



RESEARCH ARTICLE

Geography Teachers' Standpoint on Problems Facing High School Students in Learning Geography

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ARTICLE INFO	ABSTRACT
Received: Apr 24, 2024 Accepted: Jun 29, 2024	The research aims to identify problems facing high school students in studying Geography from the standpoint of teachers in schools that are affiliated with the General Directorate of Al-Rusafa I. This research was conducted for the years 2023 - 2024 and consisted of (38) samples of female and male teachers. The researcher followed the descriptive research method, as well as the research tool was the questionnaire, which consisted of (21) items. The establishment of the accuracy of the tool is based on feedback from the experts in the field. Retesting was conducted to confirm its consistency, resulting in a reliability yield of (0.83). Through the use of the statistical package for the social sciences, the results were extracted and showed that there are problems among high school students in Geography. These difficulties are attributed to the student himself, factors associated with the curriculum, and teachers. The findings of the research led the researcher to conclude that the students have low academic levels; problems related to the curriculum, inadequate classes to cover the material according to the set objectives, and problems with teachers themselves through their inadequacy or failure to utilize modern teaching methodologies that make the subject more appealing and enjoyable. Based on research findings, the researcher recommended implementing continual development courses for male and female teachers, to increase their efficiency and pedagogical performance, as well as to use modern teaching methods that enable them to deliver lessons acceptably and entertainingly to students. The researcher suggested conducting research for other educational levels (such as primary and secondary schools) and exploring different scientific disciplines.
Keywords Problems Students High school Geography	
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INTRODUCTION

Research Problem:

Receiving knowledge at the high school level is viewed as one of the goals of teaching Geography, as this acquisition will positively impact learning that education seeks to improve. Achieving this objective requires preparation for a suitable learning environment for students, free from problems, obstacles, and difficulties that they face, and helping them acquire these concepts to improve educational attainment (Al-Mamouri, 2014, p. 153)

It is the lack of interest of some of the Geography teachers to employ modern teaching strategies, including built-on learning systems, as well as the weakness of some traditional teaching methods used in the teaching of Geography by teachers that generate educational environment based on memorization and indoctrination only, as well as the views of some educators that the teacher is the only one who knows what should the student study (Abbood, Ali Mohan, Al-Hareth Shakir Abd . 2019)

Through the researcher's teaching experience, she noticed a weakness in teaching Geography, and that most of the students encounter difficulty comprehending most of its information. This weakness is the outcome of a series of problems and obstacles that they are confronted with in their study of this subject. Hence, the researcher's aim for conducting research is to identify the most prominent problems that contributed to the weakness observed among high school students in Geography.

Given the importance of Geography as an applied and experimental science that is involved in all aspects and fields of life, researchers should work to assist students and teachers overcome the obstacles they face in this field. The scope of work should expand to avoid limiting Geography to a curriculum that the student only takes a exam at the final of the academic year. Instead of that, the doors should be opened to this extensive science field that is involved in all aspects of life. Based on the aforementioned, the research problem was determined by answering the following question:

From the viewpoint of Geography teachers, what are the problems encountered by high school students in studying Geography?

Importance of the Research:

The importance of the research is summarized in the following aspects: -

- 1- The scientific level of students in Geography can be improved by identifying the most prominent problems facing high school students in studying Geography from the perspective of the subject's teachers and providing appropriate solutions to these problems.
- 2- Assisting teachers in teaching social studies using modern teaching methods, which promote the subject as stimulating, enjoyable, and more acceptable to students. It would help to avoid the causes of poor levels of students through knowledge and development of appropriate solutions.
- 3 - The third aspect is to emphasize teaching Geography on modern scientific and educational foundations.
- 4 - It is a priority to develop education in primary school as it is the foundation of learning and upon which the next stage depends.
- 5- Paying attention closely to students' levels as well as working on improving them, while also concentrating on educational developments and innovations that aim to look into causes and phenomena to provide an accurate scientific explanation.
- 6- Provide a tool that can be utilized to shed light on the reality of the school setting, and facilitate the utilization of the tool by researchers to conduct additional future research

7- This research falls within the growing interest in learners to achieve a type of formal education, which means a set of individual educational methods organized within a pedagogical educational curriculum.

