

*Full Length Research*

# Reasons for the low rates of success in the general secondary examination in Jerash from the point of view of principals, teachers, students and their parents

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Accepted 4 October 2017

The study aimed at investigating the causes of low success rates among high school students in Jerash governorate from the point of view of principals, teachers, students and their parents. The sample consisted of (340) individuals: (20) managers, (70) teachers, (140) students, and (110) parents. The second area (reasons related to the teacher), the third field (reasons related to the parents), the fourth field (the reasons for the curriculum), the fifth field (Reasons for the general secondary examination), sixth area (reasons for the school environment). The results showed that the reasons related to parents ranked first and the reasons related to students came in second place, and the reasons related to the teacher came last in the eyes of managers and teachers. The reasons for the general secondary examination were first. The reasons for the curriculum are second, the reasons for the student came last, from the point of view of parents and students.

**Keywords:** success rate, high school exam

**Cite This Article As:** Ayasrah MM, Otoom K, Kubaisy JA (2017). Reasons for the low rates of success in the general secondary examination in Jerash from the point of view of principals, teachers, students and their parents. *Inter. J. Acad. Res. Educ. Rev.* 5(5): 123-142

## INTRODUCTION AND THEORETICAL FRAMEWORK

Education in our present age occupies a privileged position. It is the engine for the progress of nations and countries. It is measured by its progress and civilization, its competence and its efficiency. The nation guarantees its advancement, achieves its goals and joins the developed countries. Living nations are therefore fully concerned and seek to bridge any gap that can be breached, especially if the imbalance affects labor market outcomes. Education therefore has broad responsibilities for the student himself, his family, society and the labor market. The goal of reforming and developing education is a universal and local demand at all times; As the

education system in any country represents an important pillar and a strong indicator of the safety of society in its institutions and individuals. The phenomenon of low level of achievement is one of the most important obstacles that can face the efforts of educational reform, which has become a global phenomenon, so that almost delivered any educational system of its negative effects, The danger of this phenomenon is the amount of waste and loss caused by human and material resources. The concern about the future of individuals in completing their studies, joining the labor market and the ability of societies to cope with the enormous progress in various

areas of society has led to increased attention to the phenomenon of low attainment School students (Al Rababa, 2015).

The secondary level is one of the most important stages of the student's studies;

At the end, its future is determined in terms of its transition to the university stage. Students are classified at this stage in various academic fields such as scientific, literary, legal, informatics, industrial, agricultural and health, hotel and tourism, and home economics (Ministry of Education, 2017).

The secondary stage coincides with the developmental requirements of adolescence, where students live in a steady increase in various aspects of their development and learning, and begin to draw the profile of the future personality, and is a new stage of birth full of conflicts and revolutions of emotions; Therefore, students are more in need of care and attention than ever before, because they face many problems and obstacles related to their different aspects of growth and learning, especially cognitive and academic. . The institutions of social upbringing at this stage have a great responsibility, especially the school and the family in terms of developing students' abilities and skills, satisfying their needs and respecting them, and helping them solve their problems (Shrem, 2009).

When the results of the high school exam are revealed, it is very important to talk about these results, and this is mixed with the different feelings of students and their families, It may come to mind various questions about the reasons for the low collection of students, and even their repetition, and justified by some as a local problem due to various circumstances, including: Economic, social and psychological problems in Jordan, some of which are attributed to the exceptional circumstances experienced by neighboring Arab countries. What we see, however, is that the problem of low academic attainment has become a global problem or phenomenon not limited to a particular country (Jasmawi, 2006).

That the low level of educational achievement is a major problem that must be solved, it is a multi-dimensional problem, Sometimes it is a psychological and educational problem and sometimes it is a social problem that concerns the psychologists in the first place and then educators, social workers and parents. Many educators, parents and students themselves have received the attention and thought of them as the primary source of hindering the growth and progress of a renewed life. (Barakat and Harz Allah, 2010).

Some theoretical studies (Hassan, 2006) (Shahin, 2004); (Youssef, 2005) indicate several factors considered to be effective in the decline in general

educational achievement, which are , Family disintegration and its impact on children and their educational attainment, the integrated family environment, which is dominated by love, safety and security feel all the individual calm, psychological comfort, and stability be ready to work and achievement, On the other hand, a child who lives in a difficult family environment does not have any kind of calm and psychological comfort and stability cannot do a positive work and succeed easily, Where parents' lack of interest in their children and not urging them to read and reading to weaken the motivation of children to learn and reduce it . There are special reasons for students such as mental disorders such as weakness of self-confidence, or excessive activity, or excess negativity, or feeling of lack, and the expectation of failure, and emotional imbalance, The delay may also be attributed to the low level of motivation of the student to learn, the low motivation to achieve, the low level of ambition, lack of interest in studying lessons or homework, and disregard for study, and preoccupation with other things, As well as the general health of the student: It is noted that the student who does not enjoy a high level of health and fitness cannot focus attention in his lessons for a long time, and thus lag behind from his colleagues who enjoy a high level of public health and who do not complain of weakness or exhaustion . And the disorder of emotional and social development as students who live in the social environments are not often sound disorders of their emotional and social development, as a result of broken family relationships, or the method of education of the wrong family: Such as extra care and care, abandonment or neglect or to inform the student that it is not desirable, and this erroneous method of education to increase the emotional tension in the student, which hinders his sense of security and stability and reflected on the level of achievement and interests.

