

LEARNING AND TEACHING BETWEEN ENJOYMENT AND BOREDOM AS REALIZED BY THE STUDENTS: A SURVEY FROM THE EDUCATIONAL FIELD

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Abstract

This study aimed at investigating the factors that affect students' enjoyment in learning and teaching as recognized them self's. To achieve the purpose of this study the researcher developed a study instrument consisted of 45 items and distributed to five sub-domains. The study followed a descriptive analytical method. Validity and reliability were tested, then distributed on (637) students from upper elementary grades. Results of the study showed that "the implementation of learning resources" (83.74%) is the most important factor that affects students' enjoyment. The lowest factor that influences students' enjoyment of learning is "the teachers' teaching style" (56.93%). Further, the results showed that some factors such as: the implementation of learning resources, student's role in the classroom, and the administrative role are more influential in favor of female students. In addition, students' of high achievement increases their enjoyment level during utilizing learning resources. However, the impact of teacher's role on students' enjoyment was the least affected factor for students who have lower achievement level. Furthermore, there are no statistically significant differences related to the level of the school. In light of the findings, the researcher recommends that there is a need for providing opportunities that increase the active role of students. Further, administrators should engage more with students' activities. Crucial factors that increase enjoyment levels of students include focusing on implementing learning resources in teaching and encouraging students who have low achievement levels in the activities.

Keywords: Enjoyment of learning, enjoyment of education, students' role, teacher's role, administrative role

Introduction

In the educational field educators do not expect that all of their students love their classes or have positive attitudes toward them. They find that students who care about the class are the ones who turn in their assignments on time. When students love their teachers and feel that they have a passion toward teaching, they enjoy each moment in the class and they seem eager to learn the teacher's objectives. This fact emerged from the schools philosophy that guides teachers to provide an interactive teaching and learning environment. In this regard, effective teachers look for ways to facilitate students' engagement in the teaching and learning process.

Any of us may wonder: What makes a student eager to learn? And what makes him caring about it? What makes a student engaged and enjoyed by the learning process? All these and other questions lead us to reflect and think about teachers' efforts of providing a welcoming environment for their students. According to Quina (1989) when the students and their teacher laugh together, they often prefer to work together.

Studies and qualitative interviews indicate a relationship between teacher's enjoyment of teaching and student's enjoyment in learning process (Scherer, 1986). In addition, teacher's passion in teaching affects student's interaction with the lesson, and increases the enjoyment during class time (Witt, Wheelless, & Allen, 2004). However there is paucity in research that demonstrate the relationship between the teacher's enthusiasm and enjoyment of teaching and students' passion toward learning.

The passion of the teacher and his/her temperament has a clear effect on students in the classroom. If the teacher wants to create a happy environment for the students, he or she should be happy when he or she enters the classroom. When students notice this level of teacher enjoyment and pleasure they soon become happy for just seeing the happiness of their teacher (Pekrun, 2000).

Many interviews with teachers indicate a positive relationship between teacher's enjoyment in teaching and students' enjoyment in the class. , Teachers' enjoyment in teaching usually increases his or her enthusiasm in teaching practices. When students observe this enthusiasm, the level of their enjoyment increases (Witt, Wheelless, & Allen, 2004).

Research Problem and Questions

The first research question is: What are the factors that increase the enjoyment of learning and teaching among students at the basic stage from the students' viewpoints?

The second question: Is there a statistically significant differences ($\alpha = 0.05$) in enjoyment of teaching practices among students at the basic stage from the students' viewpoints due to the following variables: Gender (male,

female), and academic grade level (eighth, ninth, tenth), and the level of academic achievement (low, average, good).

Research Concepts and procedural Definitions

- **Enjoyment of Learning:** Enjoyment is a state of emotional or psychological happiness (Kuppens, 2008), In this research it will be measured by the degree that the student will get after responding to the research instrument.
- **Achievement level:** Is the student achievement rate in mathematics in the semester that preceded the application of the study.
- **Study level:** is the grade level of the student. It included the three basic grades: eighth, ninth and tenth grades.

Research Limitations

This research was restricted to the basic school students in the capital, Amman. It was implemented in the second quarter of the academic year 2014/2015. The dissemination of the research results depends on the sample size, the characteristics of selected sample, and psychometric properties of reliability and validity of research instrument.

Purpose of the Research

This research aimed at finding out the preferred aspects that make students at basic stage enjoyed learning and teaching. In addition, it investigated of the students' preferences of teaching methods favored by students. Furthermore, it highlighted the respective roles of the student, the teacher, and the administration which would make the school and the classroom attractive environments for students, and thus induce them to engage in the learning process which leads to the achievement of learning outcomes.

