

**Disclosure of the reasons for the low  
success rates of sixth-grade  
students(scientific, literary)  
From the teachers' point of view**

**Prepared by**



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## **Abstract**

The current research aims to reveal the reasons for the low success rates of sixth secondary grade students (scientific / literary) from the point of view of male and female teachers, as well as revealing the significance of the differences according to the variables of sex (males, females) and specialization (scientific, literary). In order to verify the objectives of the current research, the researcher prepared a scale of low success rates, and the psychometric properties of the scale were verified by extracting honesty and reliability. Among the reasons that lead to the low success rates, the results also showed that there are statistically significant differences according to the gender variable (males/females) and in favor of females, and there are no statistically significant differences according to the specialization variable (scientific / literary).

**Keywords:** Scale of low, Psychometric properties , Statistically significant.

## **Research problem**

There are obstacles that prevent students from playing their full role, which contributes to their feeling of inability to provide the level that others expect of them. When this happens, the relationship that binds the student to his studies takes a negative dimension that has devastating effects on the educational process as a whole, and this feeling leads to a low academic level for them, which leads to a decrease in success rates.

The problem has become a global problem that most societies suffer from, and the low and low achievement of students is due to many, overlapping and influential reasons, whether directly or indirectly, such as the teacher, the student's personal, social and economic conditions, and the method of teaching that the teacher follows in delivering information to the learner, as he says Fisherstone, who was one of the first to pay attention to the problem of underachievement, said that twenty students out of every hundred students had weak academic achievement, and that percentage was confirmed by taking random samples from different communities (Jizmawi, 4:2006).

The problem of low success rates is one of the most important problems that hinder the modern school and prevent it from performing its mission to the fullest. This problem occurs in almost every classroom, as there is a group of students who are unable to keep pace with the rest of the colleagues in obtaining and absorbing the prescribed curriculum, and this group often turns into a source of rioting and disturbance, which may cause disruption of the educational process within the classroom or disruption of study in general within The school (Haridy, 2003 and Ali, 2001).

## **Research importance**

The phenomenon of low success rates in the finished grades of the secondary stage is one of the most complex educational phenomena, and it is noted that this

phenomenon has increased with the increasing speed of technological progress. Reaching results that would help to overcome or reduce this problem. In fact, education has a major role in reducing the poor educational attainment of some students, and the correct education is the one that combines the individual and social goal, and it develops the individual until he strengthens the goals and objectives of the righteous group (Al-Tamimi, 14:2011).

The educational process is thorny and complex, and multi-sided and multifaceted, and unless all the components of this process are going as they should be, and unless their requirements and good conditions are met, it will suffer a defect that will result in the futility of its returns and effectiveness, and therefore does not bear fruit on The desired face, and it does not achieve its goals and does not meet the aspirations of its children as it should, (Abu Allam, Sharif 204:1983).

Civilized nations have realized the importance and danger of low achievement rates and have made every effort to confront it, by developing strategies to solve this problem because this problem has a negative reflection on the student's personality, present and future. Perhaps what increases the severity and importance of this problem is the feelings of frustration that accompany many students with achievement. The low may express itself in the form of leaving and disturbing the teacher and the school and may reach the point of delinquency and delinquency (Abu Allam, 1983:204).

Several studies have dealt with the subject of achievement, all of which indicated a clear decline in it that can be traced back to various factors. Some studies indicated that the student's position in the classroom is related to the level of his academic achievement, as the study (Barakat, 2009) indicated that there are statistically significant differences. The students' academic achievement is due to their position in the class and in favor of

The students who sit at the front of the class (Barakat, 23:2009), some of them also referred to the negative effects of low achievement, such as the study (Arabiyat and Zagloul 2006). Which indicated that there are statistically significant differences in the level of self-esteem due to the academic level (Arabiyat and Zagloul 2006, 2006:37-53), and academic achievement is of great importance because it controls the type of future that awaits the individual, in addition to the fact that passing the preparatory stage is an opportunity that does not repeat for the student, Low academic achievement is a disturbing issue, because it has many consequences related to the future of an entire generation, and the biggest challenge is to find appropriate solutions to address low achievement, and to know the real reasons that make high academic achievement difficult, and many parties share the problem of low achievement. And it is not the problem of the weak student alone, but rather the problem of the student, the parents, the teacher, and the administration, and this

problem cannot be solved without concerted efforts, trying to put points on the letters, and finding a radical solution to the low academic achievement, using high-end professional educational methods (Al-Kaabi, 56: 2005). ).