Research objective: The research aims to provide insight into the problems facing high school students in studying Geography from the standpoint of Geography teachers.

Search Limits:

1- Teachers of Geography in schools affiliated with the General Directorate of Education in Baghdad, Al-Rusafa I

2- Academic year (2023-2024).

Definition of Terms:

Problems: Defined by (Nima 2010): "Due to the difficulties in achieving the desired goals, it is an undesirable result that must be corrected. It represents a state of tension and dissatisfaction." (Nima 2009, p. 67).

The researcher defines them procedurally: they are the problems that high school students face in studying the topics of Geography, and they are an obstacle to achieving the desired result and are measured with a questionnaire to identify the problems.

High school stage: The researcher defined it procedurally: It is a general cultural stage, the goal of which is to fully educate individuals to develop their body, mind, and character, take into account the individual's growth and characteristics, and also participate in later stages in achieving the goals of the philosophy of education.

Chapter Two

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

First: Theoretical Framework:

Problems:

The linguistic meaning of the problem: The matter takes shape, meaning: the matter is shaped or generally said, the problem is the matter, meaning it is attached to what prevents its penetration. When it is simplified: "The *problem* is a verb from "*Ishkal*" and it is the one that diverse into its forms and examples, and according to the Usul scholars, it is a name for a word that is suspected of its intended meaning only by evidence that distinguishes it from other forms and problems, and can only be reached by contemplation after inquiry. As for Al-Jarjani, in addition to the meaning mentioned by Al-Tahawi regarding the problem, we find the concept of issues, which he defines as: "The demands that are proven in science and the goal of which is to know them." As for the problem, as we find it in philosophical dictionaries, it is: "The theoretical or practical difficulty that does not reach a certain solution." (Muhammad Ali, 1990: 786) Dilemma: This is a situation in which we cannot offer anything, and it refers to the meaning of oscillation between two positions such that it is difficult to prefer one over the other. The problem differs from the issue in that the former is the result of an abstraction process that would make the "issue" a subject of research and discussion, and require adjudication. Aristotle confirmed this distinction in the book "The Topics" (the first article) when he put the

"dialectical problem" in contrast to the "dialectical statement." He said that the dialectical problem: "is a matter subject to research, related either to action or omission, or it relates only to knowing the truth either." For its own sake or to support another statement of the same type, there is no specific opinion about it, or about it a dispute between cause and property, or between each of these two and each other." Dr. Abdul Rahman Badawi states that traditional (Aristotelian) logic did not address the issue "The problem" except rarely, and this is because the problem, as one of the topics of "topics" (controversy), is attributed to the logic of possibility and not to the logic of certainty. It is involved in the issue of convincing the opponent, and therefore it is closer to rhetoric than logic. The problem also differs from the problem (Problematic), as the problem means possibility, and probabilistic judgment is studied in the subject of judgments of modality in English: (Judgments of modality), which are judgments that are characterized by being accompanied by feeling as soon as the judgment is possible, while a declarative judgment is accompanied by a feeling of the reality of the ruling. According to Immanuel Kant, the problem is synonymous with possibility, and it is one of the categories of possibility, and its counterpart is existence and necessity. Problematic judgments, according to him, are judgments in which affirmation or negation is only possible, and the mind's belief in them is based on control, which is decided without evidence. It is the opposite of empirical rules. (Al-Jurjani, 1991: 224; Rashid et al., 2023) Andre Lalande mentions in his philosophical encyclopedia that the problem in French: (problematique) (and the book's translator translates it as: "msalé") is: "a feature of a judgment or issue that may be correct (it may be true), but the one speaking does not explicitly confirm it." (Andre, 1996: 1051)