Research Importance

Knowing the preferred teaching methods among students is considered a fundamental issue in the promotion of education. When students tell us about their preferences learning styles helps teachers and researchers to improve the quality of education in schools. This research attempt is to reveal information for teachers and school administration that help to provide a safe and engaged environment that is full of joy to facilitate scientific learning.

Theoretical Framework

Formal education does not mean only giving knowledge, information and skills to students, but also it comprises providing the meaning of

happiness associated with education and achievement among students (Schutz & Pekrun, 2007). Some educators believe that feeling happy is significantly associated with motivation to learn, self-regulation, and performance (Pekrun, 2006). A happy feeling throughout gaining knowledge and learning is a vital basis to engage in the educational context (Schiefele, 1991; Hidi & Renninger, 2006). School should work hard to make education a joyful process that consisted of enjoyable learning methods. Some educators believe that the absence of pleasure in the education context a leading cause of low achievement that does not reflect the actual and true potential of students. . The relationship between pleasure and attainment of education among students is very important. Enjoyment in learning is no less important than the importance of health and security of the students. Enjoyment in learning is considered as one of the students' rights in the educational context or a vital tool that raises student's academic achievement in subject areas (Griffin, 2005; Goetz, et al., 2006).

When students feel happy and satisfied his or her motivation to learn will increase. This will guide to the highest achievement since teacher's practices are consistent with students' learning pattern (Dun & Dun, 2002). This fact prompted educators to pursue the search for teaching methods that excite students and engage them in teaching and learning. This will guide them to become constantly active in learning. Enjoyment in teaching experiences guide student to more commitment in the implementation of learning activities (Biddle & Smith, 1991).

Pleasure or lacks of it are important and critical factors that drive students for more engagement in the activity. On the other hand, when students do not find pleasure in learning or during the implementation of activities they often withdraw from the educational situation and focus their attention on other things that give them enjoyment (Briggs, 1992). Further, students who read to enjoy are the best in their ability to provide opportunities for themselves and to practice what they learn in school (Gibbons, 2010.)

Students' enjoyment in learning is essential in stimulating students' motives which push for energies and guide students to engage actively in learning and teaching process (Martin, 2006). The main reason of students' anger and their resistance to what is requested from their teachers is the boring educational activities that do not attract them.

Many educators use the concept of "enjoyment of learning" a synonymous to many concepts such as: "amusement, satisfaction, playing". However enjoyment of learning is the pleasant emotional state of the learner during the learning and education process due to experiencing a positive situation that motivates the learner to complete the task to persevere this feeling (Hartley, 2006).

The student's sense of enjoyment while learning is important to the success of the educational process. Student's enjoyment makes him more motivated to learn. Some studies indicate that the students' engagement is linked to a high degree to their pleasant feeling. As a result, cheerful atmosphere should be permeated in the educational process (Gentry et al., 2000; Renzulli, 1994). This implies that the lack of enjoyment in education leads to failure in learning (David et al., 2003). As a result, teacher's enjoyment in teaching and student's enjoyment in learning should be investigated due to their vital effect on the quality of teaching and learning (Kunter et al., 2008)

To investigate the favorite teaching methods a study by Mana' (2005) was conducted. The study sample consisted of (579) students from ninth grade in 26 public and private schools in Riyadh city in KSA. The findings revealed that the most preferred teaching methods are verbal interaction with the teacher, collaborative work, and the methods that infuse observation and comparison. Least preferred methods include: learning through recitations, and self-reliance in the acquisition of knowledge. In addition, students pointed out that they prefer the educational situations that stimulate interest, challenge, and provide choices and fun opportunities. Furthermore, the students highlighted that there is a limited compatibility between the common teaching methods and preferred learning styles.

Another study was conducted by Frenzel, et al., (2009) and aimed to examine the relationship between teacher's level of enjoyment and students' enjoyment. The study sample included (1542) students. The results showed a positive relationship between teacher's enjoyment in teaching and students' enjoyment. The students' enjoyment positively affected by enthusiastic teacher.

The aim of Santa (1998) study was to learn more about students' learning preferences in Kansas State. Thirty four college students and (31) students from secondary schools were interviewed and asked describe the experiences that they enjoy. In addition, the participants were asked to describe a typical teacher who helped to make education a fun experience for them. The study results showed that students appreciate participation in the classroom and they see that their positive relationships with their teachers were inspiring for them. As a result, the interaction with their peers and their teachers was the main source of happiness for them.

The other study conducted by Chan (2001) explored the favorite learning methods among talented students. The study consisted of (398) students in secondary schools in the (Hong Kong). The results of the study showed that gifted students and ordinary students pointed out some similar preferred methods. However ordinary students did not prefer challenging

activities that may expose them to failure whereas gifted students preferred independent activities.

A Comment on Previous Studies

Reviewing previous studies indicate that previous literature the preferred learning styles (inhibitor, 2005; (Chan, 2001, some of them were applied on talented students, and discussed the relationship between the teacher's enjoyment student's enjoyment of learning, and incentives that improve quality of teaching. This study is distinguished due to its sample that covers adolescence stage. That is, there are no previous studies have examined the topic with the current study population.

