Problems confronting Arabic language teachers in secondary stage in Northeast Badiah District Schools and their reflections on their morale from their perspective

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Abstract

The study recommended with necessity of the responsible persons for education to study these difficulties, and find the effective solutions for them, and necessity of providing better circumstances for teachers through raising their competencies, move towards provision of material and moral incentives for them, necessity of connecting the content of Arabic language curriculum with the reality of students and practical life in order to feel the value of what they are learning in their life, work on development and improvement of the content of Arabic language content, and increase the efficiency of pedagogical supervision.

Keywords: Problems, Morale, Secondary Stage, Arabic Language

Introduction:

Teacher represents one of the main components in the pedagogical process and the influencing factor in making it an efficient developed living creature has his undeniable impact in the educational situations, and he is the backbone of the educational and pedagogical process and the tool of its success. Whatever scientific and intellectual development occurs, and whatever contemporary technologies and inventions updates, the teacher will remain an indispensable efficient element in this process, as his mission is noble, which importance is known by societies and nations over the ages (Algharib, 1996).

The teacher also holds the place of prominence on which the school success is standing in achieving its objectives; therefore, success of pedagogy in reaching its purposes. Many

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educators see that efficiency of any educational institution highly depends on the kind of teachers in which they are working. Good teacher who has teaching competencies, efficiently contributes in raising students performing efficient roles in the educational process, and positively participate therein (Abdeldayem, 2004).

Teacher is the teaching maker, and he is its executive tool. Teaching is a pedagogical mean of communication planned and directed by the teacher to achieve the learning objectives of the student. He is also a direct product for what the teacher is characterized of various backgrounds, and outstanding features and competencies. He is also considered one of the main factors in creating a proper climate for learning, in directing and instructing students through his understanding of their features and needs. He is also the most influencing human elements within the school in personality of students as he helps them in constituting habits, skills and values, with his description of the closest member of the school family to them.

There is no doubt that the teacher's role in the future is different from his role in the past. In the report of the international committee about education in the twenty-first century, confirmed in it that the teacher's mission is represented in education, pedagogy, guidance and assessment in addition to showing the capability on self-management, school renewal, and making it more vulnerable to change and openness. All people wait for the teacher to success in knowledge transfer, and in provision of social training, enhancement of curiosity spirit with learners and readiness for autonomous proactive, in particular, he shall be a role model and a good example, in constitution of good relationships with learners and in gaining their confidence in themselves (Albahwashy, 2004).

Given the importance of the teacher's role and what he is doing of glorious tasks, the responsibility of Arabic language teachers make it imperative for them to take care of the practical side of the language, get benefit from the pedagogical studies and being away from the traditional teaching methods. The task of Arabic language teacher lies in continuous surveillance of words and expressions being used by students verbally and in writing stressing in tracking vagueness and mistake in the student's language represented in dictation or grammar or in ambiguity and confusion of thoughts.

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The reality is that there are enormous responsibilities fall on Arabic language teacher's shoulder. He shall perform important roles in the educational process and keep pace with the spirit and rapid developments of the age. In order for this teacher to be able to perform the roles thrown on his shoulder, it is important to provide a set of requirements can be completed in the following (Ibrahim: 186: 2011):

1. Getting benefit from possibility of remote learning, advanced technology and international information network.
2. Caring with multiplicity of knowledge sources, as the schoolbook is no longer the sole source of education and learning.
3. Depending on pedagogical supervision that targets professional development for teachers.
4. Depending on competencies system with its description as an important input for the teacher preparation and development.
5. Adopting the evaluation concept instead of exam concept, and comprehensive performance evaluation, cognitively, emotionally and as per skills in all educational practical aspects.

The language has a significant role in the individual's life; it is taken by the person as a mean for expression of what is simmering in himself of feelings and thoughts. It is the individual's mean for interacting with his external world, by it he performs his necessaries, solves his problems and understands those around him. The cultivation and learning process and gaining cultural and behavioral features are being done through the language and what is provided therein of dialogues and lectures (Alrekaby, 1981, P.14).