Concept of the problem: A problem is a state of dissatisfaction or an undesirable result, and the feeling that there are obstacles that must be overcome to achieve a goal. It arises from the presence of several known or unknown causes, and it requires conducting studies on them to identify them and try to solve them to reach the desired goals. Problems also differ in terms of their type, degree of severity, and impact. Problem types: Closed problems are those that have all the resources needed to solve them and have precise, defined answers. This means that they can be used with laws and equations to achieve the intended outcome or solution. Examples of closed problems include those that involve diagnosing some illnesses, like inflammation, which can be identified by their symptoms. To solve a problem of this kind, you must first determine what needs to be done to solve it, then define the objective, look up relevant information, and use suitable tools and techniques. Open problems are those that lack knowledge and data, making a precise outcome or solution unknown. Examples of open problems include problems with design, problems that result from industrial malfunctions, and problems that arise in daily life. This kind of problem can be resolved by first developing a strategy for the solution, then determining the solution method, following up on the progress and process of work, and then choosing the optimal solution to achieve the desired goals. The solution to this type of problem can be varied, and it is also possible to reach compromise solutions that satisfy all parties, or the solution can be to remain in the situation as it is, adapt to it, and be patient with it.

Steps for solving problems (Feeling there is a problem): Many people wait for a problem to happen and worsen until it becomes obvious, and then they think, analyze, and plan to solve it. This may require a lot of time and effort to find a solution. However, if the problem is studied from its roots and core, and then solved, it would be easier and less costly in terms of effort. Therefore, focusing on the core of the problem and not on the factors that contributed to it is beneficial in this approach.

Identifying the problem: The problem identification step is one of the most important steps followed in solving problems, as the problem we want to solve is precisely identified, to develop appropriate methods, techniques, and mechanisms to solve the problem.

Problem analysis: is discovering the motives that led to the occurrence of the problem by dividing it into parts and simplifying it to facilitate its study and to reach the reasons and causes of that problem.

Developing appropriate solutions: Developing appropriate solutions to the problem by finding alternative and creative solutions to the problem to reach the desired goals.

Choosing the best solution:

It involves knowing the opportunities and risks of the available options. Based on that, the best solution to the problem is chosen.

Application or implementation: By applying the chosen solution carefully and gradually, so that it is appropriate to the size of the problem to achieve the required results and reach the appropriate solutions to that problem. (Botros, 1993: 477)

Types of problems: The problem has many types, it may be mathematical, social, philosophical, scientific, psychological, etc. To solve the problem, there are many approaches used and methods can be called "(Abdul Rahman, 1984: 445)

Problem-solving methods:

The five-point method for solving problems: It is a scientific method that requires taking five steps to solve the problem, as follows:

1- Identifying the problem and gathering information about it: This is identifying and quantifying the problem from all angles and collecting sufficient information about this problem.

2- Thinking of several solutions: This is to think of many logical or illogical solutions.

3- Choose one of these solutions: This step is done by thinking and proposing one of the best solutions presented before.

4- Testing the solution: This is the most important stage because it entails knowing whether the problem has been resolved or not.

5- Result: Here the result of this solution becomes clear and whether the problem has ended or not (Danforth & Drab man, 1989)

Problem-solving skills: the ability to find effective solutions to various problems facing us in work or private life, on time that ensures the avoidance or minimization of losses as much as possible. This includes several key steps that need to be followed.

Problem-solving steps: The problem-solving process includes the following steps:

- Definition and identification of the problem.

- Study of alternative solutions.
- Evaluate and choose appropriate solutions to solve the problem.
- Implementing the appropriate solution on the ground.
- Get feedback.

(Danforth & Drab man, 1989)

Examples of problem-solving skills

Effective listening skills: You can learn more about these skills by reading our article concerning listening skills and how to develop them.

- **Creative skills:** Most problems are often solved either by following an intuitive approach or adhering to a specific methodology. The initial method serves to solve problems that do not require new external knowledge, while the most complex problems are solved by logic and analytical thinking. In this case, It is necessary to have creative thinking abilities. You can learn more about them by reading our article on creative thinking abilities.
- **Study skills:** entails identifying the problem and finding alternative solutions requires study and investigation. The study can be simple and quick through the use of study engines, or it may be in-depth and intensive, including field trips and making contacts with experts in the field. In both cases, having strong study methods and strategies is essential.
- **Teamwork skills:** Many problems are solved when many people participate in solving them. Teamwork is not limited to the workplace only but expands to home, school, and various environments and situations.
- **Emotional intelligence:** Solving problems is not only about having IQ scientific intelligence. Understanding the emotions of others, the ability to interpret them, and then determining the appropriate solution based on those interpretations is one of the most crucial problem-solving skills.
- **Risk management:** Depending on the nature and type of problem, there is a certain degree of risk involved in problem-solving that may rise or decrease. Therefore, having a solid basis in risk management abilities is crucial for dealing with unforeseen repercussions effectively and intelligently.
- **Decision-making skills:** These skills have a strong connection to problem-solving skills. Making the right decision and opting for the appropriate solution from among various proposed solutions is a crucial aspect of the problem-solving process.

