

Reasons for the Low Level in Reading and Writing in the Lower Elementary Stage from the Perspective of Male and Female Teachers in Bani Kinana Directorate of Education

By

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Abstract

The study aimed to reveal the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education, and their relationship with some variables, such as race, scientific qualification, and years of service. The study sample consisted of (270) male and female teachers; to achieve the objectives of the study, the data was collected through a questionnaire to measure the reasons of the low level of reading and writing whose validity and reliability were confirmed; to statistically treat the data, the arithmetic means, standard deviations, and 3-way –ANOVA were used.

The results showed that the arithmetic mean of the scale " the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education " as a whole amounted to (3.96) by a high degree. The results also showed that there are no statistically significant differences at ($\alpha = 0.05$) in the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole according to the variable of gender and that there are statistically significant differences at ($\alpha = 0.05$) the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole according to the variable of the scientific qualification in favor of the BA and according to the variable of the number of years of experience in favor of 16 and above.

Keywords: (reading and writing, low level in reading and writing, lower elementary stage)

Introduction

Reading and writing are considered one of the most important skills of the Arabic language; Reading is the learning gate in all the fields of knowledge, while writing is the production of this knowledge. If the reading is the key of learning, writing is learning by itself. At schools, students learn different subjects through resorting to read these books; any weakness in reading would lead to a weakness in all subjects meaning that all teachers take a good care of their students' mastery of the reading skills with understanding or else they will suffer from difficulties in understanding and comprehension. Children succeed in learning some skills, and fail in others and this difference is evident in the educational capacities, achievement, and intelligence; accordingly, specialists state that the main problem which is a characteristic of the difficulties of learning lies in the disparity between performance and reactivity. (Al-Khatib, 1997).

Reading and writing have a great importance since reading is the window of the human thought and its means to all different types of knowledge. In possessing it, the individual can roam in space and time while setting on his chair; he is able to know the news and experiences of people in the past and get familiar with the previous science and knowledge.

From here comes the importance of reading and writing as a very basic and essential communicative element in enabling the student of doing the skills of everyday life; in the school field, the student uses writing skills to write words on the board and uses reading skills while reading short and long topics which he uses at home to do different functions and write notes. Reading has a great importance long ago and it increased nowadays because of the scientific and technological development; it explodes knowledge in all the fields of life since man cannot exclude it in spite of the presence of different means for the transfer of knowledge and information; it is the key to all knowledge in all disciplines giving various elements to the arts of language (Jabayib, 2010).

Writing has the top place in the pyramid of learning skills and language abilities preceded by the acquisition of comprehension, speaking, and reading skills; if the child faces difficulty in gaining the first three skills, he often faces difficulty in writing too. In light of these complexities, it is not surprising that those students, who have learning difficulties, face a difficulty in the written expression being an effective means of communication. Many researchers believed there is a strong relationship between the ability in oral expression, and the quality of written expression, as there is a strong relationship between the ability in writing, and the experiences undergone by the students; some students could not express their ideas in writing since their experience is limited and unsuitable, while students, who were exposed to varied oral, linguistic experiences such as participation in the questions, inquiry and discussion

are more able to express their thoughts in writing than those who were not exposed to such situations that require an oral interaction with others (Al-Sartawi, 1998)

Reasons for the weakness in Reading:

Mastering the Arabic language and the acquisition of its skills depends on varied reading; it is noticed that students are unable to start reading and they are unable in situations where the meaning stops and summarizing what is read (Zayid, 2008).

There are three factors that lead to the emergence of this weakness: the teacher, the learner and the educational material, which leave their mark on some of the learners represented in frustration and helplessness to which they surrender.

First, reasons related to the teacher: some of the forms of wrong practices of teachers and their impact in finding a weakness include: (Ashour and Al-Hawamdeh, 2007):

- Lack of teacher's training for students in the first grade on letters' abstraction.
- Lack of teacher's attention to the training of the students in the first grade regarding analysis and synthesis.
- Teacher's lack of interest and inability to analyze the reading defects and their difficulty.
- Teacher's ignorance to correct and monitor the reading errors of students while teaching.
- Teacher's lack of diversifying the activities and methods during reading since he depends on a repeated, stereotyped method.
- Lack of teacher's attention for supplying his students with the enriching additional reading material that increases their linguistic dictionary and attracts them to read.
- Teacher's scarcity in the extent of preparedness to reading and the linguistic reservoir of students in the first grade.
- Lack of the teacher's attention in figuring out the linguistic level of students and measuring their abilities in the beginning of the school year.
- The scarcity of teachers' commitment to talking in the right Arabic in their teaching.

