

**THE ROLE OF SCHOOL IN THE DEVELOPMENT OF THE STUDENTS'  
READING SKILLS AND ITS RELATIONSHIP TO THE ACADEMIC  
ACHIEVEMENT (A CASE STUDY TO THE BASIC SCHOOL OF AL-FADIL BIN  
ABBAS)**

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**ABSTRACT:** *The present study aimed at identifying the role of school in the development of the students' reading skills and its relationship to their academic achievement. In order to achieve the goals of the study, the researcher followed the descriptive analytical approach where upon the study sample consisted of (125) students from the overall population of the study which reached at (1498). Following the application of the study tool, the researcher came to a result which indicates the presence of an effective role to the school in the development of the students' reading skills. Moreover, it stated that there is a positive direct relationship between the students' reading skills and their academic achievement. The researcher recommended the necessity of spreading awareness among the Arabic language teacher of the importance of enabling their students of the basic reading abilities before teaching them the principles of syntax, semantics and criticism or else.*

**KEYWORDS:** Teacher, Student, Reading, Achievement.

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**INTRODUCTION:**

It is widely recognized that education is the social process through which the human character is developed in all its mental, psychological, social and physical aspects in accordance to the prevailing community standards, values and attitudes in addition to its social roles that conform to its language meaning and codes. Education is not only restricted to the academic teaching but starts with the child since the beginning of their life and ends with their death. Therefore education doesn't start and end with school but starts with the beginning of the family life and ends with the end of that family in society. This means that school or academic teaching in all its elementary, secondary and high stages and with all its types whether theoretical, technical, practical or technological is just one of the rings in which part of education is accomplished. As a result, education is a continuous process starts with the presence of the human being in life and continues with them throughout life in the family, the school and in all other formations. (Al-Khatib, 2009)

The process of education is described by continuity and integration; it is also characterized by being a joint quotient between the academic and nonacademic education as it takes place in multiple places like home, school, the group of peers and the street and the playground under the influence press, radio and national culture. It also happens in different times and under the influence of multiple forces where the teacher takes different occupations such as tutor, father, holy man or peer and so on. (Amer, 2017)

Thus, our focus is going to be on the role of school in the development of the students' reading skills and its relationship to academic achievement.

**This is where the problem of the study stems by answering the following question:**

What is the role of school in the development of the students' reading skills and its relationship to their academic achievement?

**The problem of the study:**

Teaching institutions (schools) are of the most important institutions of the state as they hold the responsibility of fashioning the present generations which are the leaderships of the future. Therefore, the school has to be the effective tool that nourishes the students' intellect and makes them able to shoulder their assigned liabilities. Such responsibility starts by ensuring the students to achieve the maximum level of academic achievement to wide open the doors before them to accomplish their studies and excel scientifically and practically. Hence, this study will crystalize in identifying the role played by the school to develop the students' reading skills and the effect this development on their academic achievement.

**The main question of the study:**

What is the role of school in the development of the students' reading skills and its relationship to their academic achievement?

**The main hypotheses of the study:**

1. There is no statistically significant role at (0.05) of the school in the development of the students' reading skills.
2. There is no statistically significant relationship at (0.05) of the students' reading skills and their academic achievement.

**The importance of the study:**

The importance of this study appears in that it sheds light on the role layed by the school in the development of the students' reading skills and its relationship to their academic achievement where by the reading skills are the basic pillar of the student to learn and without it, the student becomes incapable to learn where the incapability of reading text puts them in a very weak situation in understanding the scientific content of the study subject.

**The objectives of the study:**

1. Identifying the role of school in the development of the students' reading skills.
2. Identifying the effect of reading skills in the academic achievement of students.

**Definitions and terminology of the study:**

1. Reading skills: a set of complicated intellectual operations connected to the physiological and mental activity of the human being as well as articulation, vision and psychological status. The process of reading is based upon four goals which are: problem-solving, recognition and articulation, criticism and balancing, and comprehension. (Yaminah, 2011)

**The procedural definition of the reading skills in this study:** it is the score attained by the students in the reading skills' test especially prepared for this study.

2. Academic achievement: represented in the knowledge acquired by the individual through scholastic program or approach to adapt with the school environment and this concept is limited to the information acquired by the learner according to a program which targets to making the learner more adaptive to the social environment to which they belong. (Jwedeh, 2015)

**The procedural definition of academic achievement:** It is the score attained by the student at the end of the year in the subject of Arabic language.