How important are problem-solving skills?

No institution or company is devoid of problems. An individual cannot live a full life without encountering unexpected difficulties and obstacles. This makes problem-solving skills an essential and must-have element.

Below, we summarize the most important benefits of possessing these skills:

- Turning the impossible into the possible: Knowledge information alone is not enough to solve problems. Having the right skills and the ability to address the problem in an intelligent, systematic manner is what ensures access to effective solutions that satisfy all parties.
- Achieving excellence: people are often trained to deal with routine tasks, as they have the knowledge and skills necessary to do these routine things. However, they often fail to solve unexpected problems or those that fall outside the scope of their knowledge. So, having problem-solving skills of different types will put you ahead of your peers and in your community, as well as guarantee you access to high ranks in various fields.
- Boosting self-confidence: Having problem-solving skills makes you believe in yourself more. Deep down, you are confident in your ability to solve the problems that you encounter. So, do not spend your time worrying about what you are doing and how you will act if you encounter any obstacle. How to acquire problem-solving skills if you want to take your skills to the next level and develop your ability to solve problems. (Mahmoud, 1998: 116)
- How to pay attention to problems: Human societies are currently paying increasing attention to their individuals. This is evident in the educational and rehabilitative programs. They offer to raise the level of their cognitive and intellectual abilities and reach their highest occupational potential. However, the emergence of many problems for some individuals can lead to an obstacle to their implementation (Danforth & Drabman, 1989)

Academic problems express a student's inability to achieve academic achievement, either due to the difficulty of the subjects, the inadequate teaching method, or his lack of understanding of the academic modules and their proper comprehension. This can lead to a loss of confidence in themselves and their abilities, and as a result, compatibility with their colleagues and the university environment is affected. (Shabar, 1989: 90)

Some believe that the main causes of academic problems are the lack of educational and academic counseling, wrong learning habits, poor time management, aversion to academic specialization, and negative attitudes toward study. (Mahmoud, 1998: 116)

The majority of the problems that the person experiences are a result of his difficulty in adapting. Therefore, attention should be paid to solving and treating these problems before they develop and prevent normal psychological development, as well as the achievement of the individual's psychological health. Proper adaptation is not measured by the extent, to which an individual is free of problems, but rather by the extent of his ability to confront these problems and solve them properly. It can be identified that an individual is suffering from problems. if he exhibits signs of excessive stress, loss of enthusiasm and interest in his work or studies, or attempts to draw the attention of others, or sadness, and fatigue without a clear reason for the stress, inconsistency between behavior and social standards, and excessive preoccupation with a hobby or inclination. Certain factors, dependence on others, lack of self-confidence, and educational inability are not due to other factors such as age or mental weakness (Jalal, 1992: 196). Education is a complex, multi-faceted, and multidimensional process, with many overlapping variables affecting its success. There

are variables related to the teacher, the learner, the subject, and teaching methods and means. Therefore, it seems unsurprising — in light of this interwoven network of variables— that researchers tend to evaluate the effectiveness of education in light of multiple diverse criteria, the most important of which are: The educational outcomes of the teaching-learning process, the prevailing patterns of interactive behavior in the classroom that appear in the activities of the teacher and student during education, and some of the cognitive and non-cognitive characteristics that the learner possesses and that predict his success. (Nashwati, 1998: 267) Despite the availability of educational capabilities and the educational development that has occurred in the fields of education, it has become clear that this development rarely brings the desired success for every student. It has also become clear that the demand for learning centers is one thing, and the process of achieving success is another thing. Despite improving curricula and modifying teaching methods, there are obstacles in the way of achieving the desired objectives of education.