The Ministry of Education attributed the low success rate of students, especially in the literary section of the secondary school exam, to the weakness of the academic establishment during the academic stages as one of the main reasons, While an educational expert that the shortcomings of the education system in the ministry behind it. The results of the secondary school for the year 2015/2016 show a significant difference in the success rates of the scientific and literary branches, with 63% in the scientific and 18% in the literature. The ministry explained that this discrepancy may be due to the fact that students are more distinguished than their peers, In the literary branch, but went to the branch of information management as an alternative, which reduced the number of outstanding literary branch. It explained that one of the reasons for the lack of education system and poor teaching methods contributed directly to the low percentage, not only this year, but in previous years, and some legislation and curricula that

must be more compatible with the spirit of the times (Abu Rabie, 2016). A number of studies have been conducted on the causes of low achievement. The most prominent of these studies was the Raba'a (2015) study aimed at identifying the obstacles related to the achievement of students in secondary schools from the point of view of successful and unsuccessful students and their parents in Irbid governorate. 1022), such as 511 students and 511 parents, The results showed that there was an average level of obstacles related to academic achievement among successful students compared to non-successful students who showed a high level of disability. There were no statistically significant differences in the level of disabilities as a whole due to gender and place of residence. And the educational attributed to the variable school branch for the benefit of students of information management, In the case of unsuccessful students, the results showed that there were no statistically significant differences in the level of academic achievement as a whole, and in any of the fields due to the variables of the study. There was also an average level of academic achievement obstacles among parents of successful students, And the absence of statistically significant differences on the scale of constraints as a whole, and in all areas related to the gender variable.

The study of (Peter & Ruth, 2013), which aimed to investigate the obstacles related to the achievement of students in secondary school in the United States, the study sample consisted of (260) students, The results revealed that there are statistically significant differences in scholastic achievement due to the variables of family size and socio-economic level, and for students with better economic and social families and lower family size.

Ahmed and Weiss (2013) conducted a study aimed at identifying the causes of low academic achievement among high school students in Iraq. The study sample consisted of (156) teachers and (367) students. The results showed that there is agreement among the members of the study on the impact of the social and scholastic factors in the achievement of academic secondary students, where the most social and psychological obstacles associated with the achievement of the study as follows: Entertainment, distraction, economic conditions, lack of motivation and low motivation. While the most obstacles were school: overcrowded numbers of students in class, the lack of modern means of teaching and the difficulty of curricula, and the absence of teachers, and the lack of seriousness of some teachers, and the spread of private lessons.

Allam (2012) conducted a qualitative study aimed at identifying the obstacles related to academic achievement in a sample of 30 students and 30 secondary school students in Pakistan. The results of interviews with the study members revealed that the most obstacles to achievement were as follows: school tests,

poor guidance and vocational guidance since school days, lack of classroom participation, strict teacher methods, extracurricular activities, and lack of social and family support.

Farooq and his colleagues. (2011) conducted a study aimed at identifying the obstacles related to academic achievement in a sample of (600) students, 300 of which were students and 300 students were randomly chosen from public secondary schools. Malaysia. The results revealed that there are obstacles to collection linked to the environment inside and outside the school, and the results showed that the most obstacles related to academic achievement were the economic and social level of the family, the level of parental education, the results also confirmed that the obstacles to achievement were more affected by the level of educational attainment in females than males, specifically in mathematics and English.

The study of Waked (2005) also investigated the reasons for the low grades of secondary school students in the general secondary examinations for their grades in their school tests in a sample of 181 students and teachers in Saudi Arabia. the results revealed that the most causes of low achievement were related to the student, then the Ministry of Education, followed by the reasons related to the teacher.

Li-chen (2005) conducted a study aimed at identifying the impact of teachers, parents and peers on the achievement level of a sample of 270 secondary students in Hong Kong, the results revealed that the most influential sources of support in the achievement of teacher and then parents followed by peers, and the results showed that there is a positive relationship between the support of the teacher and parents and peers in the achievement of students directly and indirectly, especially in increasing interaction and classroom participation .

It is noted from the results of previous studies that there is agreement on the existence of a number of reasons associated with the low academic achievement among secondary students, including the reasons related to the student, the educational environment in addition to Family and social factors.

It is concluded that the low level of educational attainment is a challenge for both parents and teachers. It is a long-standing subject, with many implications for the future of an entire generation. The biggest challenge is finding appropriate solutions to address the low level of achievement and knowledge of the causes. Which make high academic achievement difficult, The problem of low achievement is shared by many parties, and it is not the problem of the weak student alone, but the problem of the student, the parents, the teacher and the administration, and this problem can not be solved without all efforts being combined and trying to put points on the letters and finding a radical solution to the low

level of educational achievement Professional, without addressing the problem with another problem, such as psychological punishment and physical, which is practiced by some parents and teachers, the weak student in the achievement of schooling.

### THE STUDY PROBLEM:

Students are going to education, especially in the secondary stage, and they are looking to achieve success with excellence that will qualify them to enter a university college to ensure a better job after graduation, Such an ambitious ambition is difficult to overcome and many obstacles and obstacles, some relating to the student himself, the other family and circumstances, and the third school and teachers, and the fourth examinations and curriculum and the general environment surrounding the student. . There is no doubt that the determination of the impact of these and other factors is not equal, each of which varies depending on the circumstances of the student, all of which can be determined by field studies.

