

Reasons for poor academic achievement among public school students in the Qatraneh district in the Karak governorate

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Abstract: This study aimed to uncover the causes of poor academic achievement of students in public schools in the Qatraneh district in the Karak governorate, and the study sample consisted of (408) male and female students, and the study tool included (43) clauses distributed into three areas (student's problems, parent's problems, and school-specific problems). The results of the study showed that the general level of students' problems, according to the estimates of the study sample, came at a high or medium level, and that the general level of parents' problems came at a high level also for most of the clauses, also, the general level of school-specific problems came at an average level, and the results showed that there are statistically significant differences for reasons of weakness and low academic and academic achievement among public school students in the Qatraneh district in the Karak governorate for all fields of study according to the gender variable. The study recommended the necessity of working to address the causes of poor academic achievement according to the fields of study.

Key words: Causes of poor academic achievement, public school students, Al-Qatraneh District, Karak Governorate.

Introduction:

Academic achievement is one of the inevitable outcomes of the educational process, because it is the main criterion for judging these outcomes, through which it is possible to determine the student's academic level, and judge the quality and efficiency of educational systems. However, the low level of academic achievement for students is one of the most important problems that prevent the achievement of educational goals in the required manner. Because it has serious negative effects that cause harm to the school and society, as often any classroom contains a group of students who are unable to keep pace with the rest of their colleagues in academic and academic achievement, and often that group becomes a source of rioting and inconvenience Which may cause disruption to the educational process in the school classroom

Academic achievement is defined as a state of delay or deficiency in the normal level due to mental, physical or social reasons so that it decreases Achievement and success rate below the normal level. Also, low achievement is sometimes linked to the misconception of some teachers and parents, as it is seen that it is linked to stupidity and mental retardation, while the poor academic level must be based on a clear and objective understanding that takes into account all aspects and factors that surround the student and the educational process (Hafez, 2003).

Al-Jalali (2016) believes that the level of academic achievement is the degree that the student obtains in any standardized exam, or any school exam in a specific subject that he has learned with the teacher before, so the academic or school achievement means that type of achievement that is related to studying or learn different sciences and subjects, (Petrilli & Scull, 2011) confirmed that the level of achievement reflects the degree that the student obtains, which he achieves in a standardized exam that he submits to when asked or, according to the prior planning and design by the educational institution's administration.

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Academic achievement can also be defined as the extent to which students acquire certain experiences through academic courses. It is measured by the score obtained by students in the achievement tests prepared for them. The low percentage of students' academic achievement below intermediate level for one or more academic subjects is due to a variety of reasons. Some of them are related to the student himself, and some are related to the family, social and academic environment (Al-Lafani and Al-Jamal, 2003).

Academic achievement aims to develop the human thinking, as it is not just an accumulation of information in the mind of the student, as well as, the educational process is the mainstay of building and developing society, the problem of low academic achievement is very important, as it can make the student unable to make a positive relationship with his family, teachers and society as a whole, this problem may result in many psychological disorders and deepen the failure of the student (Issa, 2008).

Also, the reasons for poor academic achievement are related to students' mental weakness, poor general focus and distraction, the low level of intelligence, poor memory, the student's suffering from psychological disorders, and emotional reasons, such as tension and frustration. Lack of self-confidence, weak personality in the classroom, inability to adapt, excessive lethargy of the student, excessive sleep, and dullness during the teacher's explanation of the lesson (Stuit, 2010).

Al-Moussawi (2007) pointed out that one of the most important reasons for the students' low academic achievement is the presence of personal problems that make the student feel unable to achieve. It gives him a sense of failure, such as hating school subjects, hating a teacher, or losing the desire to seek knowledge, in addition to the presence of health problems in the student such as slow growth, excessive wasting, the inability of the senses to perform their functions, such as poor eyesight and hearing, a lisp, tongue, speech impairment, and the general health of the student.

The low academic achievement may also be attributed to the existence of bad social conditions that the student suffers from, such as parental separation, family problems and instability. Discrimination between children, lack of harmony between family members, difficult economic conditions that make the student feel inferior, and the absence of a designated room at home for the student to study in, the large number of family members, These reasons make the student feel frustrated, which makes him refrain from interest in his studies, which leads to poor academic achievement (Abed, 2008).

Based on the foregoing, it can be said that there are a number of factors affecting the student's low academic achievement, including those related to the student and others related to the family. It is necessary to address the low achievement of students because of its negative effects on the individual and society. Therefore, it is necessary to work on synergizing all capabilities and efforts to solve this problem by all means (Shalan and Al-Ghoul, 2006).