In respect of the Arabic language, it enjoys a distinct rank among languages of the world. The importance of this language is increasing day after day, the matter that makes teaching and learning it a religious duty, national duty and a social and pedagogical necessity. No Muslim dispenses with learning the Arabic language to understand the Holy Quran verses and realizing the secrets of rhetoric therein, in addition to understanding the Prophetic Hadiths, besides it is a doctrine language on which the Islamic nations are combined; and because it is correlated to a

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main pillar of Islam pillars, which is the prayer; thus, learning it is an inevitable matter on every male and female Muslim.

From the aforementioned, it is clarified that Arabic language has important vital functions, as it is the tool of thinking, and the tool of expression of sentiments and situations, and learning it is deemed a necessity for both the individual and the society, and teaching it a dignified work, it is essential to gather all energies and efforts to make it an efficient and successful learning. This purpose can be realized only by study and research in the Arabic language field to reach the most appropriate, smooth and efficient paths in teaching Arabic language.

Teaching Arabic language in the secondary stage is directed towards enabling the students from gaining the main language skills that help them on using and employing them in their life. It is also a mean of scientific and professional growth for the individual and the cultural and civilizational sophistication for societies (Alhawry, 1: 1998), from here the need arose to necessity of taking care of teaching Arabic language with its different arts in the secondary stage through exciting, attractive and interesting teaching methods; the most notable thereof is employment of the available educational means; in order to achieve the desired objectives that aim at preserving the Arabic language and paying attention to teaching it in the different education stages.

In respect of the morale and as per (Aleissawy, 2005) morale is deemed a measurement for the extent of motive force and willingness of teachers in work with the most of their capabilities. This morale is fluctuating in response to the work environment around them, the higher the extent of satisfying their psychological and material needs their morale got better, which increases their performance and wish in performing the required tasks perfectly. (Harbi, 2008) further added that raising the morale for Arabic language teachers enhances their continuous enthusiasm for the teaching profession and improves the quality of their work, as they need encouragement and support to be enabled from completing the pedagogical objectives in full.

Research Problem

Despite the importance and rank of Arabic language in the educational process, and despite what the responsible persons are exerting in the sake of improving the teacher status, Arabic language teacher in the secondary stage is suffering from several problems and difficulties that prevent him from achieving the objectives of teaching this subject of special importance, which is deemed of the nation-building subjects that performs an important and efficient role in all areas of life.

The researcher noted that those teachers are suffering a lot from the multiple difficulties through teaching Arabic language curricula. This may be attributed to several reasons such as the curriculum, the students and the school management. This is referred by the study of: (Almeashni, 1995), (Aqilan, 2005), (Albekr, 2006) and (Albasyoni, 2006): the matter that contributed in deepening the researcher feeling of the study problem, and their confirmation of the necessity of recognizing those difficulties, in addition identifying the difficulties helps on developing successful solutions and proposals for them, and participating in development of Arabic language teaching with what achieves its objectives. The need for conducting such study becomes an urgent necessity to reveal these difficulties and propose their remedy.

Based on all of the aforementioned, the problem of this research is summarized in that:

- Determining the problems confronting Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District.
- Recognizing the relationship between the degree of problems and their reflections on morale of Arabic language teachers in the secondary stage in the schools related to Directorate of Education in North and East Badiah District from their point of views.

Research Questions

1. What are the problems confronting Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District?
2. Are there statistically significant difference among the arithmetic averages of the problems being confronted by Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District, attributed to the sex variable?
3. Are there statistically significant difference among the arithmetic averages at significance level ($a \leq 0.05$) for the problems being confronted by Arabic language teachers in the

secondary stage in the schools related to Directorate of Education in Northeast Badiah District, attributed to the experience variable?

4. Are there statistically significant difference among the arithmetic averages at significance level (a≤0.05) for the problems being confronted by Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District, attributed to the scientific qualification variable?

5. Is there a statistically significant correlative relationship (a≤0.05) for the problems being confronted by Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District and their morale?

Research Objectives:

This research seeks to achieve the following objectives:

1. Determining the difficulties confronting Arabic language teachers in the secondary schools related to Directorate of Education in Northeast Badiah District, attributed to multiple fields in the curriculum field, students and teachers themselves field and management field.