Literatures:

First: Study by (Al-Mishlawi 2014): This research serves to identify the most important school problems that high school students in Nineveh Governorate face, and proposals for tracking these problems from the perspective of their teaching staff. To improve the scientific level, we need to identify the difficulties, obstacles, and means, working on developing these to bolster their efficiency and effectiveness. In addition to field visits and personal interviews with the educational staff as well as reviewing the literature related to the topic of the research, the researcher used the descriptive analytical method for the statistics available in the Nineveh Education Directorate. The research sample consisted of some high schools affiliated with the Nineveh Directorate, which totaled (20) schools that were randomly picked to represent the research sample. In this study, the educational problems facing high school students in schools affiliated with the directorate were identified and classified into five types, each of which has logical connotations or is linked to a general meaning that brings together the problems in each type in this sense, and they are: (behavioral, educational, psychological, health and social).

Second: Study (Al-Mousawi 2005): The study aims to identify reasons for the weakness of primary school students in Reading subjects from the standpoint of the subject's teachers. The research community included teachers who teach reading subjects at the primary schools affiliated with the Directorate of Education in Maysan Governorate (2004-2005). Due to the large size of the original community and the inability, the research was conducted to study the entire community for many reasons, including the need to put effort and time. The study identified several reasons for pupils' weakness in reading subjects, including lack of teaching experience of reading subject teachers, assignment of teaching from the first grades to teachers of graduates of accelerated courses, and lack of follow-up initially. Lack of interest in the academic level of their children, the inadequacy of some teachers, in addition to the large number of students in the classroom, and other reasons.

Chapter Three

RESEARCH METHODOLOGY AND PROCEDURES

Research methodology: The researcher followed the descriptive method, due to its suitability to the conditions of her current research, the determination of the research community, choosing the

sample and research tool as well as ensuring the availability of good specifications. The methods used to analyze the data of this research are as follows:

Research community: In the case of defining the community, the researcher must obtain an accurate and complete list that includes all units of the community. Accordingly, the limits of the research were taken by asking the opinions of (38) male and female teachers, who were chosen in a stratified random manner. Taking into account a percentage of no less than (10%) distributed among all sectors affiliated with the General Directorate of Education in Baghdad, Al-Karkh III. Thus, the research sample is considered representative of the original research community according to what is stated in the literature on statistics in education and psychology. Table (1) shows the distribution of the research sample among the sectors of the overall society.

N	The district	Number of male teachers	Number of female teachers	Total number of Geography teachers	Number of research samples
1	Al-Kadhimiya	35	24	69	4
2	Taji	21	14	35	15
3	AL-Hurrya	31	52	86	5
4	Tarmiya	31	14	45	7
5	Al-Shula	42	44	86	4
6	Iskan district	16	19	35	3
	The total	176	167	343	38

Research sample: The sample is defined as part of the community in which the study was conducted, and is chosen by the researcher to conduct the study according to special rules to correctly represent the community. This choice is made due to the difficulty of reaching all members of the sample due to scientific and economic difficulties (Al-Shayeb, 2012, p. 55).

For the research to achieve its desired goals, society must be accurately described with all its characteristics. The research sample consists of many Geography teachers in high schools affiliated with the General Directorate of Education of Baghdad, Al-Rusafa I, and their number is (38) teachers out of (363), which is the total number of Geography teachers (the entire research community) in high school and secondary schools. The researcher took into account the secondary schools in the district, as they constitute a percentage that cannot be ignored, but the questionnaire was distributed to high school teachers in those schools only. Evening schools affiliated with the General Directorate of Education of Baghdad, Karkh III, were excluded, and the required data were obtained from the Statistics Department of the Directorate.

Research Tool: A questionnaire is one of the most popular methods for collecting research information because it has good features that set it apart from others. A questionnaire is defined as

a tool that includes a set of items or statements about a question that an individual must answer (Odeh and Malkawi 1992, p. 84). Therefore, the researcher adopted the questionnaire as a tool for her research with the aim of identifying the most important problems, obstacles, and difficulties facing high school students in Geography. The researcher adopted the questionnaire in both its open and closed types, as follows:

Open-ended questionnaire: The researcher directed an open questionnaire to the exploratory sample, meaning that the open questionnaire does not impose a specific answer on the respondent, but rather allows them to answer freely and in the manner they desire. Through it, data and information can be obtained that help design the final questionnaire for the research. To verify its apparent veracity, it was presented to some experts and specialists in Geography and the fields of education, psychology, and teaching methods. After considering their feedback, the experts approved the questionnaire, so it was deemed valid. The researcher invested in housing numerous teachers near some schools in partitions that were difficult for the researcher to reach to distribute the questionnaire to the sample.