Therefore, the importance of the current research is determined:

- 1- Educational importance as it is one of the basic factors in achieving the demands of society.
- 2- The importance of academic achievement as it is one of the variables that threaten the educational process.
- 3- The importance of the preparatory stage in order to accommodate large numbers of students.
- 4- Curriculum developers and their supervisors.
- 5- Those responsible for setting ministerial questions in educational institutions.

## **Research aims**

The current research aims to identify:

1. The reasons for the low success rates for the sixth grade (scientific, literary) from the point of view of male and female teachers.
2. The significance of the differences in revealing the reasons for the low success rates for the sixth grade (scientific / literary) from the point of view of male and female teachers according to the variables of gender and specialization.

## **Search limits**

The current research is limited to male and female teachers of sixth grade students (scientific, literary) for the 2016/2017 academic year.

## **Define terms**

Academic achievement:

It is the extent to which students comprehend the experiences they have gained through certain academic courses, and it is measured by the degree that the student obtains in the achievement tests prepared for this purpose (Al-Laqani and Al-Jamal, 1999).

## **Underachievement:**

It is the decrease or decrease in the academic achievement of students below the normal average level for one or more academic subjects as a result of a variety of reasons, some of which are related to the student himself, and others are related to the family, social, academic and political environment (Dhiab, 2004:4).

## **Middle School:**

Preparatory study begins after middle school and begins with the fourth preparatory grade, meaning that the sequence begins after the third intermediate and consists of 3 stages: "Fourth Preparatory Class - Fifth Preparatory Class - Sixth Preparatory Class".

## **Preparatory stage in Iraq:**

It starts from the fourth preparatory grade and consists of 3 stages (fourth, fifth, sixth.. preparatory) In the third grade after the end of the intermediate stage, the student chooses either the scientific or literary study and there are two branches in the scientific study as the student begins to specialize in the fifth grade either to the biological scientific study Or to applied scientific study, and the study subjects increase in it, as science, mathematics and the English language expand. It is followed by the sixth grade, which is considered the most important stage in education and the most important stage in a person's life, as his fate is determined at the end of the year by ministerial exams that the student must test, and the average that he obtains determines the college or university in which he studies.

## **Theoretical framework**

First: The concept of poor academic achievement:

It is difficult to define a comprehensive, unified definition of the concept of poor academic achievement, as it is one of the most difficult problems to understand, diagnose and treat because its causes are multiple and intertwined, and it has educational, economic, social, cultural and psychological dimensions.

He emphasizes this definition (Dhiab, 2006), but in some detail, he defines poor academic achievement as the low or low percentage of a student's academic achievement below the normal average level for one or more academic subjects as a result of a variety of reasons, including what is related to the student himself.

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General academic impairment: This type is linked to intelligence, as the IQ of those with this type ranges between (70 to 85).

2- Special academic weakness: it is the academic delay that occurs in a specific subject such as arithmetic or science, and this type is related to the traumatic situations that the student goes through, such as the death of a family member or the events that we live through such as killing, displacement, etc...

3- Permanent academic delay: where the achievement falls below the level of his ability over a long period of time.

4- Situational academic delay: which is related to certain situations where the student's achievement is less than his ability due to bad experiences such as transfer from one school to another or the death of a member of his family (Abed, 2008:49).

Reasons for poor academic achievement:

First: the reasons that belong to the student himself:

Physical causes include: injuries during childbirth, lack of oxygen, infectious diseases, misuse of medical drugs during pregnancy, malnutrition, as well as genetic factors, and may also be due to sensory disorders, or cognitive disorders resulting from a defect in the central nervous system. However, there is a difficulty in determining a specific organic cause for the academic delay or any other specific educational problem, as well as:

- \* Weakness of attention and lack of participation with the teacher during the explanation of the lesson within the class.
- \* Neglecting homework and not studying at home.

Weakness of the student's knowledge of good study habits and the ability to choose the appropriate method for himself and his abilities

- \* Weakness of the student's self-knowledge and his strengths and weaknesses.
- \* The student does not organize his time.

Feelings of frustration, helplessness, failure and low self-esteem.

The need for psychological support, encouragement and reinforcement.

\* School maladaptation and school problems (problems with colleagues - running away - absence - aggression - being late for morning work).

