

Reasons Behind the Low Achievement of Students in the First Four Grades in the English Language in the Emirate of Abu Dhabi Schools

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Abstract

This study aimed to identify the main factors and reasons for the low achievement of the first four grades' students in the English language in the schools of the Emirate of Abu Dhabi from the point of view of teachers. The study sample consisted of 120 male and female teachers from private schools affiliated with the ministerial curriculum, and the sample was selected in a relative random way. A questionnaire consisting of (66) paragraphs was designed, and after the questionnaire was subject to the psychometric characteristics, it was distributed to the male teachers of the study sample, and a female teacher. The descriptive survey method was used in this study, and to answer questions, the study used arithmetic averages, standard deviations, frequency, percentages, the (T) test, the single variance analysis test and the scheffé test for dimensional comparisons. The results of the study show that the students' low achievement in the first four grades in the Emirate of Abu Dhabi's schools can be attributed to three main reasons (reasons related to the school, reasons related to the teacher, and reasons related to the student). The results also showed that the level of low academic achievement in the English language was average, that there were no statistically significant differences according to the gender variable, in both fields of teacher-related and school-related reasons, and that there were obvious differences according to the gender variable in favor of male students in the field of student-related reasons. The results also showed that there were no statistically significant differences in teachers' responses based on the variable of academic qualification in both fields of student-related and teacher-related reasons, but that there were statistically significant differences in teachers' responses due to the qualification variable in the area of school-related reasons, and in favor of teachers with doctoral degrees.

Keywords: *The Subject of English Language, The First Four Grades' Teachers, The Emirate Of Abu Dhabi*

INTRODUCTION

The English language has become characterized by a wide global spread, as it is established as a language for trade, tourism and technology. This has made it vital to learn and master this language by taking advantage of the various means that enable learning English, whether schools, institutes or even electronic Websites and so forth (Al Arifi, 2020).

The low level of academic achievement is a major problem that has to be solved, as it is a multi-dimensional problem. Indeed, sometimes it is a psychological and educational problem and at other times it is a social problem in which psychologists are interested in the first place, and so are educators, social workers and parents. It has received the attention and thinking of many educators, parents and students themselves, as they are the main source of hindering growth and progress for a renewed life (Ali, 2017). The problem of low achievement is one of the most important problems that hinder the modern school, and prevent it from performing its mission to the fullest, and it is time for this problem to receive the attention it deserves, because of its serious negative effects not only on the school but also on society.

All of Al-Bayad, 2017; Shaheen, 2007 and Youssef, 2017 pointed to several factors contributing to low academic achievement in general. These are: Student-related reasons: these include two types of disorders; the first of which is an organic disorder such as a sensory disorder or a defect in the nervous system that leads to lack of

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cognition. However, there is difficulty in determining whether organic disorders are actually the cause of academic lagging.

The students' level of intelligence: There is a direct relationship between intelligence and achievement. The more intelligent student is more likely to excel academically, and low intelligence quotient leads to academic retardation.

Family situation: A family that is characterized by love, stability, psychological comfort, attention to children and tranquility positively affects the student's psyche and makes him fully prepared for achievement and excellence. The low achievement of students is sometimes noticeable in the various subjects of the curricula, and this is a major hindrance to the progress of students and their transition from one grade to another, while sometimes the low achievement involves one single subject of the school curriculum. Getting to know school teachers and getting close to them, it was found that the English language is one of the most subjects in the syllabus where students have the lowest achievement and grades (Khazaala, 2010).

Some studies have confirmed that students encounter difficulties in learning some skills in the English language, which represents a major reason for their low academic achievement. The most important of these difficulties involve:

The listening skill: the poor ability to understand audio texts often comes because the student is not used to listening to enough radio or television programs in English, or to following the official speakers of the English language, as well as because of the predominance of the number of Arabic speakers around him (Al Arimi, 2021).

The reading skill: the poor ability to read written texts is often the result of the lack of books, references or stories in English in the school or home library or at the sellers in the bookshops, or of the lack of the appropriate level of the book for the age of the reader. It may also be the result of the student's own unwillingness to read, or as a result of encountering a huge amount of unfamiliar vocabulary items that require him to look them out in the dictionary. Reading aloud also depends on the student's ability to correctly pronounce the vocabulary of the language, which many students fear, especially in classroom reading sessions.