2. Knowing the differences in the study variables (sex and qualification and practical experience) towards the difficulties confronting Arabic language teachers in the secondary schools related to Directorate of Education in Northeast Badiah District, from perspective of teachers themselves, and developing certain solutions and proposals to overcome those difficulties.

Research Importance:

The research importance lies within being an attempt to stand on the most important difficulties confronting Arabic language teachers in the secondary schools related to Directorate of Education in Northeast Badiah District. Thereby, it can contribute in achieving the following matters:

1. Serving Arabic language subject in the secondary schools related to Directorate of Education in Northeast Badiah District through provision of a comprehensive clear vision about the difficulties being confronted by Arabic language teachers in their multiple fields, which is the curriculum field, the students and teachers themselves field and the management field.

2. Helping the responsible persons for education management in the secondary schools related to Directorate of Education in Northeast Badiah District in avoiding the difficulties confronting the secondary education, and adopting proper paths would overcome those difficulties and optimize their performance.

Research Terms:

✓ **Difficulties**: Are obstacles and difficulties being felt by Arabic language teachers, and they believe that such difficulties are hindering their teaching of the subject and preventing development of this educational sector, and constitutes a malfunction in the educational process.

✓ **Arabic Language Teacher**: Is the person who holds a qualification in Arabic language, at least a bachelor certificate, and teaches Arabic language theme.

✓ **Secondary Stage**: Is the third stage of the education stages, including the two classes elevenths and twelfth of the secondary stage with its branches.

Research Limits:

The research is limited with the following limits:

Subject Limit: The research is restricted on recognizing the difficulties confronting Arabic language teachers in the secondary schools related to Directorate of Education in Northeast Badiah District and developing a proposed visualization to overcome them.

Spatial Limit: The governmental schools related to Directorate of Education in Northeast Badiah District.

Time Limit: The study is applied in the second semester of the school year 2021 / 2022 AD.

Human Limit: The study includes all Arabic language teachers in secondary schools in Directorate of Education in Northeast Badiah District.

Theoretical Frame and Previous Studies

Arabic language teachers in secondary schools deal with various set of issues in their work field, these issues are very important for teachers, particularly the students in this stage entertain features distinguish them from students in other stages, and because Arabic language is one of the decisive subjects, which students are struggling to understand due to a various set of reasons some

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of them are correlated to the material educational environment. The problems confronting Arabic language teachers can be classified into:

1. Problems related to class management.
2. Problems related to school curriculum.
3. Problems related to students.
4. Problems related to pedagogical supervision.
5. Problems related to material educational environment.

Morale

Morale Meaning:

It is a process in which the teacher practices, level of his motivation with his beliefs, feelings and attitudes about the teaching profession are influenced (Albadri, 2005).

Factors of Morale Elevation:

- The need for affiliation and social acceptance: The person feeling of security increases through affiliation to a strong group with which he is united, such as the organizations defending the rights of those working there and working on improvement of the living standards.

- The need for appreciation and encouragement: The real factor that exerts all his efforts for the duties assigned to him needs a person appreciates his effort and encourages him to continue striving for achieving excellence.

- Through giving him further responsibilities and authorities, the individual becomes more capable to complete the missions required from him. He shall be informed with importance of the work he is performing, and the efforts shall be exerted to enhance his self-confidence. The material incentives include the premiums, allowances, housing securing and transportation securing (Aleissawy, 2005).

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Influential Factors in Morale:

- Proper work for teachers: The proper work for teachers shall provide opportunities for their progress and accomplishment.

- Efficient supervision: In order for supervision to be efficient, the work group shall be protected and helped in solving problems and giving them the sense of security and certainty (Jawad, 2010).

- Security and High Living Standard: Teachers wish to get a secured living enables them from providing food, clothing and housing for their families without worry about money.

- Justice in treatment: Teachers want to be treated fairly, in terms of salary, and appreciation of their efforts and efficiencies, as equal salaries shall be paid to teachers who entertain same experience and efficiency. Whenever teachers feel that the other teachers have obtained privileges without prior effort, this leads to collapse of their morale.