Previous studies:

Cross (2009) conducted a study aimed at revealing the reasons behind the low level of achievement in mathematics among primary school students. The quasi-experimental approach was used by developing a questionnaire for the study. The study sample consisted of (211) male and female students in Africa. The study concluded that students do not have the required preparations to learn mathematics; teachers do not use interesting and attractive methods in teaching mathematics, bad experiences and negative attitudes that students have about mathematics and its teachers, and the difficulty of mathematics-related concepts and their poor presentation.

As for the study (Peter & Ruth, 2013), which aimed to research the obstacles related to academic achievement among high school students in America, The study sample consisted of (260) male and female students. The results revealed that there are statistically significant differences in academic achievement due to the variables (family size and social and economic level) and in favor of students with higher economic and social families and lower family size.

Ali and Ayoub (2014) have performed a study aimed at finding out the reasons for the low achievement of school students in the two directorates of education in Salfit and south of Nablus. The descriptive field survey method was used, and the study sample consisted of (115) supervisors and educational counselors. The results showed that there were statistically significant differences on the total score of the tool according to the gender variable and in favor of females. The results also showed that there were no statistically significant differences for the reasons for low achievement among school students in the two directorates of education in Salfit and south of Nablus from the point of view of supervisors and counselors, which are attributed to each of the variables (specialization, educational qualification, experience, marital status, nature of work, directorate). The study recommended the use of the most effective teaching aids and educational techniques because of their importance in educating the academically backward.

Al-Jamal (2017) conducted a study aimed at identifying the role of the educational counselor in addressing the problems of academic weakness among students from the viewpoints of government school principals in south Hebron. The descriptive approach was used for analysis, and the study sample consisted of (137) male and female managers. A questionnaire consisting of (29) items was also used. The results of the study showed that the educational counselor has a high role in treating the problems of academic weakness of students from the viewpoints of the principals of public schools in south Hebron at the college degree. The order of the study domains came in descending order: (parents' domain, student's domain, teacher's domain, educational environment domain). It was also found that there were no statistically significant differences in the role of the educational counselor in addressing students' academic weakness problems from the viewpoints of government school principals in south Hebron, according to gender, academic qualifications and years of experience. The study recommended the necessity for the educational counselor to organize special periodic sessions with teachers to discuss academic matters and improve the students' level of achievement.

While the study of Abu Zureik (2018) aimed to identify the reasons for the low academic achievement of second-year secondary students in the Directorate of Education of the Ramtha District, and a questionnaire consisting of (40) items was built. The questionnaire was applied to the study sample consisting of (329), which were selected in a stratified random manner. The results of the study showed that the study domains had a role in the low academic achievement of students in varying degrees, as the percentage of the personal domain (75.6%), the social (83%), and the school environment (88%). The study recommended paying attention to the causes whose arithmetic mean is high, and working to treat them using appropriate methods.

Dakhel (2018) performed a study aimed at identifying the causes of low academic achievement among middle school students according to the variables of gender (males - females), and grade (second intermediate - third intermediate), and the study sample consisted of (400) male and female students who were randomly selected from middle schools in the city of Mosul. To achieve the objectives of the study, the researcher used the descriptive analytical approach by developing a questionnaire that consisted of (31) items. The results of the study showed a significant difference in the level of low academic achievement according to the gender variable in favor of males as well as the grade variable in favor of the third intermediate grade.

Comment on previous studies:

By reviewing previous studies, it was found that, the societies to which previous studies were applied varied between local, Arab and foreign. While the current study differs in addressing the causes of weakness and low academic and academic achievement among school students in a comprehensive and general way. The researcher has benefited from previous studies in the educational literature, developing the study tool and discussing its results. The current study was distinguished by examining the causes of weak and low academic and academic achievement among students of government schools in the Qatraneh Brigade in the Karak Governorate, where it was not studied before.

The study Problem:

The problem of the study mainly lies in the poor academic and academic achievement, which is considered one of the challenges facing parents and teachers alike. Poor academic achievement is a very important issue because of its many consequences related to the future of an entire generation, and the biggest challenge is finding appropriate solutions to address underachievement and identify the real reasons that make high academic achievement difficult, and the problem of poor 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. It is not possible to solve this problem without concerted efforts, and trying to find a radical solution to the poor academic achievement, using advanced professional educational methods, The problem of the study stems from here, while it searches for the causes of poor and low school & academic achievement among students of public schools in the Qatraneh Brigade in the Karak Governorate

Study questions:

The study sought to achieve its objectives by answering the following questions:

- 1- What are the problems faced by students of public schools in the city of Qatraneh?
- 2- Are there statistically significant differences ($\alpha \leq .05$) in the problems faced by students of public schools in the city of Qatranah that are attributed to gender?