It is noted that the recent years in the education and education of Jerash governorate bore unsatisfactory results for the students of the province in the general secondary exam (Tawjihi ), Where the success rate ranged between (43% -53%), which means simply that (48) students out of every (100) students fail to achieve the aspiration of success and superiority, Despite the interest of families and the dedication of their material potential in private lessons, and moral in encouraging and creating a comfortable environment to study at home. . In such a situation that exceeds the acceptable level of failure and frustration in the results of secondary school in the schools of the province of Jerash deserves investigation and study to identify any of the causes and factors most influential in the low academic achievement, Especially since no one can put blame and responsibility on one side alone.

### OBJECTIVE AND QUESTIONS OF THE STUDY:

The aim of this study is to investigate the reasons for the low success rate of high school students in the Jerash governorate from the point of view of principals, teachers, parents of students and students, this objective has been identified by the following questions:

1. What is the level of reasons for the low success rates among students in secondary school (Tawjihi ) in Jerash governorate from the point of view of school principals?
2. What is the level of reasons for the low success rates among students in secondary school

(Tawjihi) in Jerash from the point of view of teachers?

3. What is the level of reasons for the low success rates among students in secondary school (Tawjihi) in Jerash governorate from the point of view of parents of students?
4. What is the level of the reasons for the low success rates among students in secondary school (Tawjihi) in Jerash governorate from the point of view of students?

### THE IMPORTANCE OF STUDYING

The importance of the study is as follows:

1. To help those in charge of educational affairs to take appropriate decisions that lead to improved success rates in Jordanian schools.
2. Helping students and their parents to handle the high school exam in an educational way helps improve the chances of success.
3. Enriching the educational library with information and knowledge relevant to the study variables.
4. Introduce principals and teachers to the role they can contribute in raising the level of their school outcomes.

### TERMINOLOGY OF STUDY:

- Academic achievement: Every performance performed by the student in different school subjects, which can be measured by tests and teachers' assessments or both (Shalan, 2006, 16).
- The low level of scholastic achievement is defined by Thiab (2006, 14) as: "The low or low rate of educational attainment of the student below the normal average level of one or more subjects due to a variety of reasons, including the student itself, including the family, social, Repeated repetition of students is repeated for one or more times, despite their abilities to qualify them to reach a level of learning appropriate for their time.
- General Secondary Examination: This is a general examination held by the Jordanian Ministry of Education at the end of the second secondary grade. Its results determine the student's academic future.

### THE LIMITS OF THE STUDY:

The study is defined by the following limits:

- Time Limits: This study was conducted in 2015/2016.

- Spatial Limit: The schools surveyed were secondary schools in Jerash Governorate Education and Education Directorate.
- Human Dimension: The study sample consisted of principals, teachers, students and parents of students in the state secondary schools in Jerash Governorate.
- Objective Limit: This study was limited to investigating the reasons leading to low success rates in the general secondary school exam in Jerash governorate schools.

## METHODOLOGY OF THE STUDY

The study adopted a descriptive approach for its relevance to the objectives of the study and its questions.

### The community and sample of the study:

The study community consists of school principals, teachers and students of secondary schools in Jerash Governorate and their parents. Table (1) shows this

The sample consists of the four categories that have been clarified in the research community. Table (1) Where a group of each category was selected in a simple random way, Although the size of the four categories actually differed, the research sought very strongly that differences in size between groups were not significant, and for their number in the study population and table (2).

### The Study tool

In accordance with the nature of the research and its objectives and the descriptive approach chosen, the questionnaire was adopted as a tool to achieve its objectives. The tool was built according to the following steps:

- Access to theoretical literature and previous studies related to the subject of research, such as the study of Ahmed and Wes (2013), study Waked (2005).
- Conducting many dialogues and discussions with teachers, specialists, school principals, secondary school teachers (Tawhidi) and some parents and students.
- In the light of the researchers' experience, a questionnaire was developed in its initial form consisting of (58) paragraphs divided into six fields, as shown in Appendix (1).

### The tool reality

Honesty has been achieved by presenting it in its initial form to a group of judges from the faculty members of the Jordanian universities who specialize in education and educational administration, In the light of their observations and opinions on the appropriateness of the

paragraphs of the questionnaire, the extent of their belonging to the field, and the clarity of linguistic formulation and physical integrity, was modified and deleted and the addition of some paragraphs after the adoption of the researchers agreement on the paragraph by 70%, Thus, the number of paragraphs of the questionnaire in its final form (52) divided into six areas of Appendix (3). In addition, the internal credibility of each area of the study instrument was found by finding the extent of the correlation between each field and the total score for all fields and ensuring that there was no overlap between them. This was verified by finding Pearson correlation coefficients to verify the internal consistency of the study instrument and Table 3.

### Stability of the study tool:

The coefficient of stability of the study tool was extracted by the Cronbach's Alpha coefficient. The stability coefficients were calculated for each field of study, Table (4).

All stability coefficients are high and suitable for study purposes.

### Procedures for applying the study:

The following procedures have been followed in applying the study objective:

- Define the objective and sample of the study.
- Preparing the appropriate study tool through reference to theoretical literature and previous studies related to the objective of the present study.
- Verification of the validity of the content and stability of the study tool according to the scientific methodology followed.
- To apply the study tool to the target sample, and then the data were collected, the appropriate statistical processing was conducted to reveal and discuss the results reached, and to make recommendations accordingly.

### Statistical processing:

In order to answer the study questions, the mean and standard deviations were calculated.

