	Mean	S.D		
3,59	0,50	3,64	0,35	-0.414	0,681

It is clear in the above that the total significant reference (0.681) is higher than the significant p value of (0.05), hence the null hypothesis was accepted which states that there are no significant differences about to the low achievement among the Tawjehi students in English Language due to the variable of gender.

Table *8*: (t) Test results of due to the low performance among Al-Tawjehi students in English language based on specialization.

English(n=25)		Math (n=25)		T-VALUE	SIG
Mean	S.D	Mean	S.D		
4.28	*0.35*	*0.394*	0.51	2.156	0.040*

It is clear in the above table shows that the total significant reference (0.040) is lower than the significant p value of (0.05), hence the null hypothesis was refused which states that there are significant differences about the low achievement among the Tawjehi students in English Language due to the variable of specialization in favor of English language teachers.

Table 9: Mediates due to the low achievements among the Tawjihi students in the English Language and math due to the variable of the experience

Experience	Less than 5**n= 9**	From 5-10 **n=30**	More than 10 **n=11**
	3,82	3,48	3,34

Table 10

Results of the ANOVA test due to the low achievements among the Tawjihi students in the English Language and math due to the variable of the experience

Source of variance	**Sum of squares**	**D.F**	**Mean Squares**	**F**	**Sig**
Between groups	1,22	**2**	**0,61**	**6,04**	**0,00**
Within groups	4,77	**47**	**0,10**		
Total	5,99	**49**			

Significant at($\alpha \leq 0,05$)

It is clear from the table the level of the value calculated reached the total degree (0.00) and it is below the limited study value level (0.05) .It means that the null hypothesis accepted which means that there are significant differences due to the low achievements among the tawjehi students in English Language and due to the variable of the experience.

Table 11 The results of the LSD for **the low achievements among the Tawjihi students in the English Language and math due to the variable of the experience**

Total Degree	**Experience Level**	From 5-10
	Less than 5	-0.15833*

*** The mean difference is significant at the 0.05 level.**

Table (10) shows that the differences in the total degree were between (Less than 5) and (From 5-10) in favor of (From 5-10).

Table 12: Mediates due to the low achievements among the Tawjihi students in the English Language and math due to Qualification

Experience	Diploma (**n= 4**	B.A **n=36**	**M.A N=10**
	3.56	*3.62*	*3.65*

Table 13

Results of the ANOVA test due to the low achievements among the Tawjihi students in the English Language and math due to Qualification

Source of variance	Sum of squares	D.F	Mean Squares	F	Sig
Between groups	0.036	**2**	0.018	**0.094**	**0.911**
Within groups	8.989	**47**	0.191		
Total	9.025	**49**			

Significant at($\alpha \leq 0,05$)*

It is clear from the table the level of the value calculated reached the total degree (0.911) and it is above the limited study value level (0.05) .It means that the null hypothesis refused which means that there are no significant differences due to the low achievements among the tawjehi students in English Language and Math due to the variable of the qualification.

Table 14: Mediates due to the low achievements among the Tawjihi students in the English Language and math due to training sessions

Training sessions	Less than 3(n=8)	3-5 (n=25)	More than 5(n=17)
	3.64	3.58	*3.65*

Table 15

Results of the ANOVA test due to the low achievements among the Tawjihi students in the English Language and math due to Qualification.

Source of variance	Sum of squares	D.F	Mean Squares	F	Sig
Between groups	0.050	**2**	0.025	**0.131**	**0.877**
Within groups	8.975	**47**	0.191		
Total	9.025	**49**			

Significant at($\alpha \leq 0,05$)

It is clear from the table the level of the value calculated reached the total degree (0.877) and it is above the limited study value level (0.05) .It means that the null hypothesis refused which means that there are no significant differences due to the low achievements among the tawjehi students in English Language and Math due to the variable of the Training sessions.

10.2The results of the interview:

Ten male and female English language and math teachers who were chosen randomly have been interviewed in order to answer the questions about the low achievement in English and math. The respondents agreed that the reasons behind the low achievement in the two subjects attributed to several reasons such as the complicity of the subject matter which has ranked the first place, lack of employing technologies in teaching , lack of reinforcement for the students , weakness of the students in the previous classes , remedy programs for students

are few, no cooperation with parents , ignoring the required homework, lack of interesting teaching methods , the available time for teaching is not enough, the individual differences are not taken into consideration by teachers , the effect of peers, teacher's interest at schools is inadequate , the students don't believe in the importance of the subjects in his daily life , dependence on the special lessons outside the school , students' self- confidence is weak , evaluation methods are ineffective , exams do not suite the students levels , no educational plans for enhancing achievement and no cooperation between teachers and supervisors.

Other reasons have been mentioned throughout the interviews, among them are the lack of additional questions and exercises from the teachers to the students, the content is not suitable to the students' self- learning, students' dependence on supporting books rather than the text books, training sessions for teachers do not go with the modern teaching methods, late time classes and two much students in the class.

It is noticed that the previous reasons according to the interview sample can be classified into four categories: the teacher, the student, the school and the curricula. Each one has reasons contributes much to the low achievement in the two subjects.

The interview results go with the questionnaire ones, the sameness such as crowded classrooms, the time available for teaching the units of materials, the up-to date follow up families with their sons increase the seriousness among students and teachers' expectations don't meet all the levels of students go with the results of the interview.

11. Recommendation

According to the study results, the researchers recommended the following

1. Number of units ought to be minimized

2. Local society ought to take part in the responsibility toward the Tawjehi students

3. Number of the students in the classrooms ought not to be crowded

4. Number of allotted classes should be maximized especially for the commercial stream five rather than three

5. Simplified pedagogical methods are recommended

6. Adopting two- semester exam rather than annual exam

7- According to the results of the interview, remedial programs should be held from time to time in order to argue about fruitful and practical remedies for the different problems that might be encountered when dealing with these subjects.

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