Objectives of the study:

The study aimed to achieve the following objectives:

1. Identifying the problems facing students of public schools in the city of Qatraneh, in order to identify the main factors that contribute to low school and academic achievement to solve and address this problem.
2. Determine the differences between the problems facing the public school students according to the gender variable.

Studying significance:

The importance of the study stems from the extent of its use, and it is hoped that the results of this study will benefit:

- Enrichment of educational literature by identifying the reasons for poor school and academic achievement among school students.
- Provide employees in the Ministry of Education about the most important factors that contribute to low academic achievement for students to be able to develop appropriate solutions.
- To benefit researchers and graduate students interested in this subject by providing them with a new reference in the field of research, and enriching the theoretical literature and related previous studies.

Study limits and limitations:

Human Limit: This study was limited to a sample of students in the ninth and tenth grades in the city of Qatraneh in the Karak Governorate.

Location Limit: This study was conducted in the schools of the city of Qatraneh in the Karak Governorate, which is affiliated with the Jordanian Ministry of Education.

Time limit: The field study was applied in the second semester of the academic year (2018/2019).
Objective limit: The results of the study will be generalized to the psychometric properties of its tool (the properties of honesty and stability).

Study Methodology:

The study used the descriptive survey method; Through the distribution of study tools with the subject of the current study, for its relevance to this study, and to answer its questions and achieve its objectives.

Study community:

The study population consisted of all students of the ninth and tenth grades in public schools, government schools in the directorates of education in the Qatraneh district in the Karak governorate. And their number is (832) male and female students, including (385) male and (447) female students during the academic year (2018-2019).

The study sample:

The stratified random sample consisted of (408) male and female students in government schools in the Qatraneh District. Table (1) shows the distribution of the study sample members according to gender.

table(1) Distribution of study sample members by gender

Gender	Number
Male	189
Female	219
Total	408

Study tool:

The questionnaire was used as a main tool for collecting field data from the target study sample, due to the nature of the study that was carried out through the sample social survey method, and considering the questionnaire more appropriate for this type of studies and to achieve the objectives of the study and answer its questions. In preparing the study tool, the researcher followed the scientific principles to develop it and subject it to tests of validity and reliability according to the following procedural steps:

Preparation of the study tool:

The questionnaire was designed based on the subject, objectives and questions of the study, through reviewing the related literature and the theoretical framework of the study, and previous studies such as the study of Abu Zureik (2018), and Al-Jamal study (2017).

In addition to benefiting from the opinions of experts and specialists in the topics of the study, the questionnaire consisted of (3) main parts, namely:

Part One: Primary data:

for the study sample individuals, including data related to the gender variable.

Part Two: It includes (43) paragraphs distributed equally between three main areas:

- 1- The first area : It relates to the reasons for the students' low school and academic achievement related to the student's problems.
- 2- The second area : It relates to the reasons for the low school and academic achievement of students linked to the problems that related to parents.

- 3- The third area: It relates to the reasons for the students' low school and academic achievement linked to school-related problems.

The answers of the study sample were classified on the items of the study tool areas according to five-year Likert scale, and it was determined by five answers according to their numerical weight and the degree of approval as follows:

1- With very high degree	5 scores
2- With high degree	4 scores
3- Intermediate degree	3 scores
4- with low degree	2 scores
5- with very low degree	1 score only

Taking into account that the values of the arithmetic means that the study concluded for the general attitude of the area which will be dealt with to interpret the averages as follows:

High	Intermediate	Low
(3-68-5)	(2.34-3.67)	(1-2.33)

Validity of the study tool:

a-The face validity of the questionnaire

The study used the arbitrators' consensus method to verify the face validity of the study tool. The questionnaire was presented in its initial form to 10 arbitrators from faculty members from Jordanian universities. They were asked to give their comments regarding some concepts, to reformulate some questions and paragraphs, and their opinions were taken and amendments were made. And make the proposed amendments in the context of the study in line with the relationship between the paragraphs in question, provided that the paragraph is approved for implementation by consensus (80%) of the arbitrators.