Research Methodology

This study followed the descriptive method, which relies on the collection of information about the phenomenon under study and put them in qualitative and quantitative aspect, in order to benefit from it in the study of the problem under consideration.

Research Population and Sample

The research population consisted of all students in the upper basic stage in public and private schools in the city of Amman. The sample consisted of (656) students who were chosen randomly from among (8) schools: (3) private schools and (5) public school.

Research Instrument

For the purpose of this research the researcher developed an instrument to find out aspects that increase student's enjoyment of learning. The instrument included (45) items based on Likert Scale (Strongly agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), and in the case of negative items the scale is reversed. This instrument has been distributed to the following four aspects:

- Asking questions and classroom management dialogue; represented in (9) items.
- Implementation aids, represented in (7) items..
- The role of the student, represented in (6) items.
- Teacher's teaching style, represented in (10) items.
- The role of the school administration and the school system, represented in (13) items.

The instrument has been included 21 negative items out of 45 items.

Instrument Validity and Reliability

To check the validity of the instrument, it has been verified by a group of arbitrators: faculty members in Curriculum and Instruction, Psychology, Measurement and Evaluation disciplines in Jordanian universities. They arbitrators were asked to give their comments and views on the readability of items, suitability for the domain that they measure, and adding appropriate suggestions regarding deleting, modifying, and adding further items. The arbitrators' comments that approved by (80% or more) of the arbitrators were modified according to their comments. To investigate the reliability of the instrument, it has been applied to the exploratory sample (30) students out of research sample. Then results have been calculated by Cronbach's Alpha coefficient of total and sub-aspects. The values of Cronbach's Alpha Coefficient are presented in the Table (1).

Table (1): Cronbach Alpha Coefficients for the total and sub-aspects

Aspect	Cronbach Alpha Coefficient
Asking questions and classroom management dialogue	%86
Implementation of aids	%83
The role of student	%78
Teacher's teaching style	%83
The role of the school administration and the school system	%88
Total	%94

From Table (1) results it is clear that reliability coefficients are suitable for conducting the research procedures

Research Procedures

This study went through a series of procedures that could be clarified as follows:

- Reviewing the previous literature and studies related to the research focus.
- A set of open-ended questions were distributed to participated students and analyzed to determine the point of view of students.
- Research instrument was developed, the validity and reliability were checked, and it was edited in final form.
- The study instrument was distributed to a group of students in private and public schools.
- Hard copies of the surveys were collected and the data was entered in the computer, where the scale of negative items was reversed.
- Data were unloaded on a computer, and "Statistical Packages of Social Sciences" software (SPSS) was used to analyze the collected data. .
- Draw conclusions, and discuss them.

Statistical Treatment

To answer the research questions, the Means and Standard Deviations were calculated. In addition, to find out significance of differences between the Means the t-test was used for independent samples. Further, One-Way ANOVA was implemented.

Research Results and Discussion

Results related to the first question

The first question is: “What are the factors that increase the enjoyment of learning and teaching among the upper basic stage students from the students’ viewpoints?” To answer the questions Means, Standard Deviations, and proportional significance for the total and sub-aspects were calculated. In order to facilitate judging of results, a criterion of results judgment was selected based on dividing the measurement level into four categories as follows:

(1 to Less than 1.75 = low), (1.75 to less than 2.5 = Average), (2.5 to less than 3.25 = high), and (4 - 3.25 = very high). Table (2) shows related results.

Table (2): Means, Standard Deviations, and proportional significance for the total and sub-aspects

Aspects	Mean	Standard Deviation	Proportional Significance	Degree
Implementation of aids	3.35	.439	83.74%	Very high
Asking classroom questions and managing dialogue	2.97	.348	74.34%	High
The role of student	2.91	.467	72.81%	High
The role of the school administration and the school system	2.91	.390	72.5%	High
Teacher’s Teaching style	2.28	.466	56.93%	Average
Total	2.84	.233	71.2%	High

Table (2) shows that the "the implementation of aids" in teaching is the most important factor that increases students' enjoyment in learning process. This factor's Mean was (3.35) with a percentage of (83.7%). Second factor was "asking classroom questions and managing dialogue". Its Mean was (2.97) and the percentage was (74.34%). Third factor was, "the student's role in the class" and it's Mean (2.91) and the percentage (72.81%). The fourth factor that influences students' enjoyment of learning is "The role of the school administration and the school system" with a Mean (2.91) and a percentage (72.5%). Finally, the lowest factor that influences students' enjoyment of learning was "the teacher's teaching style" with a Mean (2.28) and a percentage (59.93%). The previous results indicated that students' role

affect students' enjoyment of learning more than the role of school administration and the teacher's teaching style.