## RESULTS

### Results related to the first question:

The first question is what are the reasons for the low

**Table (1):** Distribution of the Study Society

Number	Category	Total
1	School principals high school	49
2	Principals and teachers of the high school	490
3	Students (Tawjihi) in high school	4200
4	Parents of students	4200
	The total	8939

**Table (2)** shows the distribution of the sample of the study

Number	Category	Sample	Percentage in society
1	School principals high school	20	40.82%
2	Principals and teachers of the high school	70	14.29%
3	Students (Tawjihi) in high school	140	3.33%
4	Parents of students	110	2.62%
	The total	340	3.08%

**Table (3)** Pearson correlation coefficients to validate the internal consistency of the study tool.

The fielded	Coefficient of correlation
The first field ( student-related reasons)	0.80
Second field (teacher-related reasons)	0.81
The third field (pedants –related reasons )	0.78
The fourth field(curriculum –related reasons)	0.83
The fifth field(General Secondary Examination-related reasons)	0.86
The sixth field(environment –related reasons)	0.82
The total degree	0.82

**Table (4)** Values of stability coefficients of the study fields

The fields	Number of Phrases	Stability coefficient
The first field (reasons related to the student )	15	0.80
The second field (reasons related to the teacher)	12	0.81
The third field(reasons related to the parents )	7	0.84
The fourth field (reasons related to the curriculum )	6	0.83
The fifth field (reasons related to the general secondary exam)	5	0.86
The sixth field (reasons related to the school environment )	6	0.82

success rate of students in secondary school (Tawjihy ) in Jerash governorate from the point of view of principals? To answer this question, the arithmetical averages and standard deviations of the scale as a whole, and its fields, were extracted and Table 5 shows this.

Table (5) shows that the averages of the six fields of the sample of school principals were divided by three to three and a half high. The field of parenting as a reason for the low success rate in high school with a high arithmetic mean (4.06), It is believed that managers are aware of the large role played by the family in general

**Table (5).** Mathematical averages and deviations cause low success rate from the point of view of school principals

Number	Ranking	The Field	Arithmetic average	standard deviation	The degree
3	1	(reasons related to the parents)	4.06	0.841	High
1	2	(reasons related to the student )	3.91	0.915	High
6	3	(reasons related to the school environment )	3.81	0.583	High
5	4	(reasons related to the general secondary exam)	3.40	1.02	Medium
4	5	(reasons related to the curriculum )	3.37	0.798	Medium
2	6	(reasons related to the teacher)	3.23	0.509	Medium
Total			3.63	0.91	medium

and the parents in particular. The cohesive family and its responsibilities towards its children play the most prominent role in placing their children on the path of excellence whatever the other factors and obstacles. The field of the student comes second with an average of 3.91, which is a high result, due to the fact that the enthusiasm of the students was not at the required level, whether the factors related to the student himself or the factors surrounding him, Principals hold most students responsible for the low success rate in high school. If we discuss the factors and reasons surrounding the student find many, the field included (15) reasons, There are other factors, including the vision of thousands of graduates in various disciplines are trapped in unemployment, and waiting for their role in work and employment after many years may come work or not, which is frustrating to many students, he declares explicitly, and what after I get the high school and even the university, but I find my destiny as the fate of my predecessors, Whatever its potential, the state can not provide thousands of graduates offered by universities, institutes and guidance without employment opportunities without a strong diversified economy that allows the private sector to play a leading role in the industry agriculture and services, There is also a proportion of the students hope themselves emigrating abroad and aspiration is not related to the testimony, there begins his life again.

The third high result was the reasons for the school environment and the mean (3.81), and this result is a recognition of the existence of a virtual short in providing a suitable school environment for students, Managers bear most of the responsibility in default to address their components in cooperation with the relevant departments of the Directorate and others. The three fields that

obtained intermediate results were as close as in the table and are in the middle class, which is based on the inconclusive results in their position.

The following are the paragraphs that ranked first from the point of view of school principals and at the field level. Table (5 a) of the Annexes shows that the first and highest grade items were five out of six areas from the principals' point of view. Their average scores ranged from 3.06 to 4.80, And "the family's search for the superiority of its sons by all means" Which received an average of (4.80) almost completely, and show that families realize that the access of their children to advanced levels in the secondary school ensures the concern to obtain a special course, , And is required in the labor market, whether in the government sector or entrepreneurship and the private sector, and therefore the result of employment opportunities is what drives the family to adopt all ways to get their children to

superiority, . The paragraph that came in the second order, which is within the paragraphs of the field of reasons related to the teacher was "the use of evaluation strategies do not correspond to the questions of the high school exam, This is important for teachers to adapt their test questions during the academic year to be a match for the usual questions in high school, This method is followed by the private tutors that they rely on the teaching of their students on the pamphlets and summaries containing samples of general questions that came in previous years, and on this basis, the research sample requires teachers to use the methods of evaluation correspond to the questions of secondary school.

The tow paragraphs "Insufficient time for students to prepare for the exam" and "Poor ability of departments to follow high school students" come in third place and

obtained an average of (4.2) and high, This result is due to the fact that managers are looking for reasons to take responsibility for them. The time given to students in previous years is the same, But the student does not know how to behave wisely, especially with the means of communication and mobile phones and other, which consume the time of the student long hours. As for the paragraph, "the excessive recognition that the family gives to its children, which makes them negligent" It came in the last order with an average of (3.06) and a middle degree. This may have returned to the fact that the sample members in the whole sample may be from families with no indication.

### **Results related to the second question:**

The second question is: "What are the reasons for the low success rate among students in secondary school (Tawhiyyah) in Jerash from the point of view of teachers? To answer this question, the arithmetical averages and standard deviations of the scale as a whole and its fields were extracted as shown in Table (6).