Second: the reasons related to the student himself: one of the facts includes the non-proficiency and negligence of students; it is supposed that there are reasons for this phenomenon, some of which include (Al-Obeidi, 2012):

1. good state of health: it helps raise the level of vitality and effectiveness of the educational and reading activity; delay in pronunciation, poor eyesight or hearing impairment lead to the student's slowness in reading that his language reservoir decreases and so his reading mastery.

2. Mental capacity (mental readiness): The ratio of general intelligence and the ability to remember the images of words affect learning.
3. Social and economic situation: the loss of a parent, inappropriate housing, bad physical status or parents' illiteracy significantly affects the students' interest in reading; the poor socio-economic situation might be an incentive for some students to challenge and overcome such a circumstance.
4. Weakness in motivation and in the desire in reading in particular and science in general.
5. Weakness in the linguistic dictionary of the student in addition to the student's low experience

Third: reasons related to the book. The most important reasons include (Ashour and Al-Hawamdeh, 2007):

1. Some books may be placed and decided without being experienced through samples of students; they may be set by authors far away from the school environment that they do not see what he sees from dealing with students.
2. The books placed for reading are set at a limited place in order not to exceed their needs of constant evolution.
3. Books' absence of some topics that attract students creating a desire for them to read.
4. Some topics in the reading books can be above the mental energy of the student and they do not fit his mental abilities.
5. The formal physical side of the book in terms of calligraphy, photos, elegance and output.
6. Writing through being set to non-specialists and being inexperienced in this field.
7. Books' few modifications or development despite the many observations of teachers.
8. Some of the topics of these books are not interesting and they do not excite the students' desire nor meet their needs, level or energies. (ashour and Al-Hawamdeh, 2007).

Fourth: the reasons related to the nature of the Arabic language; the most important reasons include: The Arabic language is one of the difficult languages in the writing method, letters' drawing, sciences, and the crowding out between the slang language and the standard language in the house, street and institutions; another reason is the negative impact of foreign languages on students.

What is writing?

Writing is a linguistic skill that includes the ability to express in life situations and the ability to express oneself in coherent, interconnected sentences with unity, consistency, linguistic health and the beauty of drawing; it is a functional or literary expression.

Weakness in writing: This problem is evident through two aspects (Al-Obeidi, 2012):

- Poor writing of some students.
- The weakness of some students in spelling.

Some teachers can look at the first problem as a minor problem not ranking first; the problem starts from the first step in which children learn to write; it is represented in the following aspects (Al-Obeidi, 2012):

1. absolute inability to draw a word in the optional spelling cases.
2. Drawing words in many spelling errors in cases of dictation.
3. writing letters or syllables in the wrong direction; the student can draw right but in an improper manner.
4. slowness in writing, which is evident in writing words one by one.
5. Automated drawing of words without the ability to read them even if the drawing was right.

Study Problem and Questions:

the reasons for the low level in reading and writing took a great deal of attention from researchers and educators, especially the aspects that deal with teaching and learning; scientists have tried to shed light on the aspects and reasons of low education through the researcher's investigation in these studies and their variables, general weakness among school students in reading and writing, and the transfer of students from a class to another without the knowledge of the basic pillars of the language; the researcher realized the value of this study; therefore, the study was to answer the following questions:

1. What are the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education?
2. Are there statistically significant differences at the statistical significance level of ($\alpha = 0.05$) between the arithmetic means of the estimates of the study sample on the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender and years of experience)?

Study Objectives

The study aimed to identify the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education and identify the impact of the independent variables of (gender, number of years of experience, and scientific qualification).