The spelling skill: spelling is one of the most serious problems that many students face, and this is represented in the student's inability to read words properly and his inability to know the correct pronunciation of many words, as there is a close link between spelling and pronunciation. This may also be because the English alphabet has 26 letters with 44 different sounds. (Abdullah, 2015).

Based on the above, the problem of students' low academic achievement in exams is one of the most difficult problems facing both students and teachers. This problem is attributable to various factors many causes and can have educational, as well as social, cultural and psychological dimensions. However, students' low academic achievement in the exam can be defined as follows: it is a student's poor or low grade point below average in the subject level as a result of a variety of reasons, including those related to the student himself, or those related to the family and the social and academic environment. This, in turn, may lead to recurrent failure, despite their academic abilities that enable them to excel and get the best possible grades.

Problem of the Study

The subject of students' low level of achievement has become of great interest to the Ministry of Education, the General Directorates of Education in the educational zones, the school administrations and the subject teachers. Students have been found to be significantly poor in major subjects such as Arabic, English and Mathematics. In addition, it has been shown that this weakness is cumulative, as the student passes from one grade to the next grade while suffering from reading and writing weakness, which makes it difficult to solve this problem in the advanced stages by traditional methods. Thus, the student's difficulties linger as he moves

to the preparatory stage and then to the secondary stage, a big leap in the number and in the quality of books and curricular materials.

Investigating the students' low level of achievement in the English language has become of such great importance that it cannot be ignored or overlooked due to the resulting difficulties facing the student after graduating from school and moving to university studies or leaving to start his professional career. For that reason, this study has come as an attempt to observe the reality and identify the main factors and reasons behind the students' low achievement in the English language in the first four grades in the Emirate of Abu Dhabi's schools, by answering the following questions:

What are the main factors and reasons behind the students' low achievement in the English language during the first four grades in the Emirate of Abu Dhabi's schools?

What is the level of the reasons for the students' low achievement in the English language during the first four grades in the Emirate of Abu Dhabi's schools from the teachers' point of view?

Are there any statistically significant differences at the level of the ($\alpha \leq .05$) significance in the students' low level of achievement in the first four grades from the teachers' point of view due to the variable of gender and that of academic qualification)?

Significance of the Study

The importance of this study lies in the importance of the topic itself which investigates the reasons for the low level of students' achievement in the English language subject. The importance of the study can be summed up in the following points:

- This study reveals the reasons for the students' low level of achievement in the English language subject in the first four years in the Emirate of Abu Dhabi's schools.
- It is hoped that the results of this study will be informative and instructive for those in charge of the English language teaching and those interested in means of its advancement, and that its results will be taken into account when holding teachers' training courses, as it is the first of its kind in the Emirate of Abu Dhabi according to the researchers' knowledge.
- It is also hoped that the results of this study will be taken into consideration by those in charge of curricula in the Ministry of Education, in terms of organizing study plans and their interconnection, and paying attention to teaching methods appropriate to educational situations.

Study Objectives

This study aims to

Identify the factors and reasons leading to the poor achievement of the first four grades' students in the English language subject in the Emirate of Abu Dhabi's schools.

Identify the reasons for the low achievement of students in the first four grades' students in the English language subject in the Emirate of Abu Dhabi's schools according to the variables of gender, qualification and experience.

Suggest some appropriate solutions to reduce the phenomenon of students' low levels in the English language subject in the Emirate of Abu Dhabi's schools.

Study Limitations

The limitations of this study include the following:

Spatial limitations: This study was applied in private schools in the Emirate of Abu Dhabi that adhere to the ministerial curriculum.

Time limits: This study was implemented during the second semester of the academic year 2023/2024

Human limitations: The study population and sample were limited to teachers of the first four grades.

Methodological limitations: The results of this study were determined by the accuracy of the sample members' answers to the study areas. They were also determined by the implications of the research tool used in this study, in terms of its validity, reliability, and the procedures that were used in it.

Procedural Definitions

Academic achievement: It is the extent to which students acquired the specific skills they have experienced through academic subjects, and it is measured by the grade that students obtain in the achievement tests prepared for them.