Table (6) shows that all the results of the fields from the point of view of the teachers came to a medium degree and ranged between a median (2.5-3.48) respectively, except for the reasons related to the parents came high, As for averages that came in a medium degree, they were ranked among the reasons related to the student, the school environment, the secondary school exams, curriculum and finally the teacher, This converging result of the six areas is due to the teachers' belief that all causes share the same responsibility for the low success rate in secondary school from the point of view of teachers, However, teachers see parents as the primary responsibility, followed by the student, while the reasons for the teachers came in the last rank and the middle of my account (2.50) which is logical, to pay the sample of teachers responsibility. In terms of the first-ranked paragraphs from the point of view of teachers and at the field level, Table 6a in the Annexes shows that only two out of a total of six items obtained a high score, namely, "control of the means of communication and smart phones over most of the student's time( 4.04), This is attributed to the coexistence of teachers to their students and knowledge of what concerns them, whether in the arena or the classroom or the home, and thus affect them a great impact, And the second "the ambition of the family of their children may exceed their scientific abilities" came with an average of (3.84), This reflects hopes that are difficult to achieve without effort, readiness and a high level of responsibility by the student and the tireless follow-up of the family. The remaining four paragraphs came in a medium level despite being in the top ranks.

### **Results related to the third question:**

The third question is: "What are the reasons for the low success rate of students in secondary school (Tawjihy ) in Jerash from the point of view of parents of students? To answer this question, the arithmetical averages and standard deviations of the scale as a whole and its fields were extracted. This is shown in Table (7).

Table (7) shows that all the field results from the point of view of the parents' sample were all medium, except for the reasons for the general secondary examination, where the degree was high and with an arithmetic mean (3.79). This may be attributed to the parents hearing their children complaining about the difficulty of the questions or the length and variety of what they were not prepared for him, and the reasons for the curriculum in the second order and the middle of my account (3.50) This is due to the desire of parents in solidarity with their children, Other responsibility for low success rate in high school. The rest of the fields were close in their results, ranging from (3.38) to the field of the school environment and (3.21) for the reasons related to the student, which are centered around the center, a position that distributes responsibility to all parties.

As for the paragraphs that ranked first from the perspective of the parents of the students and the level of the fields, Table (7a) shows in the appendix that the paragraph "weakness of foundation in previous grades" ranked first within its field and within the six fields, High, Due to the automatic upgrading system and the low repetition rates allowed, the paragraph "Change the pattern of the high school exam questions from year to year" with a high average (3.90), This is due to the fact that the Ministry of Education is seeking to put the exam questions away from the traditional pattern, to work on change and development and to design exams that are honest in the evaluation of students, and perhaps to reduce fraud. The third paragraph, which came to a high degree, is "the family's search for the superiority of its children by all means" and an average of (3.69), a choice shared by most of the non-transfer of all families, almost for them to work their way to life. Here, three paragraphs remain the first in their fields, but to a moderate extent, all of which are duplicated with the paragraphs presented from the point of view of principals and teachers, which gives a high degree of credibility to the results of the study.

### **Results related to the fourth question:**

The fourth question is: "What is the level of reasons for the low success rate of students in secondary school (Tawjihy) in Jerash from the students' point of view?" To answer this question, the arithmetical averages and standard deviations of the scale as a whole, and its fields,



**Table (6).** Mathematical averages and standard deviations for reasons of low success rate from the point of view of teachers

Number	Rank	Field	Average	Slandered diffusion	Degree
3	1	Reasons related to parents	3.84	1.205	High
1	2	Reasons related to the student	3.46	1.205	Medium
6	3	Reasons related to the school environment	3.31	0.538	medium
5	4	Reasons related to the general secondary exam	3.25	1.285	medium
4	5	Reasons related to the curriculum	3.17	1.505	Medium
2	6	Reasons related to the teacher	3.50	1.346	Medium
Total			3.26	0.538	Medium

**Table 7:** Mathematical averages and standard deviations for reasons of low success rate from the perspective of parents of students

Number	Rank	The field	Average	Slandered diffusion	Degree
5	1	Reasons for a high school exam	3.79	1.205	High
4	2	Reasons for the school curriculum	3.50	1.135	Medium
6	3	Reasons for the school environment	3.38	0.548	Medium
3	4	Reasons for parents	3.28	1.125	Medium
2	5	Reasons for the teacher	3.25	1.170	Medium
1	6	Reasons for the student	3.21	1.115	Medium
The total			3.40	0.547	Medium

**Table (8).** Averages and Standard Deviations Reasons for the low success rate from the students' point of view

Number	Rank	Field	Average	Slandered diffusion	degree
5	1	Reasons for a high school exam	4.05	1.207	High
4	2	Reasons for the school curriculum	3.92	1.367	Medium
6	3	Reasons for the school environment	3.38	0.587	Medium
2	4	Reasons for the teacher	3.14	1.367	Medium
3	5	Reasons for parents	3.99	1.320	Medium
1	6	Reasons for the student	3.94	1.305	Medium

were extracted as in Table (8).

Table (8) indicates that the reasons for the general secondary examination are trying to be the main responsibility of the student sample in the low success rate in the secondary school in the education and education of Jerash governorate, and therefore has a high average of (4.05), The reason for this is the attempt to put the blame on the exam and put it in the Ministry of Education. Taking into consideration the statement of the Minister of Education in the media, there are more than 120,000 uneducated Jordanian students, , How can they

take the exam, and they can not read and write? The result that ranked second was those reasons related to the curriculum with a mean (3.92) which is a high result, Make sure that the students focus on the answers to the responsibility and throw them on the other parties, the rest of the areas were close and to a medium degree, and does not reflect a decisive position in determining the results.