Study Importance:

The importance of this study stems from the fact that it examines the reasons for the low level in reading and writing in the lower elementary stage and its relation to variables such as gender and the experience of teachers; the importance of the study is evident on: enriching the literature on identifying the reasons for the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers, helping the Ministry of Education, especially the curriculum directorate since their results represent indicators making the curriculum experts head towards developing the school curricula to address their weaknesses, helping supervisors, teachers and parents to know the reasons for the low levels in reading and writing for the students in the lower elementary stage to propose solutions to it and finally helping the curriculum planners to know the constraints of the material in terms of building the content, methods, tools, activities, and evaluation.

Study Limitations

Spatial limitations: the lower elementary stage schools in Bani Kinana directorate of education.

Human limitations: male and female teachers in the elementary schools in Bani Kinana directorate of education in Irbid.

Temporal limitations: This study was conducted in the first semester of the academic year 2016/2017.

Procedural Definitions

- **low level of achievement:** a delay or lack of the academic achievement among students in the cognitive capacities and low annual achievement due to multiple causes, so the achievement ratio decreases to below the average level; this study represents the student with the weakest achievement in the Arabic language (Al-Obeidi, 2012).

- **Reading:** a multi-faceted cognitive process including recognizing words, comprehension and fluency.

- **Writing:** Re-encoding of the spoken language in writing on paper through forms linked together where each form is compared to the linguistic sound it represents.

- **male and female teachers:** they teach subjects that appointed by the Ministry of Education in order to practice the profession of teaching in Bani Kinana Directorate of Education for the academic year 2016/2017; they are assigned with teaching from the first grade to the third grade and they help students acquire the necessary educational skills for the cognitive, mental, emotional, and performative growth.
- **lower elementary stage:** the first stage of the basic education and it lasts for three years from the first grade to the third grade; education in this stage is compulsory and mandatory.

Previous Studies:

There are several reasons for the low level of reading and writing; Al-Obaidi, 2012 aimed to identify the reasons for the low level of reading and writing in the primary schools from the viewpoint of male and female supervisors in Baghdad for the year 2011/2012 where the research community consisted of (344) by (175) male supervisors by (87%) and (169) female supervisors by (11.49%); however, the research sample consisted of 100 male and female supervisors by (29%) of the research community. The researcher prepared a questionnaire consisting of (78) items distributed in different areas of the curriculum and the textbook, teaching methods, teaching aids, the teacher, the school environment, student, family circumstances, school management, and educational supervision. The most important findings of the study include: the scarcity of the school libraries, lack of interest in free reading, weak foundation of the student in the early stages of the primary education, lack of the availability of educational methods related to teaching the Arabic language, lack of the opportunity of training students to speak such as symposia, scarcity of using teaching methods based on the interaction and participation of students, weak capacity of some teachers in mastering the class, and the scarcity of teachers specialized in teaching the Arabic language who holds the BA.

(Jbayib, 2011) aimed to identify the difficulties of learning to read and write from the viewpoint of teachers of the first grade according to the variables of gender, scientific qualification, experience, and specialization. This study was applied on a stratified random sample of (123) male and female teachers, (44) males and 79 females; the questionnaire consisting of (33) items were used and it was statistically analyzed. The results showed that most difficulties in learning reading and writing are represented in the child stumbling in reading and writing and many erasing and pen pressing. As for the variables, the study showed the presence of statistically significant differences for the variable of gender in favor of the females, the presence of differences in the scientific qualification in favor of the BA while there were no statistically significant differences due to the variables of experience and specialization. The researcher recommends the need to address the educational means being a source of learning,

early detection of weaknesses, focusing on reading and writing, and helping parents in dealing with their children's problems.

(Al-Ajil, 2006) aimed to identify the reasons that led to the low level of reading and writing among the students of the second part of the basic education level ,identify the most severe reasons leading to low level in reading and writing among students from the perspective of the teachers and supervisors of the Arabic language and determine the different viewpoints of teachers and supervisors of the Arabic language in the causes that lead to low level in reading and writing among students; the study sample consisted of (174) male and female teachers and (18) supervisors. The researcher prepared a questionnaire whose final image consisted of (87) items distributed to 10 fields. The research concluded that the most important reasons for the low level of reading and writing for the students of the second part of the basic education from the viewpoint of the Arabic language teachers are: weak teaching foundation for the student in the basic stage, parents' lack of interest in developing the skills of reading and writing of their children, the transformation system followed in the early classes, weak role of the family in cooperation with the school, the scarcity of the presence of school libraries, lack of material and moral incentives, students' weak educational foundation, and class overcrowding.