English Language: It is one of the main courses in the curricula of the four grades, and it is calculated in the achievement grades for each student.

PREVIOUS STUDIES

There are few or hardly any studies that have addressed the main factors and reasons for the students' low achievement in the English language during the first four grades in the Emirate of Abu Dhabi's schools. Among similar studies, are the following:

- The study of Al Rukaibat (2022) aimed to identify the reasons for the weakness of upper basic education students in the skill of writing in the English language in schools in the Southern countryside 'Badia' from the point of view of both male and female English language teachers. The study population consisted of 117 male and female teachers, and one of the most important findings of the study was that the overall arithmetic mean for the reasons for poor writing skill in the English language at the basic stage of education was moderate. The study also showed that there were no differences in the responses of the study sample members due to the variable of gender and that of academic qualification.

- Al-Qawabaah (2019) conducted a study entitled: Reasons for the high school students' low achievement in the English language course in the Tafila Governorate in Jordan from the point of view of teachers. The sample of the study consisted of (166) male and female teachers, and one of the most important results reached by the study was that the high school students' level of achievement in the English language course in Tafila Governorate in Jordan, from the point of view of teachers, was average. It was also found in the study that there were no differences in teachers' estimates of the low level of achievement according to the gender variable.

- Al-Dhamour (2018) conducted a study which aimed at identifying the problems of teaching English to first-grade Secondary education students in Karak education directorates from the teachers' point of view. The researcher followed the descriptive approach. The research tool consisted of a questionnaire that identified the problems faced by teachers in the first year of secondary school during their teaching of the English language subject and was applied to a sample of 60 English language teachers in the Karak Education Directorates. The study findings showed that the level of problems related to the student and the textbook was very high, while those related to the teacher were moderate, and that there were no statistically significant differences due to the variable of the teacher's gender.

- Another study by (Azher, Anwar & Naz, 2017) investigated anxiety in undergraduate English classes regarding the type of situations that raise anxiety during the different stages of the learning process and the relationship between anxiety and learners' achievement of their educational goals. Study participants included 149 undergraduate students enrolled in various departments at the University of Saragodha who are learning English as a foreign language. The results showed that language anxiety and achievement were negatively related to each other. It was also found that female students are less willing to learn English as a foreign language than their male counterparts. "Speaking in front of others" is the most significant cause of anxiety, followed by "worrying about grammatical errors," "pronunciation," and "not being able to speak spontaneously." "It is suggested that the classroom environment should be motivating and stimulating. Furthermore, teachers need to handle anxiety-provoking situations carefully."

The presentation of previous studies clearly shows that they were numerous and differed according to the goals they sought, the different classes in which they were addressed, and the different societies where they were conducted. Therefore, the current study has benefited from previous studies in developing the research tool and theoretical framework, but it is distinguished from them in that it investigates the reasons for students' low achievement in the English language subject during the first four grades in the Emirate of Abu Dhabi's schools, from the teachers' point of view.

Study Methodology And Procedures

Study Methodology: This study used the descriptive survey method in order to suit the objectives and questions of the study

Study population and sample: The study population consisted of all teachers of English language in the first four grades in the Emirate of Abu Dhabi's private schools that follow the ministerial curriculum. A sample was taken from the study population in a relative random way, and it consisted of 120 male and female teachers. Table (1) shows the distribution of the sample members according to its variables:

Table (1) Distribution of sample members according to the variable of gender and educational qualification

		Frequency	Percentage
Gender	Male	65	52%
	Female	55	45.8%
Total		120	100%
Academic qualification	Bachelor's	61	50.8%
	High diploma	25	20.8%
	Master's	17	14.2%
	PhD	17	14.2%
Total		120	100%

The Study Research Tool

The researchers designed the questionnaire as a tool for the study by following the following steps

Distributing an open-ended question to the sample members, which reads as follows: "What are the factors and reasons for the students' low achievement in the English language subject in first four grades in the Emirate of Abu Dhabi's schools?"

Considering the reasons and factors that were agreed upon in the first open-ended question as main areas for the questionnaire.

Reviewing the literature, previous studies, and the tools used in those studies, through which the questionnaire items were formulated. The questionnaire initially consisted of (42) paragraphs.