### **The theoretical framework of the study:**

A school is defined as an official social institution that performs several functions and tasks most importantly teaching, conveying culture and education and finding the appropriate environment for mental, physical, emotional and social development by which the study is divided over several stages: elementary, preparatory, secondary. (Jawdat, 2001)

### **The importance of the school:**

The importance of the school comes in its being a subordinate extension to the role of the family in upbringing and educating the child. It has great value and importance as such:

1. Complementing the educational role of the family: the school is the second home of the student where they spend a large part of their time. It is where the role of the educators and teachers integrates with the role of the family in educating the child to reach the stage of mental maturity. The school phase is of the important phases in the march of children from childhood to adolescence as it contributes in shaping their personalities and has its influence in teaching them the basic values, principles and sciences.
2. Simplification and removing complexity: civilizations and cultures and sciences complicate in a way which makes it difficult for children to understand and comprehend, and here comes the role of school in simplifying sciences and principles through the best methods that agree with their understanding to enable them to deal with the surrounding world with no fear, confusion or indifference.
3. Refining and purifying sciences: the school purifies sciences from impurities, faults, lies, exaggeration and personal considerations to produce them to students in their pure and real form to generate sound minds that have correct knowledge.
4. Expanding the child's horizons and developing their experiences: the school gives the child experience through their interaction with the surrounding environment and the situations they encounter in addition to the former humanistic experiences which are added to the stock of their experiences.
5. Enhancing homogeneity and harmony among children: children from different environments and cultures come to school. You find differences in wealth, poverty and social status and so on for this reason; the school seeks achieving homogeneity and harmony in spite all these differences through Islamic educational principles.
6. Giving children different skills: the school gives children social skills such as team work, communication with others and other skills that contribute in upgrading the level of the child intelligence and interaction with the surrounding environment. It qualifies him to face life and the labor market. If a child receives education at home, he will lose all these skills, will

be isolated away from his peers and will be deprived from all these beautiful memories that would have greatly affected his fashioning.

7. Taking care of the talented child: one of the school's basic tasks is to help the students discover their talents and making use of their mental and intellectual abilities. It also has to greatly contribute in developing the abilities and potentials of talented students. Moreover, supporting their talents and building their personalities in a balanced way. (Al-Dalimi, Al-Dalimi, 2004)

### **School characteristics:**

A school has characteristics that distinguish it from other institutions, such as:

1. It depends on scientific foundations derived from researches and studies concerned with the study of human behavior and attitude, such as education, psychology and sociology.
2. The school is an educational environment that simplifies the transfer of information and experiences to students, ranging from simple to complex and easy to difficult.
3. The school is a cultural and social environment that is framed by a set of laws and regulations and follows the social and cultural context of the society in which it is located.
4. The school is a social institution based on planning to reach the desired goals. The school establishes the system in the minds of its students as the system of reward and punishment.
5. The school has a social authority and it has its own curriculum and track, as well as special teaching methods.
6. The school raises the sense of loyalty and belonging to it and to the community and the nation in the hearts of its students. (Sharqawi, 2012)

### **School functions:**

A school has many functions, such as:

1. Taking care of the cultural heritage.
2. Provide an educational social environment.
3. Caring about the problems of society and reference.
4. Finding social control.
5. Developing students' reading and writing skills. (Al-Shahrani, 2014)

### **The school and developing the students' reading skills:**

There are many methods that can be followed by the teaching board in any school for development the students' reading skills, including the following:

1. Training students to read in an expressive and representative way of the meaning, where the movements of the hand and expressions of the face and eyes take place. Here emerges the importance of typical reading from the side of the teacher in all stages to be imitated by students.

2. Paying attention to silent reading, as for a student won't be good at performing the text unless he understands it correctly. Therefore, the student should begin to understand the overall meaning of the text through silent reading, and the teacher discusses the text with the students before reading aloud.
3. Training students to read correctly, in terms of taking into account the correct form of words in particular or the latest.
4. Dealing with new words in many ways such as: use in a useful sentence, stating synonyms, stating opposites, the method of representation, the method of drawing, all these methods should be performed by the student, not only the teacher, there should be a discussion by both. There is another way to treat the new words which is the method of tangible means such as the meaning of the word lexicon and the word helmet, and this method is carried out by the teacher himself.
5. Training students to be courageous while reading and to practice in front of others with a clear voice, moreover; to perform without hesitating, stammering or being shy, therefore we emphasize the importance of the student to read the text in front of his colleagues, and also training the student to stand correctly and to hold the book correctly and never allow the student to read aloud seated.
6. Training students on reading in suitable speed and proper voice because it is noticeable that some teachers in the elementary stage ask the students to read loudly which affects their health especially their throats.
7. Training students to understand and organize ideas while reading.
8. Training students to read sentence by sentence not word by word and also training them on favorable pauses.
9. Training students on the ethical taste of the text and the artistic feeling and emotional passion with the wonderful expressions and meanings.
10. Enabling students to focus and summarize the subject they read.
11. Encouraging the excellent students in reading in different ways like moral encouraging and allowing them to read and recite in the school broadcast and other encouraging methods.
12. Planting the love of reading in the students and developing and encouraging the reading tendency of the students in addition to encouraging them on free reading out of the school subjects as well as holding competitions and providing incentives to develop this tendency.
13. Training students to using and exploring dictionaries favorably in the library.
14. Training students on translating punctuation marks to the feelings they represent not only in voice but also in facial expressions.
15. The lesson should not be ended unless the teacher turns it to an extension to the domestic or library reading.