(Al-Fatli, 2005) aimed to identify the difficulties faced by the primary school students in the skills of reading and writing and determine their degree of severity and methods of treatment; the study population consisted of (387) male and female teachers and the study sample consisted of 150 male and female teachers as well as a questionnaire consisting of (27) items. The results showed that the severity of some items were more than the average because of the difficulty of extracting the main idea of the text, the difficulty of speeding reading among students, the difficulty of determining the meaning of words by the students, the difficulty of diagnosing errors during writing, and the difficulty of writing hamza through dictation.

(Hadi, 2005) conducted a study that aimed to investigate the Arabic language education problems in the primary school from the perspective of the teachers and supervisors and their supposed solutions to address the problems. The researcher used a questionnaire as a tool for achieving the goals of the study and applied it on a sample of 204 male and female teachers by 71 males and 133 females distributed among 110 elementary schools in Babylon and 4 male supervisors plus one female supervisor. The researcher analyzed the study data statistically and mathematically using Pearson correlation coefficient, the extent of difficulty equation, and chi square. Among the results of the study are that most teachers were not aware of the goals of teaching Arabic language rules, weakness of the desire of some teachers in teaching the Arabic grammar, negligence of oral tests, and the large number of students per class.

(Rubei' , 2002) aimed to identify the manifestations of the reading weakness among the students of the fourth and sixth classes and the percent of spread among students and determine the impact of both gender and class level on the manifestations of reading weakness; the study population consisted of the fourth and sixth graders of a minimum achievement level and the study sample consisted of (100) male and female students from the basic stage; the study sample was chosen in the stratified method where the population is divided into two categories: males and females; the researcher used a test he prepared relying on the previous related studies; the test reliability and validity were confirmed afterwards it was applied on the students of the sample. The results showed no statistically significant differences in the proportion of reading weakness among students due to gender and statistically significant differences in the proportion of reading weakness among students due to the class level.

Commenting on the Studies:

Through reviewing the previous studies, it was noted that most studies dealt with the reasons of reading and written weakness as (Al-Ajil, 2006), (Rubi', 2002), and (Al-Fatli, 2005). It is observed that the studies were conducted in several countries such as (Hadi, 2005) in Iraq and that the tool of most studies was the questionnaire. The previous studies were beneficial through reviewing the literature and identifying the results of studies and moving them to teachers in the field to apply it so they can practice them.

Study Approach

The researcher adopted the descriptive, analytical method by using the study tool.

Study Sample and Population:

The study population consisted of all teachers of the lower elementary stage and the study sample consisted of 270 male and female teachers in Bani Kinana directorate of education, who were randomly selected; Table 1 shows the distribution of the members of the study sample according to the personal and functional variables

Table 1: Distribution of the members of the study sample according to the personal and functional variables

Variables	Group	Frequency	percentage
Gender	Male	30	11.1
	female	240	88.9
	Total	270	100

Qualification	BA	200	74.07
	Higher Diploma	50	18:52
	Master more	20	7.41
	Total	270	100
Years of Experience	1-5	48	17.78
	6-10	75	27.78
	11-15	89	32.96
	16. Up	58	21:48
	Total	270	100

Table (1) shows the following:

- As for the variable of gender, the male and female teachers in Bani Kinana directorate of education had the highest frequency by (240) and (88.9%), while the male teachers had the least frequency by (30) by a percentage of (11.1%).
- As for the variable of the scientific qualification, the male and female teachers in Bani Kinana holding the BA degree had the highest frequency by (200) , (74.07%), while those obtaining the master's degree had the lowest frequency by (20), (7.41%).
- As for the variable of the number of years of experience, the male and female teachers in Bani Kinana with (11-15) years of experience had the highest frequency by (89), (32.96%), while those with (1-5) years of experience had the lowest frequency by (48), (17.78%).

Study Tool:

The scale of the reasons for the low level of reading and writing:

The researchers developed this scale and wrote its items in light of their experience after reviewing the literature and previous studies on the trends towards the blended education. The scale consisted of (33) Likert-items with five options: strongly agree, agree, neuter, disagree, and strongly disagree.