As for the paragraphs that ranked first from the students 'point of view and the field level, Table 12 shows that the paragraph that obtained the highest average of

the six points from the students' point of view was "the curriculum is not commensurate with the given time" ), In this position, students blame and think that the responsibility related to the low level of success in the high school on the curriculum and on the ministry that sets it up, and perhaps for the weak qualification in previous years to deal with the curriculum in the twelfth grade. The second paragraph is "insufficient time for the student to prepare for the exam", which came at a high level with an average score of 4.28. This paragraph has already been discussed from the point of view of parents of students and teachers, which is a consensus between the destinations Look over the trend sample one case, In the same way , the paragraph "Family Search for the superiority of their children by all means" is repeated by obtaining an arithmetic average (4.03), which is the agreement of several samples of research on specific paragraphs as reasons for the low rate of success in the general secondary examination.

It is noted that the study sample of the students indicate that the paragraph "the inability of the student to adapt to the pressures of study" came at an average (3.70) and high, And the paragraph

"The physical environment of the school does not meet the requirements of preparing for the exam" with an average of (3.69), in harmony with each other to give the students a lifeline in throwing responsibility on others, whether the curriculum or pressure of study or the school environment and the insufficient time given, all of which are attempts by students to blame on Others. There is one paragraph with an average of (3.42) and a middle degree , which is "the weakness of the scientific competencies of some teachers". This may be due to the fact that the teaching strategies used by teachers do not suit all students, especially the weak ones.

## RECOMMENDATIONS

Based on search results we recommend the following:

1. Provide a learning environment that is encouraging and rich in learning resources
2. Training the students on equivalent forms for the high school exam, and the school questions should be close to the general examination questions in the regular examinations.
3. Encourage students to rely on the school lesson and not to go behind private lessons.
4. Activating follow-up procedures for students and giving students enough time for the general exam.
5. Instruct students in their 12th grade to prepare for

the general exam, and not waste time with marginal things.

6. Examinations in the pre-twelfth grades, and remedial plans to address weaknesses.

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## Appendixes

**Table 5 (a)**

Mathematical averages

And standard deviations of the fields and areas of the measure of reasons for the low success rate of students in secondary school from the point of view of school principals

Number	Paragraph	Average	Standard deviation	Degree
	<b>Field 1: Reasons for the student</b>			
9	The student depending on the private lesson	4.60	4.10	High
12	Weak sense of responsibility towards himself and his family	4.60	0.821	High
13	The student's lack of awareness of the importance of secondary school in determining his future	4.60	0.831	High
15	Discontinuity of students before completion of courses	4.40	0.851	High
6	Weak foundation in previous grades.	4.40	0.811	High
8	Control means of communication and smart phones on most student time.	4.40	0.821	High
14	The student's lack of commitment to the examinations prepared by the school	4.20	0.503	High
10	Weak student attention during class.	4.00	0.768	High
2	Low student motivation to learn.	3.80	0.918	High
4	Frequent absence from school.	3.80	1.10	High
5	The inability to adapt to the pressures of study	3.20	1.00	High
7	The student's preoccupation with things other than study like sports	3.20	1.19	Medium
1	The weakness of the student's desire to their major	3.80	0.778	Medium
11	The desire for self-realization rather than certification.	3.80	0.768	Medium
3	General health status.	3.80	1.19	Medium
	Field as whole	3.91	9.15	High
	<b>Field 2 : reasons related to the teacher</b>			
27	Use evaluation strategies that do not correspond to high school exam questions	4.40	0.503	High
16	The weakness of the scientific competencies of some teachers.	3.60	0.513	Medium
17	The weakness of the professional competencies of some teachers.	3.60	0.503	Medium
21	Forcing the students for tutoring	3.40	1.04	Medium
18	Low teachers' motivation towards education.	3.20	1.50	Medium

**Table 5.** Continuation

20	Teachers focus on paying students for tutoring.	3.00	1.45	Medium
23	Increased student abuse of their teachers.	3.00	0.918	Medium
24	Teachers adopt ineffective learning strategies.	3.00	1.29	Medium
25	Repeated teachers' absence from work.	3.00	1.65	Medium
26	Lack of employment of effective learning resources.	3.00	1.45	Medium
19	The use of non-educational methods in dealing with students	2.80	1.19	Medium
22	Lack of ability to plan for teaching.	2.80	1.50	Medium
	The field as a whole	4.31	0.506	Medium
	<b>Field3: reasons for parents</b>			
29	Search the family for the superiority of their child by all means.	4.80	0.420	High
31	Poor family follow-up to their child and sometimes come late.	4.80	0.410	High
28	The ambition of the family of their children exceeds their scientific abilities	4.60	0.821	High
30	Families are guided in advance by private tutoring their children's interest in studying is weakened.	4.40	0.821	High
	<b>Field as whole</b>	4.06	0.842	High
	<b>Field 4: Reasons for Curriculum</b>			
32	The overbearing that the family gives to its children makes it negligent	3.60	1.04	Medium
34	Some families have forced their children to work because of economic conditions.	3.60	0.523	Medium
37	Secondary curriculum content does not achieve the desired outcomes for exams	3.60	0.503	Medium
35	The objectives of the curriculum and its educational outcomes exceed the level of students	3.40	1,14	Medium
36	The recommended teaching strategies do not fit the content and objectives of the curriculum	3.40	1,04	Medium
38	Weakness of the curriculum to individual differences between students.	3.40	1.23	Medium
39	Incompatibility of available learning resources with curriculum content and outcomes.	3.20	0.778	Medium
40	The curriculum does not fit with the given time.	3.20	0.768	Medium
33	Problems and family differences.	2.60	1.39	Medium
	Field as whole	3.37	0.798	Medium