b-Construct Validity

To verify the construct validity of the study tool, the questionnaire was applied to an experimental sample of students from members of the study community who are not members of the study sample, which consisted of (30) male and female students. ,they were asked to answer the paragraphs of the questionnaire, and after its restoration, the validity of the construction was verified by calculating the correlation coefficient between the paragraphs in each field and the total degree of the field, and the values of the correlation coefficients ranged between (0.45) and (0.82), And all the values of the correlation coefficients were statistically significant, and the correlation coefficient was calculated between the performance on each paragraph and the total score of the scale, and the values of the correlation coefficients ranged between (0.39) and (0.79), and all the values of the correlation coefficients were statistically significant, and this indicates the validity of the construction of the scale

Reliability of the tool :

The reliability of the study tool was calculated using Cronbach's alpha equation, and the values of the reliability coefficients were as shown in Table (2).

Table (2) Reliability coefficients using Cronbach's alpha equation

Area	Number of paragraph	Reliability coefficients values
Problem related to student	17	0.90
Problem related to parents	13	0.86
Problem related to school	13	0.85
Total	43	0.94

It is clear from Table (2) that the values of the reliability coefficients are high.

Results&discussion :**Results related to the first question:**

What are the problems faced by students of public schools in the city of Qatraneh?

To answer the question, the arithmetic means and standard deviations of the problems experienced by public school students in the city of Qatrana were calculated from their point of view, and tables (3,4,5) show these results

I) problems related to students :**Table (3) Arithmetic means and standard deviations of the problems facing students of public schools in the student's city of Qatrana**

NO	Paragraph	Mean	SD	Rank	Value
6	I am exposed to family problems such as domestic violence, discrimination, and injustice within the family.	4.08	1.28	1	High
8	I am suffering from feelings of inadequacy and low self-confidence	4.02	1.25	2	High
4	I am suffering from psychological problems such as weak personality, frustration or stress and anxiety.	3.86	1.29	3	High
13	I'm depending on private lesson	3.83	1.39	4	High
1	I have physical problems such as: poor eyesight, poor hearing, weak physical structure, which causes fatigue and exhaustion.	3.75	1.35	5	High
12	I rely on others like parents	3.73	1.39	6	High
16	I don't have a good role model, or someone who	3.72	2.84	7	High

	guides me to study.				
3	I cannot realize the information I am receiving	3.69	1.29	8	High
9	I'm suffering from daydreaming	3.65	1.43	9	Intermediate
7	I suffer from an attention deficit, Poor memory and forgetfulness	3.52	1.36	10	Intermediate
15	I don't know the correct way to study	3.49	1.31	11	Intermediate
11	I did not attend the appropriate school.	3.38	1.51	12	Intermediate
14	My relationship with other students distracts me from school achievement	3.36	1.35	13	Intermediate
5	I lose the desire to study for various reasons such as: hating the subject, teacher or school and I feel upset with the students around me.	3.25	2.44	14	Intermediate
10	I don't have a right seclude for sleeping	3.20	1.44	15	Intermediate
17	I feel scared while taking the exam	3.12	1.41	16	Intermediate
2	I don't get enough sleep which makes me lose my concentration in class	3.07	1.37	17	Intermediate
Total		3.57	0.82		Intermediate

It was clear from table 3 that the problems with numbers (1, 3, 4, 6, 8, 12, 13, 16) were highly rated, while the rest of the problems were moderately rated, and the largest rate or value was for the problem (I am exposed to family problems such as domestic violence, discrimination, and injustice within the family) and its mean value was (4.08), with a standard deviation (1.28), while the lowest value was for the problem (I don't get enough sleep, which leads me losing my concentration in class), where the arithmetic mean value of it was (3.07) with a standard deviation (1.37), and the total value of the problems experienced by students of public schools in the student's city of Qatrania was From their point of view, with a medium degree, where the arithmetic mean value was (3.57) with a standard deviation of (0.82).

This result is attributed to the fact that the student's low academic achievement rate below the normal and average level for one or more academic subjects is due to a variety of reasons, including what is related to the student himself, such as the presence of psychological problems, physical injuries, weak personality and poor comprehension, also the family may be the direct cause of poor achievement because of family problems or dependency education and the absence of role models and mentors, in addition to the student's relationship with other students that leads to his preoccupation and his distance from school achievement because it is a negative relationship in essence that leads to leaving school, As well as with regard to his relationship with teachers based on violence, cruelty and punishment, which in turn leads to permanent or intermittent leaving school, as well as the relationship of teachers with each other, if it is negative, then the students are the ones who pay the price.