Validity of the Study Tool:

The validity of the study tools was confirmed in terms of the language, clarity, comprehensiveness and the appropriateness of the item to which it belongs; this was through presenting the scale in its preliminary image to a number of the faculty staff in the Jordanian universities specialized in teaching methods and evaluation who hold the doctoral and master's degrees in addition to a number of administrators and school teachers of the lower elementary stage in the Ministry of Education. In the light of the

viewpoints, observations and suggestion of arbitrators; some of the items were added and others were deleted; such procedures are sufficient for the study tool.

Reliability of the Study Tool:

In order to ensure the reliability of the study tool, it was applied twice in two weeks on an exploratory sample consisting of 25 male and female teachers in Bani Kinana directorate of education who were selected from outside the original sample. Pearson correlation coefficient was calculated between the two applications to extract the test-retest reliability; (Table 2) explains that.

Cronbach's alpha reliability equation of the tool on the tool as a whole, and Table 2 illustrates this.

Table 2: Cronbach's alpha coefficients of the tool as a whole

Tool as a whole	Number of items	Cronbach's alpha coefficient	Test-retest reliability factor
Reasons for the deteriorating level of reading and writing in the lower basic stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole.	33	0.90	0.93

Table 2 shows that the Cronbach's alpha coefficient "for the reasons of the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education " as a whole was (0.90). The reliability coefficient was high and acceptable for the purposes of the study, where Cronbach's alpha reliability coefficient is acceptable if exceeded (0.70).

the Cronbach's alpha coefficient for the reliability of the test-retest "for the reasons of the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education " as a whole was (0.93). The reliability coefficient was high and acceptable for the purposes of the study, where Cronbach's alpha reliability coefficient is acceptable if exceeded (0.70).

Scale Correction:

The final image of the questionnaire consisted of (33) items where the researcher used the quintet Likert scale to measure the viewpoints of the study sample by: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1) by

putting ($\sqrt{\quad}$) in front of the answer, which reflects the degree of their approval; the following classification was adopted to judge the arithmetic means:

- Less than 2.33 low.
- 2.34-3.66 medium.
- 3.67 - 5.00 high.

Study Variables: The study included the following independent and dependent variables:

1. Independent variables: they include gender, which has two categories (male, female), the number of years of experience, which has three levels: (1-5, 6-10, 11-15, 16 and above) and scientific qualification, which has three levels: (Bachelor, Higher diploma, Masters and above).

Dependent variables: they include the reasons for the low level of reading and writing in the lower elementary stage from the point of view of male and female teachers in Bani Kinana directorate of education as a whole: they are represented by the arithmetic means of the estimations of the members of the study sample on the items of the study tool.

Study Procedures:

The study was built and its validity and reliability were confirmed. 278 questionnaires were distributed to the members of the study sample and (270) questionnaires were recovered. When the researcher examined the questionnaires, he noticed that (270) questionnaires were subjected to the statistical analysis actually. The responses of teachers were computerized and analyzed through the (SPSS).

Statistical Treatment:

To answer the study questions, the following statistical treatments were used through the (SPSS): frequencies and percentages of the personal and functional variables for the members of the study sample in addition to the Cronbach's alpha internal consistency coefficient for the study tool as a whole, Pearson correlation coefficient for extracting the test-retest reliability, arithmetic means, and standard deviations for the answers of the members of the study sample on all the fields of the study tool as well as the 3-way-ANOVA to detect the differences between the arithmetic means of the study tool depending on the personal and functional variables.

Study Results

The study aimed to identify the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani

Kinana directorate of education; the results will be displayed depending on the study questions.

Results for the answer to the first question: What is the reason for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education?

To answer this question, the arithmetic means and standard deviations for each items of the scale were calculated for " the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education "and the tool as a whole; Table 3 illustrates this account.