**Table 5.** Continuation

<b>Field 5: Reasons for the General Secondary Examination</b>				
45	Insufficient time for student to prepare for the exam.	4.20	1.00	High
41	Do not rely on the system of question banks in preparing the exam.	4.00	0.918	High
42	Weak experience of those who prepare the exam.	3.80	1.29	High
43	Different general secondary school exam questions with school exam questions	3.80	1.19	High
46	The pattern of high school exam questions has changed from year to year.	3.40	1.66	Medium
44	Insufficient time given to the student during the exam.	3.20	1.50	Medium
	The field as whole	3.20	1.02	Medium
<b>Field 6: Reasons for the school environment.</b>				
51	Poor ability of administrators to follow high school students.	4.20	1.36	High
50	Weak laws and regulations governing the school environment.	4.00	2.42	High
49	Lack of teachers in some important topic .	3.80	0.768	High
48	The school environment does not stimulate learning.	3.20	1.64	Medium
47	The physical school environment does not meet the exam preparation requirements.	3.00	1.83	Medium
	Field as whole	3.64	1.505	Medium
	As whole	3.81	0.583	High

**Table (7A)**

Statistical averages and standard deviations of the fields and fields of the measure of the reasons for the low success rate of secondary students from the perspective of parents of students

Number	Paragraph	Average	Slandered diffusion	Degree
	<b>Field 1: Reasons for the student</b>			
6	The student depending on the private lesson	4.85	4.50	High
9	Weak sense of responsibility towards himself and his family	4.80	0.864	High
5	The student's lack of awareness of the importance of secondary school in determining his future	4.80	0.876	High
8	Discontinuity of students before completion of courses	4.60	0.868	Medium
13	Weak foundation in previous grades.	4.80	0.822	Medium
12	Control means of communication and smart phones on most student time.	4.60	0.828	Medium
10	The student's lack of commitment to the examinations prepared by the school	4.20	0.503	Medium
15	Weak student attention during class.	4.00	0.768	Medium
7	Low student motivation to learn.	3.80	0.918	Medium
14	Frequent absence from school.	3.80	1.10	Medium
2	The inability to adapt to the pressures of study	3.20	1.00	Medium
1	The student's preoccupation with things other than study like sports	3.20	1.19	Medium
3	The weakness of the student's desire to their major	3.80	0.778	Medium
4	The desire for self-realization rather than certification.	3.80	0.768	Medium
11	General health status.	3.80	1.19	Medium
	Field as whole	3.91	9.15	Medium
	<b>Field 2 : reasons related to the teacher</b>			
26	Use evaluation strategies that do not correspond to high school exam questions	4.40	0.503	Medium
16	The weakness of the scientific competencies of some teachers.	3.60	0.513	Medium
17	The weakness of the professional competencies of some teachers.	3.60	0.503	Medium
21	Forcing the students for tutoring	3.40	1.04	Medium
18	Low teachers' motivation towards education.	3.20	1.50	Medium
20	Teachers focus on paying students for tutoring.	3.00	1.45	Medium
17	Increased student abuse of their teachers.	3.00	0.918	Medium
18	Teachers adopt ineffective learning strategies.	3.00	1.29	Medium

**Table (7A)**

continuation

22	Repeated teachers' absence from work.	3.00	1.65	Medium
24	Lack of employment of effective learning resources.	3.00	1.45	Medium
25	The use of non-educational methods in dealing with students	2.80	1.19	Medium
23	Lack of ability to plan for teaching.	2.80	1.50	Medium
	The field as a whole	4.31	0.506	Medium
	<b>Field3: reasons for parents</b>			
30	Search the family for the superiority of their child by all means.	4.90	0.440	High
32	Poor family follow-up to their child and sometimes come late.	4.60	0.420	Medium
28	The ambition of the family of their children exceeds their scientific abilities	4.65	0.822	Medium
34	Families are guided in advance by private tutoring their children's interest in studying is weakened.	4.47	0.822	Medium
	<b>Field as whole</b>	4.16	0.844	Medium
	<b>Field 4: Reasons for Curriculum</b>			
32	The overbearing that the family gives to its children makes it negligent	3.66	1.44	High
40	Some families have forced their children to work because of economic conditions.	3.67	0.583	Medium
37	Secondary curriculum content does not achieve the desired outcomes for exams	3.66	0.508	Medium
35	The objectives of the curriculum and its educational outcomes exceed the level of students	3.48	1,24	Medium
37	The recommended teaching strategies do not fit the content and objectives of the curriculum	3.48	1,09	Medium
36	Weakness of the curriculum to individual differences between students.	3.48	1.33	Medium
35	Incompatibility of available learning resources with curriculum content and outcomes.	3.26	0.888	Medium
37	The curriculum does not fit with the given time.	3.27	0.777	Medium
38	Problems and family differences.	2.70	1.30	Medium
	Field as whole	3.38	0.778	Medium
	<b>Field 5: Reasons for the General Secondary Examination</b>			
46	Insufficient time for student to prepare for the exam.	4.40	1.01	High