After reviewing these results, it is obvious to infer that teachers should implement the instructional aids in his or her teaching practices in order to achieve high level of students' enjoyment in learning. This implementation would attract the attention of students and enable them to connect new learned knowledge with their previous experiences. In addition, it seems so logical when students believe that the factor of “asking classroom questions and managing dialogue” during teaching process is as important as the factor of “implementation of aids” because interesting dialogue is an attractive method to students that empowers them to learn, especially if the dialogue included a sense of humor, respect for students, and estimate their perspectives. That is, students who have the chance to exchange ideas with their teachers often feel enjoyed because they feel close to them. This dialogue enables students to get to know about the interests of their teachers. So, the teacher could share his or her interesting experience when he or she was a student that would allow students compare what in their memory between their experiences and the experiences of their teacher. That is, students are inclined by nature to remember the fun experiences and hide the unpleasant aspects of their expertise. So, they look for aspects that increase their enjoyment of discussion during their learning process.

The research participants did not consider a great importance of the teacher's teaching style as a factor that affects students' enjoyment of learning. Maybe they consider this aspect as a "style used by the teacher to transfer information and data only", forgetting other aspects of the teacher's teaching style such as the style of dealings with them and how much guidance and directions they may received from him or her. Below is a breakdown of results by sub-aspects.

First aspect: Implementation of aids”

Table (3) shows Means, Standard Deviation, the proportional significance of the items of the “Implementation of aids” aspect, and the degree of each item.

Table (3): Means, standard Deviations, the proportional significance, and the degree of the responses of students to the aspect of “implementation of aids”

Item	Mean	Standard Deviation	Proportional significance %	Degree
I feel happy when the teacher uses instructional aids to illustrate ideas.	3.79	.524	94.75	Very high
I enjoy learning when the teacher gives examples to illustrate ideas	3.67	.636	91.75	Very high
I feel happy when the teacher uses illustrated drawing to demonstrate ideas.	3.52	.728	88	Very high
I feel happy when the teacher gives us a lecture outside the classroom	3.40	.878	85	Very high
I feel happy when the teacher uses examples of popular culture to illustrate ideas.	3.38	.764	84.5	Very high
I enjoy learning when the teacher uses computer applications to illustrate ideas	3.32	.882	83	Very high
I am weary of the use of the instructional aid to illustrate ideas	2.57	1.114	64.25	High
Total	3.35	.43875	83.74	Very high

It is evident from the above table that the implementation of aids brings enjoyment for the students. This aspect received a high estimate with a Mean (3.35), percentage (83.74%), and its degree was very high. The item: “I feel happy when the teacher uses instructional aids to illustrate ideas” got the highest Mean (3.79) and percentage (94.75%), and its degree was very high. This aspect followed by the item of “I enjoy learning when the teacher gives examples to illustrate ideas ” that had a Mean (3.67) and percentage (91.75%) and its degree was very high. The item of “I feel happy when the teacher uses illustrated drawing to demonstrate ideas” came in the third rank with a Mean (3.52) and percentage (88%). In the fourth rank the item of “I enjoy learning when the teacher uses computer applications to illustrate ideas” came with a Mean (3.32) and percentage (83%), and its degree was very high. In the last rank, the item of “I am weary of the use of the instructional aids to illustrate ideas” came with a Mean (2.57) and percentage (64.25%) and its degree was high.

Second aspect: “asking classroom questions and managing dialogue”

Table (4) shows Means, standard deviation, proportional significance of the items of the “asking classroom questions and managing dialogue” aspect, and the degree of each item.

Table (4): Means, standard Deviations, proportional significance, and the degree of the responses of students to the aspect of “asking classroom questions and managing dialogue”

Item	Mean	Standard deviation	Proportional significance %	Degree
I feel happy when the teacher uses dialogue method to discuss ideas.	3.78	.508	94.45	Very high
I enjoy the class when it has fun during discussing ideas	3.55	.742	88.75	Very high
I prefer that the teacher provides opportunities for students to discuss ideas among themselves	3.55	.658	88.75	Very high
I enjoy class that has issues promote thinking	3.37	.847	84.25	Very high
I feel happy when the teacher laughs with us in the class.	2.86	.991	71.5	high
I do not prefer the teacher who continue speaking on the subject	2.75	1.017	68.75	high
I am bored of the teacher’s questions that embarrasses me	2.59	1.153	64.75	high
I do not enjoy classes when teacher allows students jokes	2.24	1.124	56	Average
I do not like the teacher who is tough in dealing with students	2.20	1.069	55	Average
Total	2.97	.3476	74.43	High