Closed questionnaire: The researcher was able to prepare the closed questionnaire based on the answers to the open questionnaire after modifying and classifying them, as well as literature related to the topic. The questionnaire included an introduction explaining the name of the research and instructions regarding answering its paragraphs. The questionnaire consisted of (21) paragraphs.

The validity: the accuracy of the tool is determined by how well it fulfills its intended purpose, as it is reflected in its face validity. Therefore, the researcher approached experts to confirm the veracity of the content. Validity is one of the most crucial requirements that must be met in the tool and one of the important characteristics that must be focused on when building the tool in educational and psychological research. Face validity is one of the requirements for constructing standards that depend on the opinions of expert arbitrators who specialize in their specifications and method of construction (Al-Ajili, 1990, p. 27). Therefore, the researcher presented the questionnaire to a group of experts, specialists, and co-workers in the field of education, psychology, and teaching methods. The best way to check face validity is to have several experts and specialists accept to estimate the validity of the tool, to measure the quality to be measured (Ahmed, 1982, p. 188), They approved (21) out of (25) paragraphs after correction and amendment based on the recommendations of experts and arbitrators.

Reliability of the tool: reliability is defined as the degree of consistency in measuring features that are measured from time to time if the tool is re-applied several times. In short, it refers to the accuracy of the measurement. Stability is also statistically defined as the ratio of the true variance in observed scores to the members of the stability group (Al-Shayeb, 2012, p. 102). To achieve the stability of the questionnaire among the study community, the repetition method was used in this research, which refers to the degree of consistency of the readings achieved on the measurement tool from time to time upon re-application. Thus, variation in measurements from one test session to another reflects the stability of return's interest in determining the degree of closeness of each individual to the group of stable individuals from one point to certify when another request is applied at a later time (Al-Botash, Muhammad and Abu Zeinah, Fareed. 2007).

In this research, the stability of the questionnaire was verified by a study community consisting of (40) teachers and schools, and after (15) days had passed; the questionnaire was redistributed to the same original study sample. When calculating the correlation coefficient between the two groups, it reached (0.83) and after correcting the correlation coefficient according to the equation. The Spearman-Brown value was (0.86), and this percentage indicated a high-reliability coefficient

between the two answers. Since the reliability coefficient extracted by the retest method was (0.83), the validity of the questionnaire reached (0.86), which is a high-reliability percentage.

Distribution of the questionnaire: After verifying the validity and reliability of the questionnaire, the questionnaire was distributed to the sample included in the study. The questionnaire and collection process took (25) days, as (40) questionnaires were distributed and (38) of them were retrieved. The researcher encountered some difficulties in distributing the questionnaire for various reasons. The response rate was (95%), which is a high percentage, and the researcher calculated the weighted mean score for each item, after calculating the response frequencies for each rank of the three-dimensional scale for each paragraph of the questionnaire. Next, it assigned a value to each rank on the scale: I agree (given a score of two), I agree to some extent (given a score of one), and I disagree (given a score of zero). Then I multiplied the frequencies of each rank: I agree by (2), I somewhat agree by (1), I disagree by (0), and so on for each item in the questionnaire. Then the product of multiplying the frequencies by the weights of each rank was added, so the result represented the total score for the item and so on for each item in the questionnaire. Then the product of multiplying the repetitions by the weights of each rank was added, and the result represented the total score for the item. After that, the total score for each item was divided by its total repetition, so the result represented the weighted mean, which shows the degree to which the item was achieved. Then divide the result of the weighted mean for each item by the maximum score, then multiply the result by (100), so the result represents the percentage weight. Each item was considered verified if it scored one or more for the weighted mean and (50) or more for the percentile weight. It was considered non-achieved if it scored less than one for the weighted mean and less than (50) for the percentile weight.

Statistical methods: The researcher used the social sciences package SPSS for statistical analysis.