(ii) problems related to parents :**Table (4) Arithmetic means & the standard deviations of the problems faced by students of public schools in the city of Qatrana for parents**

NO	Paragraphs	Means	SD	Rank	Value
28	I live in,dysfunctional &incompatible family	3.99	1.31	1	High
22	My family find my study at school is useless so they take me out to work	3.98	1.26	2	High
27	The size of my family is large and my housing conditions are poor.	3.97	1.35	3	High
23	I'm suffering from wrong parenting methods such as excessive pampering, or exaggeration in neglect.	3.92	1.28	4	High
29	My mother doesn't care about my achievement	3.92	1.38	4	High
20	My family is passing through poor social and material conditions.	3.91	1.62	5	High
30	I'm suffering from family quarrels	3.90	1.47	6	High
18	My parents don't care about my studies because they are busy with their work	3.88	1.34	7	High
19	My family keeps me busy with tasks that takes me time instead of using it for study	3.81	1.29	8	High
26	My father gains a low education level	3.77	1.36	9	High
21	My family urged me to do more than I could	3.72	1.35	10	High
24	My parents do not visit my school and they do not attend PTA meetings.	3.68	1.37	11	High
25	my family has low cultural level	3.13	1.50	12	Intermediate
Total		3.81	0.96		High

Table (4) shows that the problems related to parents were highly rated, except for the problem (my family has low cultural level) whose estimation was moderate, and the largest estimate was for the problem (I live among dysfunctional & incompatible family) and its mean value was (3.99), with a standard deviation (1.31), The degree estimate for the value was (3.13) with a standard deviation of (1.50), The overall value of the problems facing students of public schools in the city of Qatrana that related to parents from their point of view was a high degree, where the value of the arithmetic mean was (3.81) with a standard deviation (0.96).

This result is attributed to the fact that the social and financial conditions that the family is going through or experiencing may affect the student's achievement, So that they begin to drop out or be absent from school, and the family also plays a major role in the student's academic achievement because it is considered the first mediator of the student's socialization process, as it determines to a large extent his personality style, attitudes and motives for work and success.

It also determines the level of his physical, mental, emotional and social maturity, with the possibilities it offers him to achieve the demands of growth. The problems facing the family cause the wandering of student's thinking and his low achievement. Likewise, the large size of the family, the poor housing conditions, and the wrong education methods have a negative impact on the student's achievement, such as excessive pampering, exaggeration of neglect, or excessive interference and care. In addition, parents do not visit their children's schools to attend a parent-teacher council meeting, which weakens the student's follow-up and negatively affect his achievement. Low academic achievement is also affected by the cultural level of the family, as students lack educational and content support from their parents, which negatively affects their achievement.

iii) School-specific problems

table (5) Arithmetic means and standard deviations of the problems faced by students of public schools in the school's private city of Qatrana

NO	Paragraphs	Means	SD	Rank	Estimation
37	I'm suffering from a lack of educational counseling.	3.29	1.46	1	Intermediate
34	The phenomenon of corporal and verbal punishment is widespread in the school	3.27	1.41	2	Intermediate
41	Classes are crowded with students	3.24	1.49	3	Intermediate
36	The teacher is not prepared properly	3.21	1.44	4	Intermediate
38	Curricula are deficient and teaching methods are weak	3.16	1.40	5	Intermediate
42	The relationship between me and the teachers is bad	3.12	1.51	6	Intermediate
35	I'm suffering from bad interaction with teachers.	3.10	1.42	7	Intermediate
43	I have difficulty with school subjects and its lack of coherence	3.07	1.62	8	Intermediate
33	Teachers lack the educational capabilities and teaching methods to clarify and embed information in the minds	3.02	1.44	9	Intermediate
31	The school lacks the encouraging facilities that make me love the school and make me want to go to it	2.98	1.55	10	Intermediate
39	I have a bad school environment	2.97	1.50	11	Intermediate

32	The school lacks organization in successive exams and there is not enough time to study	2.94	1.52	12	Intermediate
40	The examination system is not appropriate	2.87	1.50	13	Intermediate
Total		3.09	1.05		Intermediate

It is clear from Table (5) that all the problems faced by students of government schools in the school's private city of Qatranah got a degree with an average rating, and the largest estimate was for the problem (I suffer from a lack of educational counseling) and its mean value was (3.29), with a standard deviation (1.46), and the lowest estimate for the item (the examination system is not suitable), where the arithmetic mean value was (2.87) with a standard deviation (1.50), and the total estimate of the problems faced by students of public schools in the city of Qatrana for the school from their point of view was a medium degree, where the value of its mean is (3.09) with a standard deviation (1.05).