It is evident from the above table that the aspect of “asking classroom questions and managing dialogue” affects students’ enjoyment of learning. It received a high degree with a Mean (2.97) and percentage (74.43%). Item of “I feel happy when the teacher uses dialogue method to discuss ideas.” has got the highest Mean (3.78) and percentage (94.45%), and its degree was very high. This item followed by two items “I enjoy class when it has fun during discussing ideas” and “I prefer that the teacher provides opportunities for students to discuss ideas among themselves” with a Mean (3.55) and percentage (88.75%). Before the last rank, the item of “I do not enjoy classes that teacher allows students jokes” came with a Mean (2.24) and percentage (56%). The item of “I do not like the teacher who is tough in dealing with students” got the last rank with a Mean (2.20) and percentage (55%). Previous results revealed that students were happy when their teachers have dialogue and discussion with them. They are looking for moments of fun and

banter in the classroom. That is, students are remembering their teachers who used to laugh and have fun with them. Glasgow and Hick (2009) addressed that students would improve their achievement when a teacher laughs and has fun with them. However, students do not like the teacher who is tough in dealing with them, but they feel happy if the teacher laughs with them.

Third aspect: “the student's role in the class”

Table (5) shows Means, Standard deviation, Proportional significance of the items of “the student's role in the class” aspect, and the degree of each item.

Table (5): Means, Standard Deviation, proportional significance, and the degree of the responses of students to the aspect of “the student's role in the class”

Item	Mean	Standard deviation	Proportional significance %	Degree
I feel happy and enjoy learning when I successfully solve the problems of my colleagues in the class	3.54	.831	88.5	Very high
I prefer classes that allow me to discover new ideas and information.	3.46	.857	86.5	Very high
I enjoy classes that allow me to do assignments by myself.	3.33	.884	83.25	Very high
I feel bored when the students present and discuss ideas in the classroom.	2.65	1.132	66.25	high
I love missing a class that would be provided and taught by one of the students.	2.64	1.138	66	high
I feel bored when the teacher wants to finish the curriculum without considering students' learning and understanding.	2.11	1.171	52.75	Average
Total	2.91	.467	72.81	high

It is noted from the table that the aspect of “the student's role in the class” got a Mean (2.91) and percentage (72.81%), and high degree in influencing students' enjoyment of learning. The item of “I feel happy and enjoy learning when I successfully solve the problems of my colleagues in the class” got the highest Mean (3.54) and percentage (88.5%), and degree was very high. This item followed by the item of “I prefer classes that allow me to discover new ideas and information” with a Mean (3.46) and percentage (86.5%), and degree was, also, very high. In the third rank, item of “I enjoy classes that allow me to do assignments by myself” came with a Mean (3.33) and percentage (83.25%). The item of “I love missing a class that would be provided and taught by one of the students” came before the

last rank and got a Mean (2.64) and percentage (66%), and the degree was high. In the last rank, the item of “I feel bored when the teacher wants to finish the curriculum without considering students’ learning and understanding” came with a Mean (2.11) and percentage (52.75%), and its degree was moderate.

Fourth aspect: “teacher’s teaching style”

Table (6) shows Means, standard deviation, proportional significance of the items of “the teacher’s style of teaching” aspect, and the degree of each item.

Table (6): Means, Standard Deviations Proportional significance, and the degree of the responses of students to the aspect of “the teacher’s teaching style of teaching”

Item	Mean	Standard deviation	Proportional significance %	Degree
I feel happy when the teacher connects the subject of the lesson to our daily lives	3.69	.650	92.2	Very high
I feel happy in the classes that teacher uses new teaching methods	3.63	.715	90.75	Very high
I feel happy when the teacher discusses ideas out of the context of the lesson	3.03	.963	75.75	High
I’m bored of subject that is detailed and need long time to be understood.	2.11	1.064	52.75	Average
I’m bored of frequent homeworks that I cannot perform	2.08	1.126	52	Average
I’m bored of classes that have too much of scolding students	1.92	1.107	48	Average
I’m bored of inability of teachers on classroom management	1.79	1.085	44.75	Average
I’m bored of the classes where teacher discriminate students	1.68	1.059	42	Low
I’m bored of the teacher who is unfair in his dealings with students	1.67	1.039	41.75	Low
I’m bored of the classes where there is no respect for the teacher	1.64	1.024	41	Low
Total	2.28	.466	56.93	Average

It is evident from the above table that the students believe that the teacher’s teaching style of teaching has a weak impact on their enjoyment of

learning, and this aspect got Average degree with a Mean (2.28) and percentage (59.93%). The item of “I feel happy when the teacher connects the subject of the lesson to our daily lives” got the highest Mean (3.69), percentage (92.2%), and with very high degree. This item followed by the item of “ I feel happy in the classes that teacher uses new teaching methods ” with a Mean (3.63), percentage (90.75%), and very high degree. The item of “I’m bored of the teacher who is unfair in his dealings with students” came before the last rank with a Mean (1.67), percentage (41.75%), and low degree. In the last rank, the item of “I’m bored of the classes where there is no respect for the teacher” came with a Mean (1.64), percentage (41%), and low degree.