Chapter Four

PRESENTATION AND INTERPRETATION OF THE RESULTS OF THE SEARCH

In this chapter, the researcher presents the most prominent results of the research, analyzing them, discussing them, and interpreting them based on the research sample's answers to the paragraphs of the closed questionnaire, as shown in the table below:

Table (2) shows the repetition of the sample answers with the intensity or severity of the item.

N	Item	Agree	Agree to some extent	I don't agree	Item severity	Percentage weight
1	The low academic level of the students in general	38	0	0	2	%100
2	Students continue to pass and from one level to the next despite not deserving success	36	2	0	1,95	%97.5
3	Weak academic foundation for students in primary school	38	0	0	2	100%
4	Lack of additional hours or strengthening courses in Geography	35	2	1	1,9	%95

5	Lack of adequate means of explanation in Geography	30	4	4	1,68	٪84
6	The lack of male and female teachers who are highly qualified in teaching Geography	20	5	13	1,18	٪59
7	The student's view of Geography is that it is difficult, unpleasant, and devoid of fun and suspense	20	6	12	1,2	٪60
8	Indifference and lack of responsibility among the student	36	2	0	1,95	٪97.5
9	Most Geography teachers use old classical teaching methods and do not use modern teaching methods that make the subject more exciting and stimulating for the student.	38	0	0	2	٪100
10	Increasing the number of students in one class makes it difficult for the teacher to seriously monitor the students' levels	38	0	0	2	٪100
11	Frequent absence of students from school	30	6	2	1,73	٪86.5
12	Students' minds are diverted to modern devices and the Internet	38	0	0	2	٪100
13	The student does not have a goal that motivates him to read and follow up	33	5	0	1,87	٪93.5
14	Weak parental follow-up of students	32	2	4	1,73	٪86.5
15	There are no laboratories specific to Geography, and when there are, they lack modern devices and equipment	38	0	0	2	٪100
16	Weak encouragement from the Ministry of Education in general and the school administration in particular for skilled and creative students in Geography	26	6	6	1,5	٪75
17	Double shifts in most schools reduce the duration of the lesson	38	0	0	2	٪100
18	The frustration of some teachers and their feeling that it is useless to concentrate, but for them, the issue is (dropping an assignment)	20	10	8	1,3	٪65
19	Disruption of permanence for several days due to the reasons the country is going through makes focusing on completing the curriculum in any way problematic	30	2	6	1,6	٪80
20	Few Geography classes	32	6	0	1,84	٪92

21	Most Geography teachers focus on the theoretical aspect of the subject and neglect the practical part	38	0	0	2	%100
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Through the results shown in the table above, the most important problems facing high school students in studying Geography were identified from the point of view of the subject teachers. The main problems were: (the low academic level of the students in general), (the weak scientific foundation of the students in secondary school), (and most Geography teachers using the old classical (traditional) teaching methods and not the modern teaching methods that make the subject more stimulating, enjoyable and motivating for the students, (Increasing the number of students in one class, which makes it difficult for the teacher to closely monitor the students' levels), (students' minds being diverted to modern devices and the Internet), (lack of laboratories for Geography, and when available, they lack modern devices and equipment) (Double shifts in most schools affect the reduction of the time for the lesson (most Geography teachers focus on the theoretical side of the subject and neglect the practical side). The severity of these items was equal and reached a score of (2), which is the highest degree of severity and a percentage weight of (100%), while the two items (the students continued to pass from one level to the next despite not deserving of success) and (the student's indifference and lack of sense of responsibility) ranked highest. The second had a degree of severity of (1.95) and a weight percentage of (97.5%). The paragraph (lack of additional hours or strengthening courses in physics) came in third place with a severity score of (1.9) and a percentage weight of (95%). The paragraph (the student does not have a goal that motivates him to study and follow up) came in fourth place with a threshold score of (1.87) and a percentage weight of (93.5%). While the paragraph (Geography classes are few) ranked fifth with a severity score of (1.84) and a percentage weight of (92%). Whereas, the two items (students' frequent absence from school) and (weak parents' follow-up of students) ranked sixth, reaching a severity of (1.73) and a percentage weight of (86.5%). The paragraph (lack of adequate means of explanation in Geography) came in seventh place, reaching a severity score of (1.68) and a percentage weight of (84%). As for the item (the disruption of permanence for several days due to the reasons the country is going through that make focusing on completing the curriculum in any way problematic), it came in eighth place with a severity score of (1.6) and a percentage weight of (80%). It is followed by the paragraph (weak encouragement by the Ministry of Education in general and the school administration in particular for skilled and creative students in Geography) at ninth rank, with a severity score of (1.5) and a percentage weight of (75%). Then the item (some teachers' frustration and their feeling of the futility of concentrating, but rather the issue for them is dropping an assignment) was ranked tenth with an intensity score of (1.3) and a percentage weight of (65%). Then came the paragraph (The student's view of the Geography subject that it is difficult, dry, unpleasant, and devoid of suspense) with a degree of severity of (1.2) and a percentage weight of (60%). Finally, the paragraph (lack of teachers, male and female, who are highly competent in teaching Geography) came to be the last problem facing high school students in studying Geography, and it was ranked eleventh with a severity score of (1.18) and a percentage weight of (59%).