This result shows that the curriculum, the educational system, methods, the personality of the teacher, his preparation and abilities, the teaching style he uses and the way he deals with students in the school may be the reason for the student's low academic achievement in the school with subject and teacher.

The result of this question is consistent with Al-Jamal (2017) study which showed a high degree in the role of the educational counselor in treating academic weakness

The results of second question:

Are there statistically significant differences ($\alpha \leq .05$) in the problems faced by students of public schools in the city of Qatrana that are attributed to gender?

To answer the question, the arithmetic means and standard deviations of the problems experienced by students of public schools in the city of Qatrana were calculated from their point of view, and to test the significance of the differences between the arithmetic means , a t-test was used for independent samples, and tables (6, 7, 8) show the results of that.

i) problems that related to students :

Table (6) The results of t-test for independent samples of the student's problems

NO	Paragraphs	Gender	Means	SD	T value	Degree of freedom	Significant level
1	I have physical problems such as: poor eyesight, poor hearing, weak physical structure, which causes fatigue and exhaustion.	Male	3.20	1.36	-8.189-	406	.000
		Female	4.22	1.16			
2	I don't get enough sleep which makes me lose my concentration in class	Male	3.05	1.25	-.280-	406	.779
		Female	3.09	1.48			

3	I cannot realize the information I am receiving	Male	3.46	1.19	-3.311-	406	.001																																																																																														
		Female	3.88	1.35				4	I am suffering from psychological problems such as weak personality, frustration or stress and anxiety.	Male	3.57	1.18	-4.265-	405	.000	Female	4.11	1.34	5	I lose the desire to study for various reasons such as: hating the subject, teacher or school and I feel upset with the students around me.	Male	3.53	3.12	2.135	406	.033	Female	3.01	1.60	6	I am exposed to family problems such as domestic violence, discrimination, and injustice within the family.	Male	3.51	1.28	-9.124-	406	.000	Female	4.57	1.07	7	I suffer from an attention deficit, Poor memory and forgetfulness	Male	3.40	1.22	-1.619-	406	.106	Female	3.62	1.47	8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000	Female	4.43	1.07	9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-
4	I am suffering from psychological problems such as weak personality, frustration or stress and anxiety.	Male	3.57	1.18	-4.265-	405	.000																																																																																														
		Female	4.11	1.34				5	I lose the desire to study for various reasons such as: hating the subject, teacher or school and I feel upset with the students around me.	Male	3.53	3.12	2.135	406	.033	Female	3.01	1.60	6	I am exposed to family problems such as domestic violence, discrimination, and injustice within the family.	Male	3.51	1.28	-9.124-	406	.000	Female	4.57	1.07	7	I suffer from an attention deficit, Poor memory and forgetfulness	Male	3.40	1.22	-1.619-	406	.106	Female	3.62	1.47	8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000	Female	4.43	1.07	9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43						
5	I lose the desire to study for various reasons such as: hating the subject, teacher or school and I feel upset with the students around me.	Male	3.53	3.12	2.135	406	.033																																																																																														
		Female	3.01	1.60				6	I am exposed to family problems such as domestic violence, discrimination, and injustice within the family.	Male	3.51	1.28	-9.124-	406	.000	Female	4.57	1.07	7	I suffer from an attention deficit, Poor memory and forgetfulness	Male	3.40	1.22	-1.619-	406	.106	Female	3.62	1.47	8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000	Female	4.43	1.07	9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																	
6	I am exposed to family problems such as domestic violence, discrimination, and injustice within the family.	Male	3.51	1.28	-9.124-	406	.000																																																																																														
		Female	4.57	1.07				7	I suffer from an attention deficit, Poor memory and forgetfulness	Male	3.40	1.22	-1.619-	406	.106	Female	3.62	1.47	8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000	Female	4.43	1.07	9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																												
7	I suffer from an attention deficit, Poor memory and forgetfulness	Male	3.40	1.22	-1.619-	406	.106																																																																																														
		Female	3.62	1.47				8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000	Female	4.43	1.07	9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																																							
8	I am suffering from feelings of inadequacy and low self-confidence	Male	3.56	1.29	-7.477-	406	.000																																																																																														
		Female	4.43	1.07				9	I'm suffering from daydreaming	Male	3.41	1.32	-3.242-	406	.001	Female	3.86	1.49	10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																																																		
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		Female	3.86	1.49				10	I don't have a right seclude for sleeping	Male	3.24	1.31	.551	406	.582	Female	3.16	1.55	11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																																																													
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		Female	3.16	1.55				11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145	Female	3.28	1.68	12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																																																																								
11	I did not attend the appropriate school.	Male	3.50	1.28	1.461	406	.145																																																																																														
		Female	3.28	1.68				12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000	Female	4.06	1.43																																																																																			
12	I rely on others like parents	Male	3.35	1.24	-5.268-	406	.000																																																																																														
		Female	4.06	1.43																																																																																																	