- \* Fear and inability to deal with the teacher.
- \* Weak self-confidence, hatred of the teacher, and curricula that contradict the concepts of the student.
- \* Bad behavioral habits (theft - lying - justification - deviations).

Deficiency in memory, which appears in the inability to store and memorize information.

Lack of attention, which appears in the inability to focus.

- \* Weakness in the ability to think deductively.
- \* Emotional imbalance, fear and shyness that prevents the student from participating
- \* The influence of bad companions, where the student loses the motivation to study

and obeys them and behaves in rebellious and disobedient behavior, which leads to weakness.

\* Students drop out and escape from school due to the presence of attractions outside the school.

\* The wrong way of dealing with the parents, which may kill the personal ambition of the children to achieve the best.

\* Loss of personal motivation to study due to the circumstances that society is going through.

The student's low level of intelligence, which leads to his neglect of his lessons and his inability to keep pace with his colleagues, and this causes academic delays, lack of comprehension and lack of understanding.

Excessive movement, inability to stay for a while in a specific place, preoccupation with playing, amusement, impulsiveness, and not listening to the teacher's explanation.

\* The student does not gradually get used to reading in kindergarten or at home, and reading becomes a heavy thing.

\* Weakness of language, difficulty understanding what is said, the importance of the Arabic language and the use of classical in our daily lives (Al-Tamimi, 2011:33).

## **Second: Reasons for the teacher:**

The teacher is the mainstay and cornerstone of the educational process. He is responsible for the students' achievement levels in this subject. Either his role is positive or negative in the learning process. The teacher is an educated, broad-minded, flexible person who, with the ability, experience and know-how that God Almighty has bestowed on him, can overcome many difficulties and find effective solutions to the obstacles that may stand in his way, whether they are methodological, administrative or obstacles originating from the student. The teacher is an artist, actor and creator who always challenges the students' minds, sharpens their determination and motivates them to develop, creativity and innovation. He knows perfectly well that he is in an intellectual cultural battle in which he can, with his faith, struggle, continuity and patience, turn defeat into a permanent victory. He knows that there is no impossible in this life and that there is no impossible except in the dreams of the helpless. (Abu Riash, 2007: 201).

There are those who say that the main reason for the low level of achievement is the teacher, and you cannot notice an apparent weakness in the class of the outstanding teacher. The director of the educational process can, through sincere work and constant reliance on God Almighty, achieve most, if not all, of the desired goals.

Students' achievement levels decline if the teacher does not have a strong personality and is aware of the meaning of good classroom management in which the teacher studies the behaviors of his students. The student does not slander and reprimand him for every small and large and mocks him in every incoming and outgoing. He pays more attention to the positive aspects of his behavior than to the negative aspects, and is always characterized by justice, intelligence, firmness and objectivity.

NS. Students' achievement levels decline if a teacher is not constantly acquainted with new methods and strategies in teaching; the teacher becomes old and loses his value at the moment when he is unable to develop his abilities and ideas.

NS. The level of achievement is low if he finds a harsh teacher who makes his students averse to him and his subject, so they have a feeling of hatred for this teacher and the subject he teaches instead of turnout and love.

NS. The level of achievement declines if he finds a teacher who makes success in exams the goal and preoccupies himself with summarizing and enabling his students to memorize automatically that enables them to pass the exams.

NS. The level of achievement declines if he finds that the teacher who follows one method without taking into account that there is a disparity in the abilities of the individual students.

NS. The level of achievement is low if there is a teacher who does not believe in the sanctity of teaching and who is not satisfied with this noble divine profession.

x. The level of achievement declines if the subject teacher is passive and does not respond to directions, lazy in performing the activities requested of him that help to improve the educational process.

Dr. The level of achievement declines if the teacher neglects to prepare lessons in writing, and this reflects negatively on mental performance, which results in boring lessons for him and his students that lack planning and organization. There is a lot of movement, chaos prevails, and problems and difficulties appear, which can be treated (Saleh, 1972:23).

Third: School reasons: (the educational system).

Among the school causes that lead to academic delay are the following:

\* Disruption of the relationship between teachers themselves, or between teachers and administration, or between teachers and administration on the one hand, and students on the other, all of this atmosphere leads to academic delay.

\* After the study materials are far from reality, the curricula and teaching methods are not suitable, the general school atmosphere is not suitable, the examination

system is not suitable, as well as the lack of attendance and the frequent absence and flight.

The lack of educational aids and school equipment, the difficulty of the study materials, corporal punishment, the large number of duties, the lack of interest in studying and the low motivation to study.