Table 3: Means and standard deviations of the items of the scale "the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education" and the tool as a whole (n = 270)

N	Item	Mean	Standard deviation	Rank	Degree
1	Lack of teacher's interest in improving the weak level of the student.	3.76	1.62	28	High
2	Lack of taking students' capability differences into consideration.	3.53	1.32	33	Medium
3	Lack of activities that motivate thinking among students	3.55	1.29	32	Medium
4	Not resorting to the use of modern teaching techniques	3.83	1.53	26	High
5	Teacher's inability to convey the information in the right form	3.93	1.17	19	High
6	Weakness of student's confidence in himself and being hesitant in writing.	4.00	1.26	14	High

7	Student's weakness in reading and his inability to distinguish between letters	3.94	1.37	18	High
8	There are weakness and problems in the senses specially the sense of hearing and sight.	3.95	1.25	17	High
9	Lack of variety in teaching strategies.	4.02	1.06	12	High
10	Not encouraging students to correct their mistakes.	4.02	0.90	12	High
11	Lack of homework.	4.26	0.88	3	High
12	Weakness in content's correlation with the value, social system and the social, cultural reality.	4.22	0.82	5	High
13	The content contains topics far from the interests, needs and trends of students.	4.46	0.77	1	High
14	Weak correlation between the branches of the Arabic language in teaching.	4.26	0.84	3	High
15	The difficulty in spelling some similar letters.	4.31	0.94	2	High
16	Lack of seriousness of the teacher in teaching his students.	4.17	1.21	6	High
17	Content's lack of suspense elements.	4.08	1.10	11	High
18	The Arabic language is long compared with the number of its courses.	3.91	1.08	20	High
19	The course's Lack of outside activities.	3.88	1.33	23	High

20	The difficulty of distinguishing between long and short extended letters.	4.16	1.09	7	High
21	The difficulty of distinguishing between letters and forms.	4.09	0.99	10	High
22	Lack of teachers' interest to the errors of his students.	3.97	1.27	15	High
23	Lack of focus and a lack of mental capacities as the level of intelligence	3.89	1.30	21	High
24	Little use of teaching aids related to the Arabic language	3.84	1.23	25	High
25	The lack of time for training students to read and write.	3.67	1.46	30	High
26	Lack of parents' cooperation with the teacher and the school.	4.10	1.09	9	High
27	Crowdiness of students at the classes	4.14	1.07	8	High
28	Lack of cooperation between the administration with the teacher.	3.84	1.47	24	High
29	The difficulty of writing words that contain Hamza.	3.65	1.41	31	Medium
30	Weakness of the ability of some teachers to control the class.	3.89	1.10	21	High
31	The difficulty of writing some letters.	3.71	1.40	29	High
32	The inability to put words on the line.	3.82	1.26	27	High

33	The difficulty of linking words with the ones before and after.	3.96	1.12	16	High
Means /Total		3.96	0.59		High

table (3) shows that the arithmetic means of the items of the scale " the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education " ranged between (3.53-4.46); the highest was item No. 13, which states " The content contains topics far from the interests, needs and trends of students" by a mean of (4.46) by a high degree followed by item (15) which states that " the difficulty in spelling some similar letters" by a mean of (4.31) by a high degree , items No. (11) and (14) stating "lack of homework" and "Weak correlation between the branches of the Arabic language in teaching" with a mean of (4.26) by a high degree, item (12) which states that "weakness in content's correlation with the value, social system and the social, cultural reality" with a mean of (4.22) by a high degree, and finally item (2) in the last rank " by a high degree; in the last place was item (2) which states that" Lack of taking students' capability differences into consideration" with a mean of (3.53) by a moderate degree; the arithmetic mean of the scale" the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education "as a whole was (3.96) by a high degree.

Results for the answer to the second question: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the estimates of the members of the study sample on the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender, years of experience, and scientific qualification)?

To answer this question, 3-way-ANOVA was applied to detect the differences in the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender, years of experience, and scientific qualification); the tables below illustrate this.

Table 4: Means and standard deviations of the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender, years of experience, and scientific qualification)

Variables	Categories	N	Mean	Standard Deviation
Gender	Male	30	4.00	0.48
	female	240	3.96	0.60
Scientific Qualification	BA	200	4.04	0.58
	Higher diploma	50	3.78	0.52
	Masters and above	20	3.63	0.57
Years of Experience	1-5	48	4.02	0.47
	6-10	75	3.66	0.61
	11-15	89	4.04	0.54
	16 and above	58	4.19	0.57

table (4) shows the existence of morphological differences between the mean answers of the members of the study sample for the reasons of the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender, years of experience, and scientific qualification). To figure out the statistical significance of these differences, 3-way-ANOVA was applied on the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole; table 5 shows that.