Fifth aspect: “the school administration and school system”

Table (7) shows Mean, standard deviation, proportional significance of the items of the “the school administration and school system” aspect, and the degree of each item.

Table (7): Means, Standard Deviations, Proportional significance, and the degree of the responses of students to the aspect of “the school administration and school system”

Item	Mean	Standard deviation	Proportional significance %	Degree
I feel happy when there is a schooling activity per week	3.59	.814	89.75	Very high
I feel happy when school administration conduct a dialogue with students in education issues	3.47	.797	86.75	Very high
I feel happy when school administration engage students in the school administrative activities	3.40	.853	85	Very high
I feel happy when school administration apply assertive procedures with careless students.	3.36	.909	84	Very high
I am bored of the lack of entertainment and fun aids at school	3.28	.988	82	Very high
I feel happy when school administration engage students in community service	3.24	1.014	81	high
I'm bored of the inability of teachers who could not control the class	3.23	.957	80.75	High
I feel happy when school administration engage students in resolving their colleagues behavioral problems	3.23	.971	80.75	High
I'm bored of the poor school schedule coordination	3.17	1.020	79.25	High
I'm bored of the lack of apply assertive procedures with absent students.	2.88	1.084	72	High
I'm bored of commitment to wear uniforms	1.95	1.126	48.75	Average

I'm bored of the length of the school day period	1.82	1.055	45.5	Average
I'm bored of the large number of classes in the school schedule	1.80	1.068	45	Average
Total	2.91	.390	72.5	High

It is evident from the above table that the impact of the school administration's role and the school system on the students' enjoyment of learning is high. The aspect got a high degree with a Mean (2.91) and percentage (72.5%). The item of "I feel happy when there is a schooling activity per week" got the highest Mean (3.59), percentage (89.75%), and very high degree. This followed by the item of "I feel happy when school administration conduct a dialogue with students in education issues "which got a Mean (3.47), percentage (86.75%), and high degree. The item of "I'm bored of the length of the school day period" had the rank before the last with a Mean (1.82), percentage (45.5%), and low degree. While the item of "I'm bored of the large number of classes in the school schedule" came in the last rank with a Mean (1.80), percentage (45%), and moderate degree.

It is noted that the students feel happy if they had a comfortable atmosphere for discussion, dialogue, and exchange of views and opinions, and it may have a positive psychological impact on them because it let them feel secure and closer to their teachers. That is, students feel teacher's cordiality when he or she listens to their views. The teacher's acceptance and cordiality empower the students' enjoyment of learning. The teacher's dialogue and classroom management enables students to realize that they have an important role in the school, they are part of the school system, and they have responsibility to participate positively and effectively in the success of the school. So, the success stories are the experiences that achieve students' happiness and pleasure.

The results related to the second question

The second question: "Are there statistically significant differences ($\alpha = 0.05$) in enjoyment of teaching practices among students at the upper basic stage from the students' viewpoints due to the following variables: Gender (male, female), and academic grade level (eighth, ninth, tenth), and the level of academic achievement (low, average, good)?"

To answer this question, the Means, standard Deviations, t-test were calculated to find out the differences between independent samples, One-Way ANOVA, Tukey test to find out the posteriori comparisons. The following is a breakdown of the results by variables sequence.

First: According to the Gender

Table (8): Means, Standard Deviations, the results of the (t) test of the responses of students according to gender

Aspects	Gender	Number	Means	Standard deviation	(t) Value	Degrees of freedom	Statistical significance
Asking questions	Male	375	2.9612	.36803	-1.089	637	.277
	Female	264	2.9916	.31624			
Implementation of aids	Male	375	3.2785	.47839	-4.978	637	<u>.000</u>
	Female	264	3.4508	.35221			
The role of student	Male	371	2.8562	.49045	-3.640	633	<u>.000</u>
	Female	264	2.9918	.42003			
Teacher's style	Male	374	2.2856	.47156	.541	634	.589
	Female	262	2.2653	.45769			
The role of the administration	Male	374	2.8836	.40398	-1.970	634	<u>.049</u>
	Female	262	2.9454	.36740			
Total	Male	375	2.8164	.23760	-3.317	637	<u>.001</u>
	Female	264	2.8780	.22242			

From reviewing the entire results in above table and especially the t test results, the researcher found out that the differences between the Means of total and sub-aspects that influence students' enjoyment of learning and teaching are statistically significant at ($\alpha = 0.05$) and attributable to the gender except for the aspects of "asking questions" and "management dialogue". However, the differences in the aspect of teacher's teaching style are insignificant. In sum, all the differences were in favor of females.