#### The Seven Principles of Good Teaching Practices:

1- It is the sound teaching practices that encourage interaction between the teacher and the learners: it is clear that the interaction between the teacher and the learners, whether in the classroom or outside it. It is an important factor in engaging learners and motivating them to learn. Rather, it makes them think about their values and future plans.

2- Good teaching practices that encourage cooperation between learners: It was found that learning is more enhanced when it is in a group form. Good teaching is like good work that requires sharing and cooperation, not competition and isolation.

3- Sound teaching practices that encourage active learning: it has been found that learners do not learn through listening and writing notes, but through speaking and writing about what they learn and linking it to their previous experiences, and even applying it in their daily lives.

4- Sound teaching practices that provide quick feedback: the learners' knowledge of what they know and what they do not know helps them understand and evaluate the nature of their knowledge. Learners need to reflect on what they have learned.

5- Sound teaching practices are those that provide enough time for learning (time + energy = learning): It was found that learning needs enough time, and it was found that learners need to learn time management skills, as time management is an important factor in learning.

6- Good teaching practices are what set high expectations (expect more, get more response). It turns out that it is important to set high expectations for learners' performance because this helps learners to achieve them.

7- Sound teaching practices are those that understand that intelligence is of several types, that learners have different learning methods, and that sound teaching practices that take into account that diversity and difference (Abu Riash, 210: 2007).

#### Characteristics of low academic achievement:

Omar Abdel Rahim (2004) has indicated that among the characteristics of low academic achievement is:

1 In most of his cases, he is lenient in everything, even in the most basic and necessary matters for him.

2 He stands in all his cases defending himself and his actions due to lack of self-confidence and ability to achieve.

3- One of his prominent characteristics is that he is submissive to others and has no self-reliance or self-initiative spirit.

4 He can be easily provoked, so he revolts in the face of others quickly, and his change is rapid, as he switches from one situation to another in the simplest way.

5- Aggressive, passive and eccentric, he seems bored quickly, and this means lack of stability in the work he is doing.

6 He cares about others more than he cares about his own affairs.

7 Repress his emotions and feelings so as not to appear weak.

8- They show sadness, pessimism and excessive anxiety for the simplest reasons.

9- A lot of doubt and suspicion, and a thinker and a contemplator at the same time (Abed, 2008:43).

## **Second: previous studies**

Among the studies that indicated low academic achievement:

Ramy Youssef study: Social skills and their relationship to perceived self-efficacy and general academic achievement among a sample of middle school students in the Hail region of Saudi Arabia.

The study aimed to determine the relationship between social skills, competence and academic achievement. It concluded that there is a correlation between social skills and academic achievement. The study made recommendations, including: the necessity of providing students with social skills and providing programs for their development.

Corrad and Smith study (2008, Smith & Gorard) with the aim of revealing the reasons leading to the low achievement in mathematics among students of the basic stage in Britain, and the study sample consisted of (2312) male and female students from various British government schools, and the study reached several results, including that the percentage of The general success in mathematics was very low, and that there were no statistically significant differences in the level of achievement in mathematics among students due to the variables of grade, gender, and race. The student held negative attitudes about mathematics.

The study of Al-Somali (2004) aimed to identify the effect of watching television on the decline in the level of academic achievement. The results of the study revealed a relationship between television viewing and academic achievement, and that the more children watched television, the lower their academic achievement, although it was not proven that the absence of television necessarily was responsible for the children's achievement of higher grades.

As for Murad's study (2004), it aimed to find out the reasons for the low level of academic achievement in mathematics among first-year secondary school students, and to determine the extent of the observed decline in an objective way, and to know the reasons leading to it and to identify the problem based on that. have included

The research sample consisted of (367) female students of the first grade of secondary school in the city of Makkah, (45) female teachers of mathematics in the first grade of secondary school, and (12) educational supervisors from the mathematics subject supervisors in the Office of Educational Supervision in the Department of Education in Makkah Al-Mukarramah Region. The results of the study showed that there are several reasons for the low achievement in mathematics, the most important of which are: weak capabilities, lack of sound knowledge of the nature and characteristics of the female age stage, lack of understanding of their social, economic and cultural backgrounds to guide female students, knowledge of individual differences between them, and failure to prepare class questions in light of female students' levels. The educational supervisors' continuous lack of knowledge of everything they find in the fields of educational supervision in various educational fields, such as teaching methods, evaluation, and the use of educational aids, and not being satisfied with experience and academic qualifications. Weak.