16. Treating weak students by making them focus with the teacher during typical reading and taking them by patience and leniency as well as encouraging those who achieve progress. (T'aymeh, 2002)

**As for the students' mistakes, they can be corrected through the following methods:**

1. Allowing the first public reading without correcting mistakes except those which may distort the meaning.
2. After the student finishes reading the sentence which involved a mistake in one of its words we ask him to repeat it drawing their attention to the mistake to obviate it.
3. It's possible to seek the help of some students to correct the mistakes of their fellow readers.
4. The student may commit a syntactic or semantic mistake were upon the teacher should refer to the rule accidently through discussion.
5. The student may commit a pronunciation mistake because of their ignorance to its meaning and this can be treated by the teacher by arguing with the student to make them realize their mistake with the participation of all other students.
6. Educationalist believe that if the student's mistake was trivial, especially concerning good students, to harm to ignore the mistake and not to interrupt the student. (Mamduh, 2000)

**The Methodology and procedures:**

The study population and sample: The study population consisted of the basic eighth grade students for the academic year (2017/2018) in the schools affiliated to Jerash directorate of education (the center) who counted (1498) students, the study sample consisted of (125) students of the basic eighth grade who were chosen following the random cluster method representing (0.08) of the local society. The study sample was embodied in three classes of one of the chosen schools through the purposive method (the basic school of Al-Fadil Bin Abbas for boys). The reading skills test which was prepared for this study was applied on the students after which data was collected and tabulated to be examined later through the statistical program (SPSS).

**The study tool:**

The researcher prepared one main searching tool which is a test that involves twenty items simulating the reading skills of the eighth grade students in the subject of Arabic language. The tool was prepared after referring to the previous studies and the appropriate theoretical literature such as (Al-Tahir, 2014), (Amer, 2017), (Joedah, 2015).

**Statistical treatment:**

The data of this study was treated according to the following methods:

1. Using Cronbach's Alpha coefficient to determine the reliability of the tool.
2. Arithmetic means and standard deviations.
3. (T-test) One-Sample Statistics.
4. Pearson Correlation coefficient.



**Reliability of the study tool:**

The researcher used the test and re-test method with a time span of two weeks on a random sample other than the original sample and from the same study population to identify the reliability of the study tool after which he specified the relationship between them through special uses of Pearson correlation coefficient. The value of correlation was (0.87), it is a value that represents the study tool reliability, moreover; it is statistically and educationally acceptable for such type of researches.

**Analyzing data and testing the study hypotheses:**

**The first main hypothesis:** there is no a statistically significant role at Alpha (0.05) for school in developing the students' reading skills.

**Table (1) the Arithmetic means, standard deviations and the T value of the study sample members' responses to the study tool**

Number	Arithmetic mean	Standard deviation	T	df	Sig
125	17.00	0.68	6.35	124	0.00

The previous table shows that there is a statistically significant effect at Alpha (0.05) of the school in developing the students' reading skills. The calculated significant value was less than the value of Alpha (0.05) thus, we accept the alternative hypothesis and we reject the null hypothesis. The value of the arithmetic mean of the sample members' responses (17.00) shows the effectiveness of the school in developing the students' reading skills; as a result, this shows the great role of the school through the Arabic language subject of the eighth grade students in developing their reading skills.

**The second main hypothesis:** There is no statistically significant relation at Alpha (0.05) for the students' reading skills and their academic achievements.

**Table (2) the value of Pearson correlation coefficient between the reading skills test and the final marks of the study sample members**

Correlations			
		test	Final
<b>test</b>	Pearson Correlation	1	.842
	Sig. (2-tailed)		0.000
	N	125	125
<b>Final</b>	Pearson Correlation	.842	1
	Sig. (2-tailed)	0.000	
	N	125	125

From the previous table we find that there is a statistical significant correlation between the reading skills test and the final mark of the eighth grade students on whom the test was applied, this indicates that there is a positive relation between students' reading skills acquiring and their academic achievement by the end of the academic year. In other words, the better the student's reading skills are the better his academic achievement is. This can be attributed to the great importance of the student's how-to-read learning before being engaged in understanding and analyzing the scientific material. Who cannot read, will not be able to understand, analyze or even memorize.

### **The study results:**

1. There is an effective role for the school in developing the students' reading skills.
2. There is a positive direct relation between the students' reading skills and their academic achievement.

### **Recommendations:**

1. Raising awareness among the Arabic language teachers of the importance of empowering their students with basic reading abilities before being engaged in teaching them semantics, syntax, criticism, etc.
2. The Arabic language teachers' first goal should be focusing on the correct reading, and without achieving this goal, they will not get any satisfactory result from their students.
3. Conducting a number of studies in order to identify the basic stage students' weaknesses in reading skills' learning, and developing appropriate solutions for them.

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