Possibly, the indicated differences are attributed to female students because: 1) they prefer the implementation of aids during learning, 2) due to their high GPA, they prefer participating in the class discussion, 3) their

interest in pre-preparation before the class is more than male students. In addition, the differences could be attributed to female students because female students are more eager to competition compare with male students. This is due to traditions and customs that do not allow the girl to leave her house whenever she wants. So, this situation empowers them to find out their self-realization through a positive and an active participation in the class. Further, female students' enjoyment of learning may come from participating in the classes that makes them much known to their teachers and school administration. Furthermore, female students' enjoyment of learning could come from their success in fulfillment of their duties in a perfect way which makes them much known to her teachers and school Administration.

Second: According to study level

Table (9): Means and Standard Deviations of the responses of students according to the variable of study level

Aspect	Grade	Number	Mean	Standard deviation
Asking questions	Eighth	207	2.9764	.32814
	Ninth	215	2.9819	.37096
	Tenth	216	2.9660	.34124
	Total	638	2.9747	.34698
Implementation of aids	Eighth	207	3.3602	.45237
	Ninth	215	3.3389	.45451
	Tenth	216	3.3505	.41146
	Total	638	3.3498	.43909
The role of student	Eighth	206	2.9660	.48632
	Ninth	213	2.8975	.47257
	Tenth	215	2.8775	.44006
	Total	634	2.9130	.46721
Teacher's teaching style	Eighth	207	2.2899	.47187
	Ninth	213	2.2840	.48586
	Tenth	215	2.2581	.44113
	Total	635	2.2772	.46600
The role of the administration	Eighth	207	2.9138	.43593
	Ninth	213	2.9036	.37478
	Tenth	215	2.9106	.36001
	Total	635	2.9093	.39049
Total	Eighth	207	2.8622	.22401
	Ninth	215	2.8324	.25598
	Tenth	216	2.8327	.21773
	Total	638	2.8421	.23331

The above table reveals that there are apparent differences between the Means of sub-aspect of the students' enjoyment of learning factors. To find out significance of differences Means, One-Way ANOVA were calculated. The results are described in the table (10).

Table (10): One- Way ANOVA to determine significant differences between the Means according to the study level variable

Aspects	Sources of variation	Sum of squares	Degrees of freedom	Mean squares	(f) Value	Statistical significance
Asking questions	Between groups	.028	2	.014	.116	.891
	Within groups	76.664	635	.121		
	Total	76.692	637			
Implementation of aids	Between groups	.048	2	.024	.125	.882
	Within groups	122.764	635	.193		
	Total	122.812	637			
The role of student	Between groups	.901	2	.450	2.071	.127
	Within groups	137.271	631	.218		
	Total	138.172	633			
Teacher's teaching style	Between groups	.121	2	.061	.278	.757
	Within groups	137.558	632	.218		
	Total	137.679	634			
The role of the administration	Between groups	.011	2	.006	.038	.963
	Within groups	96.660	632	.153		
	Total	96.672	634			
Total	Between groups	.123	2	.061	1.128	.324
	Within groups	34.552	635	.054		
	Total	34.675	637			

The results of One –Way ANOVA are presented in table (10). They show that all differences between the Means of total and sub-aspects that influence students' enjoyment of learning and teaching according to the study level variable are statistically insignificant. This is due to the students' interests in this age (adolescence) which are similar among them. They are interested in non schooling activities such as volunteer work that isn't related directly to the learning and teaching processes and using various social media applications for non educational purposes.

Third: According to academic achievement level

Table (11): Means and standard Deviations of the responses of students according to the academic achievement level (GPA) variable

Aspect	GPA levels	Number	Mean	Standard deviation
Asking questions	Less than 60%	49	2.9501	.41080
	From 60% to 80%	245	2.9556	.35911
	80% and above	343	2.9896	.33012
	Total	637	2.9735	.34803
Implementation of aids	Less than 60%	49	3.1370	.51422
	From 60% to 80%	245	3.3481	.39741
	80% and above	343	3.3819	.44827
	Total	637	3.3501	.43892
The role of student	Less than 60%	49	2.8980	.39939
	From 60% to 80%	242	2.9112	.48374
	80% and above	342	2.9167	.46580
	Total	633	2.9131	.46738
Teacher's teaching style	Less than 60%	48	2.3438	.51111
	From 60% to 80%	244	2.3480	.49983
	80% and above	342	2.2199	.42545
	Total	634	2.2785	.46568
The role of the administration	Less than 60%	48	2.8109	.46234
	From 60% to 80%	244	2.9199	.37979
	80% and above	342	2.9161	.38671
	Total	634	2.9096	.39065
Total	Less than 60%	49	2.7701	.32355
	From 60% to 80%	245	2.8551	.23859
	80% and above	343	2.8436	.21250
	Total	637	2.8424	.23343

The above table reveals that there are apparent differences between the Means of sub-aspect of the students' enjoyment of learning factors. To find out significance of differences Means, One-Way ANOVA are calculated. The results are described in the table (12).