## **Research Methodology and Procedures**

### **First: Research Methodology:**

The study of any phenomenon or problem requires an accurate and comprehensive description of this phenomenon so that the researcher can form a clear picture of the relationships causing it. The current study is one of the types of descriptive approach that will be interested in studying the phenomenon as it is in reality, as the researchers adopted this approach by studying the causal relationships between the variables of the study (Daoud, 1990, p. 156).

### **Second: the research community:**

The research community consists of male and female middle school teachers (scientific / literary) from the schools of the General Directorate of Education of Rusafa First in the province of Baghdad, and their number is (2593) male and female teachers, with (993) males and (1600) females.

### **Third: The research sample:**

The current research sample consists of (200) middle school teachers and teachers in the education of Rusafa First, they were selected by the stratified random method, with (77) males and (123) females, and table (1) shows this.

### **Fourth: The survey:**

An open question was asked to an exploratory sample of male and female teachers who teach the sixth stage (scientific / literary) in government schools in Baghdad Governorate, Rusafa First Education Directorate, consisting of (30) male and female teachers, and the question: What are the most important reasons that you think are behind the low rates of education? Success for sixth grade students (scientific / literary) related to (student, teacher, educational system)?, and the aim was to collect the questionnaire items in its initial form.

### **Fifth: The search tool:**

After analyzing the male and female teachers' responses to the previous question, the researcher had a number of reasons that teachers put forward as reasons that lead to the low level of success rates for sixth-grade students (scientific / literary), as they presented a set of reasons that were formulated and organized in paragraphs to represent the study tool in its initial form. (40) Paragraphs, (Appendix/1).

### **Sixth: Honesty and Constancy:**

#### **1- Honesty:**

Honesty is one of the main indicators that a good test should characterize, as it is one of the basic and important characteristics of psychological and educational standards and tests when constructing them (Al-Zobaie et al., 1981, p. 39). Psychometrics specialists believe that it is necessary to verify some of the standard characteristics in the preparation of scales, whatever the purpose of their use is (Abu Allam, 1986,

s. 159). The honest scale is the scale that measures what was prepared to measure or achieves the purpose for which it was prepared, and the fixed scale is the scale that measures with an acceptable degree of accuracy (Awda, 2002, p. 335). As the researcher distributed the questionnaire in its initial form to a group of arbitrators in the fields of counseling, mental health, psychology, measurement and evaluation, their number reached (13) arbitrators, (Appendix 2), and after taking the professors' notes, a section of the paragraphs was deleted and another section of the paragraphs was modified (Appendix 2). /3). The value of the chi-square was extracted for one sample for each paragraph, to find out the significance of the differences between the opinions of the arbitrators in terms of the validity of the paragraph or its lifting. The paragraphs that obtained an agreement percentage (83,33) were kept, and the differences between supporters and opponents were statistically significant at the

level (0). ,05) and in favor of those who supported its validity, thus retaining (27) paragraphs and rejecting paragraphs (4,5,10,13,15,18,25,27,28,29,32,37,39) because their calculated value is less than the tabular value. The amount of (3,84) is at a significance level of (0.05), so they were deleted, and Table (2) shows this.

The opinions of the arbitrators on the validity of the paragraphs of the scale to reveal the reasons for the low rates of success

#### Stability:

It means the test in measurement or observation, and its non-contradiction with itself and its consistency in what increases us information about the behavior of the individual (Abu Hatab, 1978, p. 101). Thus, it is one of the requirements of the research in order to give consistency in the results when you apply it a number of times (Al-Gharib, 1962, p. 561). To verify the stability of the scale, the researcher used the Alpha Cronbach method, which is a more general method for estimating the stability.

Put the total scores on it, then apply the Cronbach's alpha equation to the scores of the sample members, which numbered (200) teachers and teachers, and it reached (0.78), which is a good stability coefficient according to the standard of the coefficient of co-explained variance, (Ababneh, 2009: 118-119).

#### **Seventh: The scale in its final form**

After verifying the validity and reliability of the scale for revealing the reasons for the low success rates and following the scientific conditions in constructing psychological scales, the scale became composed of (27) items, in which the highest score obtained by the respondent is (135), and the lowest score is (27), and with a theoretical average of ( 81) degrees, (Appendix/4).