Validity of the Tool

After the completion of the study tool design with its axes and dimensions, and to ensure the validity of the tool, the questionnaire was presented in its initial form to (10) arbitrators of specialists, both male and female, from teachers in the Ministry of Education so that they would comment on the clarity of the tool with its axes and dimensions, and its suitability for what it was developed for. In light of this, some modifications were made that contributed to improving the tool and its clarity. Eventually, 3 paragraphs were deleted, and some paragraphs were transferred from one field to another, the tool settled in its final form on three fields and 39 paragraphs.

Tool Reliability

To ensure the stability of the tool, the test and retest method was used by distributing it to (30) teachers outside the study sample with a two-week difference between the first and second tests. The reliability coefficient of the tool was calculated according to the method (retest, split-half, Cronbach's alpha). Table (2) shows the values of stability coefficients.

Table (2) Values of the tool's stability coefficients by the three methods.

Field number	Field	Stability methods		
		Re-test	Split-half	Cronbach's alpha
1	Teacher-related reasons	0.89	0.75	0.83
2	Student-related reasons	0.90	0.76	0.86
3	School-related reasons	0.91	0.69	0.89
4	Questionnaire's overall reliability	0.95	0.92	0.92

Statistical Processing

To answer the study questions, arithmetic means and standard deviations were calculated, and a t-test was calculated. The two-way analysis of variance test and the Scheffé test for post-hoc comparisons were also used.

Study Variables

Independent variables:

Gender (male) (female).

Academic qualification: It has four levels (Bachelor's, Diploma, Master's, PhD).

Dependent variables: Reasons for the students' low achievement in the English language subject in the four grades

Tool Correction

After confirming the psychometric properties of the tool, the researchers distributed it to the study members, and asked them to answer the questionnaire items on a five-point Likert scale (very high, high, moderate, weak, very weak.). The highest degree of approval was given (5) degrees while the lowest was given one degree. The scores will be arranged in a descending order (5,4,3,2,1). The following criterion was used for the purposes of analyzing the results:

From 1 to 1.8: very weak

From 1.81 to 2.6: weak

From 2.61 to 3.4: moderate

From 3.41 to 4.2: high

From 4.21 to 5: very high

Presentation and analysis of the data and the study results:

The results related to the first question and their discussion: What are the main factors and reasons for the students' low achievement in the English language subject in the first four grades in the Emirate of Abu Dhabi's schools from the point of view of teachers?

To answer the first question, frequencies and percentages were used for the open-ended question, which confirmed the knowledge of the reasons and factors of the survey that was directed to teachers of the English language subject in the first four grades in the Emirate of Abu Dhabi's schools. The most important factors and reasons for the decline in students' achievement in the English language subject were identified, and were taken as a basis in constructing the questionnaire. Then, the answers of the study sample members were transcribed, and the number of participants who answered this question reached (100) out of (120) respondents who answered the tool. The results showed that there are (3) main reasons for the students' low achievement in the English language subject as Table 3 below clarifies.

Table (3) Frequencies, percentages, and rank of the estimates of the study members’ responses regarding the factors and reasons for students’ low achievement in the English language subject:

Number	Factors and reasons	Frequencies	Percentages	Rank
1	Teacher-related reasons	100	83%	1
2	Student-related reasons	90	75%	2
3	School-related reasons	85	71%	3

Table (3) shows that Reason No. (1), which dealt with teacher-related reasons to the teacher, came in first place with a frequency of (100) and a percentage of (83%), and was followed by Reason No. (2), which dealt with student-related reasons, came in second place with a frequency of (90) and a percentage of (75%). However, reason No. (3), which dealt with school-related reasons came third and last. The researcher may attribute the responses as they were given to the teachers’ awareness of and familiarity with these reasons, and to their strenuous efforts to put into place mechanisms and plans to help them overcome the hindrances and therefore boost the learning process. In fact, being aware of the problem is the first step to face it and make suggestions to solve it.

Second: Results related to the second question which is: What are the reasons for the students’ low level of academic achievement in the English language subject in the first four grades in the Emirate of Abu Dhabi’s schools from the point of view of teachers?

To answer this question, arithmetic means and standard deviations were calculated for the responses of the study individuals to each field of study and for the tool as a whole, as shown in Table (4).