Table 5: Results of the 3-way-ANOVA to detect the differences in the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole due to the variables of (gender, years of experience, and scientific qualification)

variable	Sum of squares	Degrees of freedom	Mean squares	"F " Value	" F " significance
Gender	.099	1	0.145	0.500	0.480
Scientific Qualification	2.713	2	2.811	9.695	0.000

Years of Experience	10.819	3	3.602	12.422	0.000
Error	76.309	263	0,290		
Corrected Total	92.428	269			

Table (5) shows:

there are no statistically significant differences at ($\alpha = 0.05$) in the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of gender. The researcher explained this through the fact that male and female teachers are aware of the importance of the teaching and learning processes in improving their effectiveness in various fields; this can be attributed to the fact that teachers are characterized by love of work and diligence in teaching; therefore, they were more eager and dedicated to their job. This study is consistent with (Rubei', 2002), and inconsistent with (Jbayib, 2011).

- There were statistically significant differences at ($\alpha = 0.05$) in the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on variable of the scientific qualification.

- There were statistically significant differences at ($\alpha = 0.05$) in the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of the number of years of experience.

To figure out the differences in the reasons for the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of the scientific experience, Scheffe test for post-comparisons was applied; the tables below illustrate this.

Table 6: Scheffe test results of the post-comparisons for the reasons of the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education according to the variable of the scientific experience

Scientific experience	Mean	1-5	6-10	11-15	16 and above
1-5	4.02	-	* 0:36	-0.02	-0.17
6-10	3.66		-	-0.38	-0.53 *
11-15	4.04			-	-0.15
16 and above	4.19				-

Table (6) shows the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of the scientific experience; it varied between (6-10) and (16 and above) in favor (16 and above) where their arithmetic mean was (4.19); however, the arithmetic mean of the experience (6.10) was (3.66), and it was between (6-10) and (1-5) in favor of (1-5) where their arithmetic mean was (4.02), while the arithmetic mean for the experience (6.10) was (3.66); there were no statistically significant differences among other experiences. The researcher attributed the reason that the less experienced teachers often are the reason of this weakness since they do not care in the reading course and do not give it the sufficient activity, do not speak in sound classical language, do not encourage students to go to the library, and they use a futile way of teaching by asking students to read one after the other without commenting or explaining the errors, which led to students' weakness in reading and writing. The reason might be also to the fact that the experienced teacher has modern teaching methods, an ability to link the Arabic language skills among each other and an ability to follow students in writing. The study disagreed with (Jabayib, 2011).

To find out the differences of the low level in reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of the scientific qualification, Scheffe test for post-comparisons was applied; the tables below illustrate this.

Table 7: Scheffe test results of the post-comparisons for the reasons of the low level of the reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education according to the variable of the scientific qualification

Scientific Qualification	Mean	BA	Higher diploma	Master and above
BA	4.04	-	* 0:26	0.41 *
Higher diploma	3.78		-	0.15
Masters and above	3.63			-

Table (7) the reasons for the low level of reading and writing in the lower elementary stage from the perspective of male and female teachers in Bani Kinana directorate of education as a whole depending on the variable of the scientific qualification were between (BA) and (Higher diploma) in favor of the (BA) and their arithmetic mean was (4.04), while the arithmetic mean of the qualification (higher diploma) was (3.78), which was also between (BA) and (master and above) in favor of (BA) where

the arithmetic mean was (4.04), while the arithmetic mean of the qualification (Masters and above) was (3.63); there were no statistically significant differences among other qualifications since they do not have information and skills that outweigh the teachers who hold bachelor's degree and higher diploma and they are able to employ it inside the classroom and able to deal with students of different levels. This study is inconsistent with (Jabayib, 2011).

Recommendations:

- conducting further studies that are concerned with the low level of reading and writing in other classes and levels.
- The need that male and female teachers get familiar with research and reports on how to deal with students.
- Early detection of weaknesses and focusing on reading and writing.
- Professional development of teachers through courses that deal with reading and writing.

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