**Table (7A)**

continuation

41	Do not rely on the system of question banks in preparing the exam.	4.07	0.988	High
45	Weak experience of those who prepare the exam.	3.90	1.30	High
43	Different general secondary school exam questions with school exam questions	3.70	1.59	High
41	The pattern of high school exam questions has changed from year to year.	3.60	1.88	High
42	Insufficient time given to the student during the exam.	3.30	1.57	High
	The field as whole	3.10	1.52	High
	<b>Field 6: Reasons for the school environment.</b>			
51	Poor ability of administrators to follow high school students.	4.40	1.38	Medium
47	Weak laws and regulations governing the school environment.	4.08	2.50	Medium
49	Lack of teachers in some important topic .	3.60	0.776	Medium
50	The school environment does not stimulate learning.	3.10	1.94	Medium
48	The physical school environment does not meet the exam preparation requirements.	3.07	1.76	Medium
	Field as whole	3.24	1.305	Medium
	As whole	3.40		Medium

**Table (8A)**

Averages and standard deviations of the fields and fields of the measure of the reasons for the low success rate of students in secondary school from the point of view of teachers

Number	Paragraph	Average	Slandered diffusion	Degree
	<b>Field 1: Reasons for the student</b>			
8	The student depending on the private lesson	4.80	3.10	High
11	Weak sense of responsibility towards himself and his family	3.60	0.821	Medium
13	The student's lack of awareness of the importance of secondary school in determining his future	3.60	0.831	Medium
17	Discontinuity of students before completion of courses	3.40	0.811	Medium
6	Weak foundation in previous grades.	3.40	0.811	Medium
7	Control means of communication and smart phones on most student time.	3.40	0.831	Medium
14	The student's lack of commitment to the examinations prepared by the school	3.20	0.603	Medium
10	Weak student attention during class.	2.00	0.768	Medium
2	Low student motivation to learn.	3.80	0.918	Medium
4	Frequent absence from school.	3.60	1.10	Medium
5	The inability to adapt to the pressures of study	3.40	1.00	Medium
7	The student's preoccupation with things other than study like sports	2.20	1.16	Medium
1	The weakness of the student's desire to their major	3.10	0.878	Medium
11	The desire for self-realization rather than certification.	3.80	0.768	Medium
3	General health status.	3.80	1.19	Medium
	Field as whole	3.91	9.15	High
	<b>Field 2 : reasons related to the teacher</b>			
27	Use evaluation strategies that do not correspond to high school exam questions	4.40	0.503	Medium
16	The weakness of the scientific competencies of some teachers.	3.60	0.513	Medium
17	The weakness of the professional competencies of some teachers.	3.60	0.503	Medium
21	Forcing the students for tutoring	3.40	1.04	Medium
18	Low teachers' motivation towards education.	3.20	1.50	Medium
20	Teachers focus on paying students for tutoring.	3.00	1.45	Medium
23	Increased student abuse of their teachers.	3.00	0.918	Medium
24	Teachers adopt ineffective learning strategies.	3.00	1.29	Medium
25	Repeated teachers' absence from work.	3.00	1.65	Medium

**Table (8A)**  
Continuation

26	Lack of employment of effective learning resources.	3.00	1.45	Medium
19	The use of non-educational methods in dealing with students	2.80	1.19	Medium
22	Lack of ability to plan for teaching.	2.80	1.50	Medium
	The field as a whole	4.31	0.506	Medium
	<b>Field3: reasons for parents</b>			
30	Search the family for the superiority of their child by all means.	4.80	0.420	High
31	Poor family follow-up to their child and sometimes come late.	3.30	0.410	Medium
28	The ambition of the family of their children exceeds their scientific abilities	3.10	0.821	Medium
29	Families are guided in advance by private tutoring their children's interest in studying is weakened.	3.40	0.821	Medium
	<b>Field as whole</b>	3.06	0.842	Medium
	<b>Field 4: Reasons for Curriculum</b>			
32	The overbearing that the family gives to its children makes it negligent	4.80	1.04	High
34	Some families have forced their children to work because of economic conditions.	4.60	0.923	High
37	Secondary curriculum content does not achieve the desired outcomes for exams	4.70	0.903	High
35	The objectives of the curriculum and its educational outcomes exceed the level of students	4.40	1,14	High
36	The recommended teaching strategies do not fit the content and objectives of the curriculum	4.40	1,44	High
38	Weakness of the curriculum to individual differences between students.	4.40	1.33	High
39	Incompatibility of available learning resources with curriculum content and outcomes.	4.20	0.878	High
40	The curriculum does not fit with the given time.	3.20	0.768	High
33	Problems and family differences.	2.60	1.39	High
	Field as whole	3.37	0.798	High
	<b>Field 5: Reasons for the General Secondary Examination</b>			
45	Insufficient time for student to prepare for the exam.	4.60	1.20	High
41	Do not rely on the system of question banks in preparing the exam.	4.20	0.918	High

**Table (8A)**  
Continuation

42	Weak experience of those who prepare the exam.	4.80	1.20	High
43	Different general secondary school exam questions with school exam questions	4.80	1.29	High
46	The pattern of high school exam questions has changed from year to year.	4.40	1.66	High
44	Insufficient time given to the student during the exam.	4.20	1.50	High
	The field as whole	4.20	1.02	High
	<b>Field 6: Reasons for the school environment.</b>			
51	Poor ability of administrators to follow high school students.	3.20	1.36	Medium
50	Weak laws and regulations governing the school environment.	3.00	2.42	Medium
49	Lack of teachers in some important topic .	3.10	0.768	Medium
48	The school environment does not stimulate learning.	3.20	1.64	Medium
47	The physical school environment does not meet the exam preparation requirements.	3.00	1.83	Medium
	Field as whole	3.64	1.505	Medium
	As whole	3.81	0.583	High