Table (4): Arithmetic means and standard deviations of the study individuals’ responses to the three study areas and the tool as a whole.

Field	Arithmetic mean	Standard deviation	Rank	Level
School-related reasons	3.24	0.475	2	high
Student-related reasons	3.07	0.271	3	moderate
Teacher-related reasons	3.74	0.405	1	high
The tool as a whole	3.35	0.411		moderate

It is clear from the table that the teacher-related reasons ranked first with an arithmetic mean of (3.74) and a high level, the school-related reasons ranked second with an arithmetic mean of (3.24) and a high level, too, while the student-related reasons ranked third and last with an arithmetic mean of (3.07) and a moderate level. However, the arithmetic mean for the tool as a whole was (3.35), which indicates that the extent of the reasons for the low level of achievement was moderate. This can be attributable to the fact that there are difficulties and obstacles in learning the English language that are due to the student himself, to the teacher and his cognitive competencies, and to the school as well. The current research work findings are consistent with the study of Al-Rukaibat (2202), which confirmed that the overall arithmetic mean for the reasons for weak writing skill in the English language at the basic stage was moderate.

As for the items in each field of study, the arithmetic averages and standard deviations of the members of the study population’s responses to the items in each field were extracted as follows:

Findings involving the area related to the school-related reasons

Table (5): Arithmetic means, standard deviations, rank, and level of the study sample members’ responses to the field of school-related reasons

Paragraph number	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	Transferring students from one class to the next (automatic promotion).	4.55	1.06	1	Very high
2	Overcrowded classes	4.53	0.77	2	Very high
3	Lack of modern technology in many schools	3.29	1.09	7	high
4	Absence of appropriate educational environment	3.25	0.86	8	moderate
5	Low level of teachers’ salaries	3.90	0.94	4	high
6	Constant teachers’ transfers	2.55	0.95	9	low
7	Excessive number of classes per teacher	3.55	1.23	6	high
8	Poor communication between the school and the parents	2.18	0.59	13	low

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9	Lack of teachers' enrollment in training and qualification programs	2.53	0.73	11	low
10	Lack of incentives to encourage teachers	3.84	0.96	3	high
11	Poor communication between the educational supervisor and the teacher	2.30	0.57	12	low
12	Misunderstanding between the headmaster and the teachers	2.60	0.83	10	low
13	Teacher vulnerability to students' problems	3.80	0.84	5	high
The field as a whole		3.24			moderate

Table (5) shows the arithmetic means, standard deviations, and rank for each item in the field of technical obstacles and the field as a whole. It is noted that the arithmetic mean for this field ranged between (2.18-4.55). For instance, paragraph (1), titled: "Transfer from one grade to the next (automatic promotion)", ranked first with a arithmetical mean of (4.55), while paragraph (13) "Weak communication between the school and parents" came in the last place with a arithmetical mean of (2.18). As for the arithmetical mean for the field as a whole, it reached (3.24) and reflects a moderate level. The researchers attribute this to the fact that the teachers have some grammar weakness which, in turn, are passed and reflected on the student. The researcher hopes that teachers will focus on developing themselves professionally and address this handicap through training courses and better knowledge. The researchers also attribute this to the lingering procrastination to address the causes of the problem, whether by the teacher, the school, or the student himself.

Findings involving the area of student-related reasons

Table 6: arithmetic means, standard deviations, rank and level of the responses of the study sample participants to the field involving student-related reasons.

Paragraph number	Paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	Students' truancy and frequent absenteeism	3.10	0.92	6	moderate
2	Students' hatred towards the teacher	2.50	1.00	13	moderate
3	Students' negative attitude towards the subject	4.01	0.85	1	high
4	Students' health status	2.19	0.81	15	acceptable
5	Difficulty to understand teacher's explanation	3.40	0.63	4	moderate
6	Poor ability to concentrate and pay attention in class	3.73	0.77	3	high
7	Feelings of jealousy towards others	2.40	0.85	14	acceptable
8	Poor self-confidence	3.06	0.61	9	moderate
9	Chaos in the classroom	3.37	0.83	5	moderate
10	Difficulty of integration and interaction in the classroom	2.95	0.97	10	moderate
11	Family disintegration	3.07	0.72	8	moderate
12	Bad friends	3.08	0.84	7	moderate
13	Low motivation to achieve	3.75	0.82	2	high
14	Family's cultural level	2.80	0.78	11	moderate
15	Not doing homework and impunity	2.64	0.93	12	moderate
The field as a whole		3.07	0.89		moderate