13	I'm depending on private lesson	Male	3.48	1.22	-4.842-	406	.000
		Female	4.13	1.45			
14	My relationship with other students distracts me from school achievement	Male	3.22	1.17	-2.026-	406	.043
		Female	3.49	1.48			
15	I don't know the correct way to study	Male	3.48	1.08	-.130-	406	.897
		Female	3.49	1.48			
16	I don't have a good role model, or someone who guides me to study.	Male	3.42	1.13	-1.988-	406	.047
		Female	3.98	3.71			
17	I feel scared while taking the exam	Male	3.37	1.11	3.321	406	.001
		Female	2.91	1.60	-4.060-	406	
Total		Male	3.39	0.82			
		Female	3.72	0.80			

It appears from Table (6) that: - There are differences in the problems faced by students of government schools in the city of Qatrana and related to the student due to gender on the problems in numbers (1, 3, 4, 6, 8, 9, 12, 13, 14, 16) and in favor of females, which indicates to the girls' suffering from physical, psychological and family problems that were not followed up in school, in addition to the existence of dependent behavior among girls due to dependence education in the local environment and the lack of good role models for girls, which requires shedding light on these problems and addressing them

There are differences in the problems faced by students in public schools in the city of Qatrana and those related to the student due to gender on the two problems (5,17), and in favor of males, as the students lack the desire to study because they are more preoccupied with societal matters than girls, and his fear of the exam may be due to the lack of They are ready because they are busy.

- There are no differences in the problems faced by students of government schools in the city of Qatraneh and those of students that are attributed to gender on the problems with numbers (2, 7, 10, 11, 15) As sleep represents a biological need for both sexes, in addition to the many distracting factors for students of both sexes due to technological and social development, and the quality of schools is equal for both sexes in the study community, and both sexes lack guidance and awareness of the correct study methods.

ii) parents' problems

Table (7) t-test for independent samples of parents' problems

NO	Paragraphs	Gender	Mean	SD	T Value	Degree of freedom	Significant Level
18	My parents don't care about my studies because they are busy with their work	Male	3.41	1.21	-6.908-	406	.000
		Female	4.29	1.32			
19	My family keeps me busy with tasks that takes me time instead of using it for study	Male	3.54	1.86	-4.259-	406	.000
		Female	4.22	1.31			
20	My family is passing through bad social and financial conditions	Male	3.37	1.12	-6.761-	406	.000
		Female	4.19	1.32			
21	My family urged me to do more than I could	Male	3.42	1.16	-4.332-	406	.000
		Female	3.99	1.44			
22	My family find my study at school is useless so they take me out to work	Male	3.53	1.10	-7.097-	406	.000
		Female	4.37	1.26			
23	I'm suffer from wrong parenting methods such as excessive pampering or exaggeration of neglect.	Male	3.55	1.15	-5.572-	406	.000
		Female	4.24	1.31			
24	My parents do not visit my school and do not attend PTA meetings.	Male	3.39	1.20	-3.864-	406	.000
		Female	3.90	1.46			
25	My family gains a low culture level	Male	3.31	1.23	2.224	406	.027
		Female	2.98	1.68			
26	My father has a low educational level	male	3.50	1.25	-3.883-	406	.000
		Female	4.01	1.40			
27	The size of my family is large and the housing conditions are poor	Male	3.65	1.22	-4.618-	406	.000
		Female	4.25	1.39			

28	I live in,dysfunctional & incompatible family	Male	3.57	1.21	-6.238-	406	.000
		Female	4.35	1.29			
29	My mother doesn't care about my achievement	Male	3.50	1.30	-5.936-	406	.000
		Female	4.28	1.34			
30	I'm suffering from family quarrels	Male	3.44	1.47	-6.093-	406	.000
		Female	4.30	1.36			
Total		Male	3.47	0.86	-6.994-	406	.000
		Female	4.10	0.94	-6.908-	406	.000

-It is evident from Table (7) that: - There are differences in all the problems faced by students of public schools in the city of Qatrana and those of parents that are due to gender.