- Feeling that they are achieving progress towards their objectives: Teachers want to feel that they are achieving progress towards their objectives, they are proper in their work, they are contributing in their efforts and they are developing their practice in their profession.

- Teachers want to work in proper environments for their profession and providing them with the amenities they want, as they require attractive spaces where they can relax and recuperate (Albadri, 2005).

Factors influencing teachers' morale, as seen by Dupree (Dupree, 2011) are as follow:

- ✓ Constructive Work Environment:

    The constructive workplace includes a welcoming atmosphere enhances harmony, acceptance and cooperation between the administrative body and the teachers themselves, it further provides teachers with an opportunity for interacting with their colleagues in work and exchanging thoughts with them during work, in addition to the sufficient time to complete the tasks assigned to them and observing their psychological conditions resulting out of work pressure.

- ✓ Teaching with Autonomy:

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Raising the teachers morale results out of giving them the freedom of selecting the teaching strategy better suits and benefits students, as well as from avoiding the traditional practices that stifle innovation and creativity in the educational process.

✓ Positive Parental Involvement:

The parental support and involvement in educating their children is a decisive matter to succeed the educational system and teachers, as the parental involvement in educating their children and encouraging teachers eventually leads to improvement of the teacher morale.

✓ Leadership Support:

The headmaster shall have strong leadership characteristics and shall work on improvement of familiarity and trust between him and teachers in order to improve trust and harmony between teachers and administrators. This can be done through teachers involvement in development of the educational policies and selection of the efficient teaching strategies and curricula change.

Features referring to morale elevation:

There are several features of high morale that appear in actions of people and their groups, the most prominent of which is: belief in importance of the mission, which the institution is seeking to transfer, the strategies being used to do that, the unity of all its individuals, those who are working in achieving those strategies, existence of a psychological climate characterized with love and cooperation between workers, as well as the sacrifice being done for the interest of all people and with a motive from workers sense of accomplishment (Aleissawy, 2005).

The individuals capability to overcome internal disputes among them, existence of least extent of conflict among the institution members and tendency of the institution members to coherence and cooperation among each other without pressure from an external body, these three factors determined by Najar (2002) are considered as important indicators refer to high morale for employees, in addition to the positive attitudes for the members towards the group's objectives.

Previous Studies

The researcher reviewed many studies and researches relevant to the research subject, which applied in different Arabic pedagogical environments, and he found out that quite a few number of those studies have tackled the difficulties confronting teaching Arabic language in secondary schools, while a little thereof have tackled the difficulties confronting Arabic language teachers in secondary schools when they teach this subject. The researcher could find many of these studies that have a relation to the current study circumstances.

(Almeashni, 1995) has conducted a study sought to recognize the problems of teaching rhetoric in the secondary stage in the Sultanate of Oman, from a perspective of male and female students of third secondary stage in both scientific and literary sections, and Arabic language teachers and mentors. The researcher designed two questionnaires, one of them distributed to the male and female students of third second stage in both scientific and literary sections, while the other distributed to Arabic language teachers and mentors. The study sample constituted of (820) male and female students. The teachers sample combines (70) male and female teachers. The mentors sample combines (25) mentors. The most important results of the study are represented in emerge of a number of rhetoric teaching problems in the secondary stage, the most important of them: the problem of students low turnout to learn rhetoric and turning away therefrom, the problem of low skills of literary taste for students, the problem of dryness and stagnation of rhetoric subject, and the problem of low students level in employing what they have learnt of rhetoric in their practical life.

(Aqilan, 2005) has conducted a study aimed at determining the most important field problems in teaching Arabic language in secondary school in Riyadh city. The study sample constituted of (67) Arabic language teachers in the day secondary governmental schools. The researcher used the analytical descriptive approach. The study came in eight axes. The study reached to a number of results, the most important of them: the problems related to students are of the most significant field problems confronting Arabic language teachers in secondary schools. The study recommended with necessity to convene training courses for Arabic language teachers in secondary schools, and development of Arabic language curriculum.