#### **Eighth: Statistical means:**

The researcher used statistical methods that are consistent with the objectives of the current research through the computer program (SPSS), as follows:

- 1- Chi-square test, for the purpose of knowing the percentage of arbitrators' agreement on the items of the scale.
- 2- Alpha-Cronbach equation, to find scale stability coefficients.
- 3- Arithmetic mean, find the arithmetic mean for each paragraph.
- 4- Standard deviation equation, to find the standard deviation for each paragraph.
- 5- Binary variance analysis, to find the significance of the differences between gender (male/female) and specialization (scientific/literary).

## Presentation and interpretation of results

This chapter includes the presentation, interpretation and analysis of the research results according to the research objectives.

The first objective: To reveal the reasons for the low success rates for the sixth grade (scientific, literary) from the point of view of teachers.

To achieve this goal, the researcher extracted the arithmetic mean and standard deviation for each paragraph of the scale, as the researcher adopted the acceptance test for the paragraphs (Likert five-point scale), which depends on calculating the length of the distance, which is (0.80), so the distribution of the weighted mean becomes, (Al-Farra, 27:2009). As shown in Table (3).

The researcher arranged the items in descending order from the highest arithmetic mean to the lowest arithmetic mean, and this was arranged according to the rank obtained by each paragraph of the scale, and the scores of the arithmetic mean ranged from the highest score to (4,52) and take a level of strongly agree to the lowest score It reached (3,47), which takes an agreeable level, which indicates that all the items of the scale were approved by the male and female middle school teachers for the sixth grade of middle school (scientific / literary), as shown in Table (4).

Arithmetic mean, standard deviation, and ordinal sequence for each paragraph

Table (4) shows that Paragraph (18) was in the first place (many students enter the ministerial exam without merit, which leads to their failure), as the arithmetic mean for it reached (4,52) with a standard deviation of (3,65), and the researcher believes that this is the reason Natural because the criterion for entering the ministerial exam is quantitative and not qualitative. Paragraph (23) was in the last rank (some questions are beyond reasonable and difficult), as the arithmetic mean for it reached (3,47) with a standard deviation (1,06) the researcher believes that this is the reason On the last rank because the ministerial questions are drawn from the content of the curriculum.

The second objective: to identify the significance of the differences in revealing the reasons for the low success rates for the sixth grade (scientific / literary) from the point of view of male and female teachers according to the variables of gender and specialization:

To achieve this goal, the researcher used a two-way analysis of variance with an interaction of the degrees of the scale of low success rates from the point of view of male and female teachers according to the variable of gender (males / females), and specialization (scientific / literary), table (4).

Table (4)

The results of a two-way analysis of variance with an interaction of gender and specialization degrees in revealing the reasons for the low success rates

It is clear from Table (4) that the calculated t-value for gender degrees (54,294) is greater than the tabular t-value of (3,841) at a significance level of (0.05) and with two degrees of freedom (1-196), which indicates that there are differences between males and females and in favor of Females, as the arithmetic mean for females was (113,46) and with a standard deviation of (11,449) which is higher than the arithmetic mean for males of (101,68) and with a standard deviation of (10,292). The researcher believes that this result is natural because Iraqi society is characterized by masculinity, and this is what the results of the current study clarified, that the reasons for repetition from the point of view of females are more or higher than males. . Whereas, the calculated value of the degrees of specialization reached (1,370) degrees, which is smaller than the tabular value of (3,841) at the level of significance (0.05) and with two degrees of freedom (1-196), which indicates that there are no differences between the specialization (scientific and literary) in The measure of detection of low success rates, and the researcher believes that this result is natural, since most preparatory schools in Iraq include both majors (scientific and literary).

## **Recommendations and Suggestions**

### **Recommendations:**

According to the results of the research, the researcher can recommend the following:

1. Encouraging students and motivating them plays a major role in the academic achievement process.
2. Paying attention to the development of teachers by engaging them in training and development courses in accordance with modern theories.
3. Providing educational means that contribute to arousing the learner's motivation.
4. Re-examine the laws of the Ministry of Education in terms of the three roles.
5. Activating the role of the educational counselor in guiding and instructing students not to be preoccupied with the means of entertainment.

### **Suggestions:**

To complement the research results, the researcher suggests conducting a study entitled the following:

1. Conducting a similar study for students of unfinished stages.
2. Conducting a comparative study between the governorates of Iraq to see the extent of low educational attainment.

3. Academic achievement and its relationship to (motivational trends, job satisfaction) among (students, teachers...).

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