- The differences in favor of males were due to the problem of the cultural level of my family is low, and this may be due to the males' interest in cultural aspects, as society allows them to participate in community cultural activities more than females.

The differences are in favor of females in all problems except (the cultural level of my family is low) and this may be due to the sensitivity of females towards the family and its circumstances due to their emotional nature, and this may also be due to the interest of some families in males more than females, which makes them feel neglected and disinterested in the family.

iii) School-specific problems

Table (8) The results of (T) test for the independent samples of the problems specific to the school

NO	Paragraphs	Gender	Mean	SD	T value	Degree of freedom	Significant level
31	The school lacks the encouraging facilities that make me love the school and make me want to go to it	Male	3.22	1.31	2.943	406	.003
		Female	2.77	1.71			
32	The school lacks organization in successive exams and there is not enough time to study	Male	3.39	1.24	5.811	406	.000
		Female	2.54	1.64			
33	Teachers lack the educational capabilities and teaching methods to clarify and embed information in the minds	Male	3.44	1.10	5.689	406	.000
		Female	2.66	1.59			
34	The phenomenon of corporal and verbal punishment is widespread in the school	Male	3.52	1.13	3.109	406	.002
		Female	3.09	1.59			

35	I'm suffering from bad interaction with teachers.	Male	3.52	1.11	5.737	406	.000
		Female	2.74	1.56			
36	The teacher is not prepared properly	Male	3.51	1.20	4.055	406	.000
		Female	2.94	1.58			
37	I'm suffering from alack of educational counseling.	Male	3.54	1.23	3.249	406	.001
		Female	3.07	1.60			
38	Curricula are deficient and teaching methods are weak.	Male	3.28	1.19	1.653	406	.099
		Female	3.05	1.56			
39	I have a bad school environment	Male	3.33	1.25	4.570	406	.000
		Female	2.66	1.63			
40	The examination system is not appropriate	Male	3.25	1.21	4.900	406	.000
		Female	2.54	1.64			
41	Classes are crowded with students	Male	3.34	1.23	1.305	406	.193
		Female	3.15	1.68			
42	The relationship between me and the teachers is bad.	Male	3.40	1.32	3.464	406	.001
		Female	2.88	1.63			
43	I have difficulty with school subjects and its lack of coherence	Male	3.20	1.45	1.564	406	.119
		Female	2.95	1.74			
TOTAL		Male	3.38	0.84	5.240	406	.000
		Female	2.84	1.15			

Table (8) shows that there are differences in all the problems faced by students of public schools in the city of Qatraneh and those of the school and the college that are attributed to gender, except for the problems numbers (38, 41, 43), and this is because the problems of the curriculum and teaching methods include both genders. Also, classes are overcrowded for both sexes due to the nature of public schools, in addition to the presence of verbal and physical punishment in these schools. The differences were in favor of males, as males can go to several recreational facilities outside school times unlike females, and according to social customs, which makes the school stereotypedly unattractive, which affects the organization of study time for exams, and makes males feel more difficult subjects due to lack of follow-up.

In addition, the interaction of males with the environment is governed by social customs, which makes them more in need of educational guidance and more able to criticize the teachers' style.

The result of this study agrees with the study of Ayoub and Ali (2014), and Al-Dakhil (2018), which showed that there are differences due to gender, while the result of this study differs with the study of Al-Gamal (2017), which did not show the presence of gender differences for reasons of low academic achievement.

In light of the results of this study, it recommends:

1- Working to enhance the school climate to solve the problem of poor academic achievement and to attract students to school in creative ways that encourage them to love school and study and engage in extracurricular activities while determining the appropriate time for those activities

2-Develop specific scientific mechanisms to follow up on weak students, in coordination with parents, through additional remedial lessons or other programs that motivate them to strengthen and educate them in the study.

3- The necessity of educating parents and guardians not to involve their children in family problems within the family and not to use violence and discrimination between children, as this has a negative impact on the children's psyche and contributes to their poor academic and academic achievement.

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