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(Hamdana, 2006) has conducted a study aimed at knowing the extent of the necessary educational efficiencies with the male and female Arabic language teachers to teach the literary texts in the secondary stage in Jordan and their practice thereof from their point of view in light of the sex, scientific qualification and educational experience variables. The study sample constituted of (74) male and female teachers of them (37) male teachers and (37) female teachers teaching Arabic language for the secondary stage in Directorate of Education in Qasabet Al Mafraq. The study contained a questionnaire consists of (83) paragraphs and (8) fields. The questionnaire honesty has been verified. The study reached to results including: The (76) teachers have an educational sufficiency with a large extent, (3) with an intermediate extent and (4) with a weak extent. The results revealed nonexistence of statistically significant difference (05.0 =?) in both degrees of possession and practice attributed to the sex, scientific qualification and educational experience variables, and existence of a positive and statistically significant correlation between possession of educational efficiencies and their practice at Arabic language teachers in the secondary stage.

(Albakr, 2006) has conducted a study aimed at recognizing the degree of problems confronting teaching rhetoric in the secondary stage, and suggestions of remedying them. The study sample consisted of (82) teachers of Arabic language teachers in the secondary schools in Riyadh city. The study reached to a set of results, the most important of them existence of a number of problems confronting teaching rhetoric in the secondary stage, which negatively affects the students achievement, and that there is no statistically significant difference according to teachers difference in qualification and experience. The study recommended with necessity of convening continuous training courses for Arabic language teachers in secondary schools, reconsideration in the content of rhetoric curriculum with what keeps pace with the modern developments and connecting it with the needs and observance of the individual differences.

(Albasyoni, 2006) has conducted a study aimed at inspection of the difficulties confronting obstacles of the internet use by Arabic language teachers for pedagogical purposes. The study sample constituted of (200) teachers of Arabic language teachers in the preparatory stage in Port Said and Cairo cities in Egypt. The researcher reached results including that the percentage of teachers using internet in the educational process is low, which is (16), and attributed

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that to low theoretical and practical training on the internet use in the field of specialty, and to low educational materials, which the teacher can use during teaching.

Previous Studies Related to Morale

Both researchers **(Aldaaja and Alsayeda, 2010)** have conducted a study aimed at revealing the degree of morale for the vocational education teachers in Jordan and its relationship to certain variables. In order to achieve the study objectives, a questionnaire has been developed consisted of (85) paragraphs. The study sample consisted of (254) male and female teachers randomly selected. The study results revealed that the degree of morale of the vocational education teachers in Jordan was intermediate, and existence of statistically significant difference in the degree of morale attributed to the district in which the teacher is working and to the specialty and scientific qualification.

(Alrefaie, 2006) has further conducted a study to reveal the degree of morale with Islamic education teachers in secondary schools and its relationship to their students achievement in Jordan. He used the questionnaire as a tool to achieve the study purposes. The study reached to that the degree of morale with Islamic Education theme teachers was intermediate. The study revealed existence of a positive correlative relationship between the degree of morale of Islamic education theme teachers and their students achievement, existence of statistically significant difference attributed to the sex variable and for people's interest, and nonexistence of statistically significant difference attributed to the scientific qualification variable.

Comment on Previous Studies

Through the previous presentation of studies and researches in the field of difficulties confronting Arabic language teachers, the following is clarified:

- The previous studies unanimously agreed on that Arabic language teachers in secondary schools are confronting difficulties and problems hindering them and preventing achievement of one or more of the subject education objectives.
- Many previous studies have paid a prominent attention to the difficulties confronting Arabic language teachers in secondary schools such as: Aqilan (2005) study and Albakr (2006) study, the difficulties in the field of Arabic language teachers use of the educational

means in teaching Arabic language such as: Albasyoni (2006) study and Abdeldayem and Hemdan (2011) study. While some of those studies have paid an attention to difficulties of teaching a branch of Arabic language branches such as: Almeashni (1995) study and Albakr (2006) study, that cared with difficulties of rhetoric teaching. The few of those studies have addressed the difficulties confronting Arabic language teachers in secondary schools. The studies that tackled identification of the difficulties confronting Arabic language teachers in secondary schools in Directorate of Education of North Gaza District from teachers perspective solely, were rare.

What distinguishes this study than its predecessors?