Table (12): One- Way ANOVA to determine significant differences between the Means according to the level of academic achievement variable (GPA)

Aspects	Sources of variation	Sum of squares	Degrees of freedom	Mean squares	(f) Value	Statistical significance
Asking questions	Between groups	.195	2	.097	.804	.448
	Within	76.839	634	.121		

	groups					
	Total	77.034	636			
Implementation of aids	Between groups	2.573	2	1.286	6.800	<u>.001</u>
	Within groups	119.951	634	.189		
	Total	122.524	636			
The role of student	Between groups	.016	2	.008	.038	.963
	Within groups	138.038	630	.219		
	Total	138.055	632			
Teacher's teaching style	Between groups	2.556	2	1.278	5.987	<u>.003</u>
	Within groups	134.712	631	.213		
	Total	137.268	633			
The role of the administration	Between groups	.508	2	.254	1.668	.189
	Within groups	96.093	631	.152		
	Total	96.601	633			
Total	Between groups	.296	2	.148	2.732	.066
	Within groups	34.358	634	.054		
	Total	34.654	636			

The results of One –Way ANOVA are presented in table (12). They show that the differences between the Means of two sub- aspects (implementation of aids in teaching, and the role of the teacher's teaching style) are statistically significant according the variable of level of achievement. The value of (f) was (6.800), (5.987) for the aspects of implementation of aids, and the role of the teacher's teaching style respectively. This is due to the students' interests in this age (adolescence) which are similar among them. They are interested in non schooling activities such as volunteer work that isn't related to the learning and teaching processes and using various social media applications for non educational purposes.

However, the differences between the Means for the total and sub- aspect: “asking questions and management dialogue”, “the students' role of learning”, and “the role of the school administration and the school system” were not statistically significant. It was used Tukey Test for a posteriori comparisons to find out in favor of the differences are attributable. The results are described in the table (13).

Table (13): Tukey test results of the posteriori comparisons to find out in favor of the differences are attributable between the Means according to the level of achievement variable (GPA)

Dependent Variable	(I) GPA	(J) GPA	Mean Difference (I-J)	Sig.
Implementation of aids in teaching	Less than 60% (3.14)	From 60% to 80% (3.35)	<u>-.21108*</u>	.006*
		80% and more (3.38)	<u>*-.24490-</u>	.001*
The role of the teacher in teaching style	From 60% to 80% (2.35)	Less than 60% (2.34)	.00420	.998
		80% and more (2.22)	<u>.12807*</u>	.003

• Statistically significant for (0.05)

The results of Tukey test indicated, as shown in the above table, that the students who have GPA between (60-80) enjoy classes that have implementation of aids more than students who have GPA that is less than 60.

One reason of this result could be due to tending toward competition. That is, students with a high level of academic achievement tend to compete with each other, and thus seek to find out knowledge that promoting their understanding. Using instructional aids during the learning and teaching processes promoting the students' enjoyment of learning because those aids help them to grasp the new information and involve them in new and happy learning experiences compared to other students who have a low GPA .

In addition, the result of Tukey **test** revealed that the students who have GPA from (80 and over) enjoy implementation of aids during the teaching process more than students who have GPA within the category of (60-80). Further, Tukey test results show that students whose GPA falls within the category (60-80) and (2.35) Mean) believe that the role of the teacher and his style of teaching increases the students' enjoyment of learning more than students who have GPA within the category (80 and over) and (Mean (2.22)). This result could be due to the fact that these students need simple teaching methods compared to students with high academic achievement. So, when those students provided with appropriate teaching strategies that meet their needs and abilities, they will feel happy because they feel that they could grasp the new information. This finding may also be attributed to students with high achievement who usually feel confident in themselves that makes them serious during classtime. Those students focus on accessing knowledge more than looking for certain fun factors to achieve their pleasure in it.

Recommendations

- Provide opportunities that increase students' engagement, and encourage teachers and administrators to participate with students in those activities both in the classroom and during the implementation of extra-curricular activities.
- The need to employ instructional aids during the teaching process, and to involve students in the process of designing such aids.
- The need to employ fun and enjoyment during the implementation of the instructional events to increase students' enjoyment of learning.
- The need to encourage students with low GPA to be involved in the implementation of learning activities.

Conclusion

The Respect and love of students toward their teachers would be reflected on the performance of students' involvement in learning and teaching processes. In addition, offering learning opportunities, in which students are engaged in the learning lovely tasks, would increase their enjoyment of learning. To achieve this, teachers should provide learning opportunities and design appropriate educational activities to attract students. In addition, they should provide opportunities for students to empower them to be active learners who learn and interact within an atmosphere that is full of freedom, happiness, and pleasure.

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