Table (6) shows the arithmetic means, standard deviations, and rank for each item in the field of technical obstacles and the field as a whole. It is noted that the arithmetic mean for this field ranged between 2.19 and 4.01. Indeed, Paragraph (3) titled "students' negative attitude towards the subject" came in first place with an arithmetic mean of (4.01), while paragraph (13) titled: "Low motivation to achieve" came in the second place with an arithmetic mean of (3.75), and paragraph (4) titled, "The health status of students", ranked last with an arithmetic mean of (2.19). Meanwhile, the overall arithmetic mean for the field reached (3.07) and reflected a moderate level.

The researchers attribute this to the students' weakness in the English language subject, their dislike of it due to the difficulty of its alphabet and pronunciation, and the lack of practice since childhood, which reduces their self-confidence towards this subject, and thus prevents them from focusing on it while studying and from achieving good results in it.

Table 7: Results related to the field of teacher-related reasons.

Paragraph number	paragraph	Arithmetic mean	Standard deviation	Rank	Level
1	Teacher's numerous behavioral problems	2.19	0.71	11	acceptable
2	Lack of using modern teaching/ learning methods and strategies	4.45	0.95	4	Very high
3	Neglecting weak students by some teachers	4.80	0.89	1	Very high
4	Not following students' homework	4.48	1.08	3	Very high
5	Teachers focusing on rote learning rather than understanding and guiding	4.57	0.95	2	Very high
6	The teacher's failure to adhere to class schedules	3.90	0.72	9	high
7	Neglecting thinking skills	4.18	0.85	6	high
8	Relying on one single type of teaching method	4.27	0.96	5	Very high
9	The teacher's failure to adhere to class planning (covering the curriculum)	3.37	1.07	10	moderate
10	Presenting lesson in a hurry or just giving a summary of it	4.02	1.03	8	high
11	Teachers' use of colloquial dialect in teaching	4.10	1.18	7	high
The field as a whole		3.74	0.98	high	

Table (7) shows the arithmetic means, standard deviations, rank and level for each item in the field of technical obstacles and the field as a whole. It is noted that the arithmetic mean for this field ranged between 2.19 and 4.80. In fact, paragraph 3, titled “neglecting weak students by some teachers”, came first with an arithmetic mean of 4.80 and a standard deviation of 0.89, while paragraph 1, titled “teacher’s numerous behavioral problems”, came last with an arithmetic mean of 2.19 and a standard deviation of 0.71. However, the overall mean of the field as a whole reached 3.74 and reflected a high level. This may be attributed to the weakness of the teachers and their lack of cognitive competencies in the field of the English language, which is reflected in the educational process and the students’ low achievement.

Findings relates to the third question: Are there statistically significant differences at the level of significance ($\alpha \leq .05$) in the students’ low level of achievement in the first four grades from the point of view of teachers due to the variable of gender and that of academic qualifications?

As far as this question is concerned, arithmetic means and standard deviations were calculated for the responses of the sample members of this study in order to estimate the reasons for the low level of academic achievement, and a t-test was used for two independent groups to verify the significance of the differences between these means. Besides, the one-way variance test and the scheffé test were also used. This question was split into two sub-sections as follows:

A: Are there statistically significant differences between the levels of teachers’ estimates of the reasons for the low level of achievement in the English language subject according to the gender variable?

To answer this question, the results of the t-test were extracted to indicate the differences between the arithmetic means of the levels of teachers’ estimates of the reasons for the low level of achievement in the English language subject according to the gender variable. Table (8) explains this.

Table 8

Field	Variable levels	Arithmetic mean	Standard deviation	t- value	Degrees of freedom	Level of significance
School-related reasons	male	3.29	0.77	1.28	118	0.332
	female	3.18	0.73	1.27		
Student-related reasons	male	3.13	0.69	2.82	118	0.003
	female	2.99	0.57	2.91		
Teacher-related reasons	male	3.77	0.56	0.707	118	0.676
	female	3.79	0.58	0.704		
The tool as a whole	male	3.40	0.49	2.29	118	0.576
	female	3.32	0.51	2.26		

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It is clear from Table (8) that there are no statistically significant differences attributed to the gender variable in the two areas (school-related reasons and teacher-related reasons) and in the tool as a whole. However, the results presented in this table showed that there were statistically significant differences attributed to the gender variable in the field of student-related reasons, and when comparing the averages, the differences were in favor of males.