1. This study is distinguished with focusing on the difficulties confronting Arabic language teachers in secondary schools in Directorate of Education in Northeast Badiah District from teachers perspectives only, due to their prominent role in graduating studies realize the culture of their nation and enrich their national identity before the challenges confronting Arabic language.

2. The current study got benefit from the previous studies not in terms of reviewing them, yet in terms of the matters on which it has focused, the procedures they have followed, the tools they have used and the manner of their construction such as the questionnaire. It will get benefit therefrom also in supporting the current study problem with its description as justifications for conducting this study, as well as when discussing the results of the current study; to clarify the extent of agreement or not with the statement of justifications, however the current study has a feature makes it bridges a big gap in the pedagogical research when it tackled the difficulties confronting Arabic language teachers in secondary schools in Directorate of Education in North Gaza District from teachers perspective.

Method and Procedures

Research Procedures:

This part of research includes the steps and procedures done in the field side in terms of the applicable methodology, the study society and its sample, the study tool and the statistical treatments used in data analysis to test honesty and firmness of the study tool, hence data collection from the whole sample to reach the final results of the study, as follows:

Research Approach:

The researcher has used in this research the analytical descriptive approach, which searches for the present. It aims at preparing data to prove specific assumptions as a prelude to answer determined questions accurately related to the current phenomena, and the recent events about which information can be combined in the time of conducting the research, by using proper tools (Alagha, 2002: 43).

Research Society:

The research study consisted of all male and female teachers of secondary stage for Arabic language theme in Directorate of Education related to Northeast Badiah District, which the number of individuals reached (185) male and female teachers, distributed on the governmental schools in all educational districts in Directorate of Education in Northeast Badiah District as per statistics of the Ministry of Education for the School Year (2021/2022).

Study Tools:

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The study tools have been developed: "Questionnaire of the problems confronting the secondary stage teachers for "Arabic language" subject and "Questionnaire of morale" after returning to the theoretical literature and relevant previous studies as follows:

- **First Tool of Study "Questionnaire of Problems"**

    With reliance on the previous studies, the researcher has made a questionnaire to assess the degree of difficulties being confronted by Arabic language teachers in the secondary stage from the teachers perspective. The questionnaire originally included (57) paragraph divided into four categories, of them (16) paragraphs in the field of subjects related to Arabic language curriculum, the field of problems related to students, consisted of (16) paragraphs, the field of problems related to pedagogical supervision, consisted of (13) paragraphs, and the field of problems related to the material educational environment consisted of (12) paragraphs.

- **Questionnaire of Problems Honesty:**

    In order to assess the paragraph validity, the degree of paragraphs conformity with the fields established therein and the proposed amendment, it is presented to a set of specialists of teaching staff in Jordanian universities, to confirm the apparent honesty to determine the problem. The researcher has made the proper variations on the questionnaire paragraphs and deletion of certain paragraphs. The researcher has used the paragraphs that focus on the research subject.

- **Questionnaire of Problems Firmness:**

    The researcher used conducting the test and retest to confirm firmness of the problem solutions (test and retest), as the questionnaire has been conducted on a sample consists of (20) male and female teachers were not part of the sample. After two weeks, investigation has been made again on the same sample and the firmness coefficient has been determined, and the reliability coefficient has been calculated for the test with the problem solution by using Pearson Correlation Coefficient, found that (0.92); the internal consistency

coefficient has been also calculated by using Cronbach's Alpha Equalization, and discovered that (0.99); these values are acceptable for this kind of test.

- **Second Tool of Study: Questionnaire of Morale**

  Through returning to the relevant previous studies, including Alrefai (2006) study, and Aldaaja and Alsayeda (2010) study, the questionnaire contained (34) paragraphs in its initial edition, each paragraph has been given a specific weight on Likert scale with maximum five points, and the alternate has been given (a very high degree) five degrees. The alternate has four degree of the high agreement, three degree of neutrality, two degrees of disagreement and one degree of strong disagreement.

- **Questionnaire of Morale Honesty:**

  The questionnaire has been presented to a set of the specialized teaching staff from Jordanian universities to evaluate the paragraphs validity, extent of their appropriateness for the districts in which they are put and the proposed amendment in order to confirm the paragraph validity. The researcher has made the proper variations on the questionnaire paragraphs and deletion of the paragraphs not suiting the research.