CONCLUSIONS:

Through collecting data and analyzing the results, the researcher concluded the following:

1- The problems facing high school students in studying Geography are summarized in:

- It relates to the student and the environment in which he lives.
- Resulting from the weak academic level of the student in the secondary school.
- It is related to the curriculum and the inadequacy of classes to complete its teaching according to the objectives set for it.
- It is related to the school and its lack of the most basic requirements for teaching Geography and the relevant means of teaching it, including modern devices and equipment and means of illustration.
- It is related to the subject teacher himself through his inadequacy or failure to use modern teaching methods that make the subject more popular, enjoyable, and interesting for the student.

2- The rooted weakness of students in scientific subjects has made teachers, both male and female and educational circles familiar with this problem and reluctant to find radical solutions, considering it an existing reality.

3- The follow-up by the school supervisory body is often to evaluate the performance of male and female teachers and find out the vacancies and overflow in schools, without paying serious attention to the problems facing students and developing appropriate solutions for them.

4- Most educational counselors do not play their real role in identifying the problems facing students and ways to treat them and limit their negative effects.

Recommendations:

Based on the research findings, the researcher recommends the following:

1- Conducting continuous development courses for male and female teachers, to improve their competence and performance, and to use modern teaching methods that make the subject more acceptable and more exciting and stimulating for students.

2- Giving attention to poor-level students in Geography and not ignoring them under the pretext of wasting time. It is necessary to encourage them and urge them to follow up and study seriously.

3- Serious follow-up by specialists in the Ministry of Education for primary and high school education to raise the educational level of primary school students and build a solid foundation for the student that qualifies him for the next stage, and for the student's success from one stage to the next according to merit.

4- It is necessary to focus on the practical aspect of Geography, as it is one of the applied and experimental sciences, which depends primarily on this aspect. It also makes the subject more enjoyable, more comprehensible, and more acceptable to the student.

5- It is necessary to establish special laboratories for Geography that have all the modern equipment, tools, and devices, and to circulate them to all schools to keep pace with the scientific development taking place in developed countries.

6- It is necessary to honor outstanding students and involve them in competitions held by the Ministry, its directorates, and schools, to demonstrate their creativity and encourage their development.

- 7- Encouraging the student to interact directly with the subject and the scientific activities contained therein, based on modern teaching strategies.
- 8- Activating the role of the educational counselor to find the appropriate treatment for these problems and help students confront these problems.
- 9- It is necessary for the role of the supervisory body not only to evaluate the performance of teachers but also to identify the problems facing students in general and help teachers find ways to solve them.
- 10- The Ministry should be seriously seeking to increase the quotas for Geography.

Recommendations:

- 1- Conduct a similar study: For other educational levels (such as primary and secondary school) and other scientific disciplines.
- 2- The most important difficulties facing male and female teachers in teaching other subjects.
- 3- Applying psychological and educational experiences and theories to treat many of the difficulties and problems facing students.
- 4- To comprehensively address the reality of public education, including issuing decisions that activate its role and regulate its working mechanism, and developing its curricula to advance its reality, similar to developed countries.

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