Perhaps this is due to the fact that male students are weaker than female students and that the females are more keen to pay attention when revising their lessons and more attentive to their teachers in the classroom.

B: Are there statistically significant differences between the levels of teachers' estimates of the reasons for the low level of achievement in the English language subject according to the academic qualification variable?

For this question, the arithmetic means and standard deviations were calculated for the responses of the teachers, members of the study sample, to estimate the reasons for the low level of students' low achievement in the English language subject according to the academic qualification variable. Table (9) shows this.

Table 9

Field	Academic qualification	Number	Arithmetic mean	Standard deviation
School-related reasons	Bachelor's	61	3.20	0.45
	diploma	25	3.27	0.56
	Master's	17	3.23	0.42
	PhD	17	3.71	0.59
Student-related reasons	Bachelor's	61	3.10	0.49
	diploma	25	3.00	0.49
	Master's	17	3.03	0.31
	PhD	17	3.05	0.57
Teacher-related reasons	Bachelor's	61	3.48	0.38
	diploma	25	3.63	0.39
	Master's	17	3.55	0.45
	PhD	17	3.89	0.40
The tool as a whole	Bachelor's	61	3.26	0.61
	diploma	25	3.30	0.58
	Master's	17	3.27	0.64
	PhD	17	3.55	0.59

It is noted from Table (9) that there are apparent differences between the arithmetic means of the study sample members regarding the reasons for the students' low achievement in the English language subject in the first four grades in the Emirate of Abu Dhabi's schools, according to the academic qualification variable. To determine whether the differences between the means were statistically significant at the significance level ($\alpha \leq .05$), a one-way analysis of variance was applied, as Table (10) shows.

Table (10) One-way analysis of variance for differences between the study sample members regarding the reasons for students' low achievement in the English language subject according to the academic qualification variable.

field	Source of variance	Total number of squares	Average of squares	Degrees of freedom	f- value	Level of significance
School-related reasons	Between groups	7.318	2.439	3	14.420	0.002
	Within groups	19.62	0.169	116		
Student-related reasons	Between groups	0.189	0.063	3	0.850	0.478
	Within groups	8.611	0.074	116		
Teacher-related reasons	Between groups	1.837	0.612	3	4.001	0.369
	Within groups	17.756	0.153	116		
The tool as a whole	Between groups	1.378	0.459	3	9.429	0.370
	Within groups	5.652	0.048	116		

Table (10) shows that there are no statistically significant differences due to the academic qualification variable in the fields of student-related and teacher-related reasons, as well as in the areas of the tool as a whole, while the study showed the presence of statistically significant differences depending on the academic qualification variable in the field school-related reasons. To determine the return of differences, the Scheffé test was applied as Table (11) shows.

Table (11) Scheffé test

Academic qualification	Arithmetic mean	Bachelor's 3.26	High diploma 3.30	Master's 3.27	PhD 3.55
Bachelor's	3.26	-	0.4	0.1	*0.29
High diploma	3.30	-	-	0.3	0.25
Master's	3.27	-	-	-	0.28
PhD	3.55	-	-	-	-

It is noted from Table (11) that the differences were in favor of teachers who hold a PhD degree when compared to those with a diploma.

This may be attributed to the fact that teachers who hold a PhD degree are more likely to diagnose the problem of low achievement and are likely to hold workshops and training courses to improve teachers in the grammatical aspect, as the teacher develops himself academically without professional or field development.

Recommendations

In light of the results found, the researchers recommend the following:

The Ministry of Education has to adopt a mechanism to address these reasons by considering renewing the curricula and holding workshops and training courses.

A safe and appropriate school environment has to be provided to increase students' motivation and belonging to school, and raise their level.

Students need to be encouraged to speak English.

Teachers have to be guided and incentivized to use attractive teaching methods, techniques, and activities that motivate students to study and pay attention.

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