- **Questionnaire of Morale Firmness:**

  The tool has been applied on a sample consists of (20) male and female teachers not from the study sample, and it is reapplied on the same sample after two weeks to determine whether determination of the second problems is firmed or not. This has been done by using the test – retest approach. Then the reliability coefficient has been calculated by using Pearson Correlation Coefficient, as the total reliability coefficient of the study tool was (86). The internal consistency coefficient has been extracted by using Cronbach's Alpha Equalization, as the reliability coefficient of the study tool was (82), and these values were proper for this kind of research.

- **Statistical Processing:**

  The data has been statistically processed by using the statistical package (SPSS).

  This has been done through using (T) test of a single sample.

Pearson Correlation Coefficient

Results, Recommendation and Suggestions

First: Results

From the aforementioned, the researcher has reached the following results:

- The most prominent problems confronting Arabic language teachers in the secondary stage in the schools related to Directorate of Education in Northeast Badiah District are: the field of material educational environment, as Arabic language subject needs exerting big effort by teachers to deliver it to students and also intensity of Arabic language curriculum specialized for secondary stage, weakness of students foundation in Arabic language subject, due to low awareness with importance of focusing on teaching Arabic language through the different study stages.

- Nonexistence of statistically significant difference at significance level ($a \leq 0.05$) for the problems being confronted by the secondary stage teachers for Arabic language subject in the schools related to Directorate of Education in Northeast Badiah District from their perspective according to the sex variable, except the field of problems related to Arabic language curriculum appeared therein a statistically significant difference based on the calculated (T) value and the difference was for females.

- Nonexistence statistically significant difference at significance level ($a \leq 0.05$) for the problems being confronted by the secondary stage teachers for Arabic language subject in the schools related to Directorate of Education in Northeast Badiah District from their perspectives according to the experience variable.

- Existence of statistically significant difference at significance level ($a \leq 0.05$) for the degree of problems being confronted by the secondary stage teachers for Arabic language subject

in the schools related to Directorate of Education in Northeast Badiah District from their perspectives according to the scientific qualification variable, in the fields of problems related to students, and problems related to the material educational environment. The difference was for the higher studies category, and in the fields of problems related to Arabic language curriculum and problems related to pedagogical supervision.

- The results refer to existence of negative statistically significant correlation at significance level (a≤0.05) for the problems confronting the secondary stage teachers for Arabic language subject in the schools related to Directorate of Education in Northeast Badiah District from their perspective and their morale, the higher the level of problems being confronted by the secondary stage teachers for Arabic language subject the lower level of their morale, and vice versa.

Second: Recommendations

The researcher recommends with the following:

1. Necessity to work on reducing the intensity of the number of students in the single class.
2. Paying attention to the teachers training on teaching methods and ways, modern evaluation ways and the educational means that help them on success in teaching for his direct impact on students.
3. Necessity to promote the pedagogical supervision and guidance, as this process is being done according to modern methods and ways away from the traditional methods and ways, with activation of the school headmaster as a pedagogical supervisor to follow-up performance of teachers, particularly the new ones.
4. Confirming connection of Arabic language curriculum content with the reality, environment, needs and problems of students, and linking it with the practical life so as the student feels the value of what they are learning in their life, with necessity of developing and improving this content as it includes some modern subjects characterized with seriousness and keep pace with requirements of the age.
5. Guidance towards provision of the material and moral incentives for Arabic language teachers in secondary schools in Directorate of Education in Northeast Badiah District.
6. Working on providing the secondary schools with the modern pedagogical techniques and the necessary materials that help the teacher on performing his profession as required.

Third: Suggestions

In the study end, the researcher suggests the following:

1. Conducting the similar pedagogical researches and studies to recognize the difficulties confronting Arabic language teachers in the other educational stages.
2. Conducting similar pedagogical researches and studies to recognize the difficulties confronting the other scientific specialties in all different study stages.
3. Conducting similar studies from perspectives of teachers and pedagogical mentors.

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