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Elementary Stage Principals Ability of Processing Educational Research Skills from Their Perspective in Jordan

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Abstract
This study aimed at investigating the ability extent of elementary stage school principals in processing education research from their point of view in Jordon. In addition the differences between principals having such skills due to gender , education level, school administration experience. The involved study sample consisted of (254) males and females principals distributed on three education directorates belonged to the Jordanian Ministry of Education. To answer the research objectives the researcher developed questionnaire of (73) items SPSS was used to analyze the data. In addition descriptive analysis were used to find the frequencies and percentage for identifying sample's characteristics. Means and standard deviations of subject responses were computes . One way ANOVA and (T) test have been used. The study concluded the following result , means indicated that elementary stage school principals have , to a great extent , the skills for educational research . Results also revealed that there are statistical differences between the study sample averages due to gender in favor of males and there aren't any statistical differences related to scientific qualification , school administration experience .
In conclusion the researcher recommends more specialized courses to be held for male and female principals on the basic skills of educational research in order to make use of them in the school administration process.
Keywords: Educational research, skills, elementary stage principals

1. Introduction

It is well known that education is not anymore a social requirement , it is a need and not a service, it is an investment that has huge return increased by increment of oriented expenditure (Al- Najar and Al Habis, 1998). Education is not separated from change, it is the bowl which changes channels poured in, and specified in integrated and experiences in educational order, recommended by modern educational methods, and subjected to learner perceptions, and his modern educational technical readiness and new educational methods.
Educational research is considered as a basic mean that attitudes, plans and goals could be achieved through. By carrying out researches in our work we pave the road to form a generation that is characterized by the desired features , or in other words we set the principles of community we look for, therefore educational research is a cornerstone of educational operation pillars. Because educational researches of its different types are deemed the major source for educational process and its outcomes, developed countries had supported these researches with all available means. Such interest in educational research by developed countries was materialized by supporting educational scientific research.
In 1990 United States of America spent around 3% of its natural income on scientific research while European states spent 2.2% of its natural income (Sultan, 1993).
The administration leadership requires that the school principal shall be able to administer the school in a way which is effective in change with others, in invest with their efforts and their potential towards targets successfully, under the director is capable of opportunities for ongoing training and development sustainable modern toward taking care of all areas except communication direct or indirect educational tasks, which the director of the school needs to satisfy the number of skills that the richest it to him, or of that research skills (Peter, 2007).
School administration and education reform process requires conducting various educational researches for the purpose of scientific treatment of educational issues, in order to discover barriers that impair development in our schools, since school cannot be viewed., it should be viewed with renewable and changeable view lifeless. Therefore, educational research is the objective approach to reform and renew educational systems in Arab countries (Al- Farah, 1985). The school administration concept is the science and art, it a world that do require the capacity of scientific and professional. It also requires managerial skills and educational sophisticated, based on the efficiencies of human, technical and cognitive, with a high degree of workmanship. Which is art because it requires the Director's ability to cope effectively with his surroundings school. It require a conscious understanding of the needs of workers and their feelings, so that it can headmaster keeping the balance between progress towards achieving the desired goals and raise the qualifications of workers and the level of performance and access to the most appropriate investment potential available (Mohammed, 2000).
School principals appropriate preparation is one of the factors that assist in educational systems and learning process success in our countries. School principals preparation in all fields is deemed a basic factor in school society development. Principals are the main focal party, since they are the basic factor of discovering creativity

between teachers and students, and developing the same to achieve society goals, reform and developing the same (Moore and Mercer, 1995).

Live excretions in all kinds lead to create many daily educational problems at school that make principals and teachers unable to find the appropriate solutions for it, but through educational research solution, responses and alternatives that assist principals and teachers in deepening their understanding for such issues and different dimensions of administration process and problems, difficulties if faces can be found. Educational research is the only approach that help us to find the best approaches that enable us to develop the two aspects, the qualities and quantities in the educational process and its outcomes. Therefore, principals' ability of processing educational research and reviewing educational studies and researches and pay attention that it deserves is a basic request for principals to reach effective administrative, teaching and right educational decision.

Shatat (1995) claimed the necessity of teacher training on educational research skills to be able to solve educational problems he faces taking in consideration that school is a real lab of education and teacher will not be qualified unless he acquires the competences related to preparation of methodological educational researches.

The superior goal of educational research is to find the new knowledge through providing solutions and alternatives that enable us in deepening our understanding of different dimensions of educational process and its problems. It also assists in activating our educational establishments and renewing live in it, and in its programs, administration, principals, teachers, activities, methods, and curriculums. Educational research importance recognition means the realization of educational renew importance in general, which means it should be a main starting point for educational polices in our countries and important pillar (Mursi, 1994).

Perfect educational research starts with a problem or issue that bother the researcher and interested in, then push him to think deeply in its roots and theoretical basis and thinking background that contribute in phenomenon classification and facts interpretation (Abed Al-ali, 1993). Many studies have been made which confirm the educational researches importance and its role in improving teaching process. Many researchers are interested in educational research either in universities, ministries or private corporations.

Al –Farah (1985) aimed at investigating the scientific research role in education field in reforming process, and modernizing education systems in Arab countries. The study used the documentation methodology approach. The author stated that: Many educational researches are conducting for the purpose of achieving formalism purpose not for treating real problems that face decisions making and important in educational process development. Moreover, most of educational researches are conducting in the absence of complete and comprehensive plan.

Lampert (1988) focused on educational research role in improving mathematics teaching and raising teachers level. The researcher concluded that teachers preparation programs should depend on educational researcher results.

Sultan (1993) aimed at investigating the scientific research status in Kuwait and its role in improving the academic curriculum development. The study concluded that scientific research has significant role in developing teachers and learners' abilities on innovation scientific thinking.

Moore and Mercer (1995) aimed at investigating teacher's role in rising scientific research. Results reveal that most teachers don't participate in improving education knowledge through research participation either in benefiting from education researches or participation in conducting researches that treat some education issues but they don't participate in supporting education researches either morally or physically.

Berlin (1996) discussed the impact of investigation research in developing official curriculums. The study concluded that education researches support teacher's role in improving implementation and evaluation process inside the academic class through providing them with knowledge, and experience derived from researches results.

Hammond (1998) concluded that teachers who know a lot about education through reading and reveling education researches results are those which are living closely in teaching environment that enable them to know the students and their education problems are the most successful teachers in their work.

Husen (1994) study confirmed that there is a huge amount of education researches results related to education problems, because education research success in the field requires that its results should be communicated to two types of professionals associated education process such as planners, and executers and they are the education policy makers and the executer of such policy of teachers, schools' principles and education supervisors.

Sands (2009) performed a study aimed at exploring the obstacles of scientific research. The sample consist of (400) male and female students , who were subject to the study instrument, which involved (33)I items. The results indicated that the students lack the motives to conduct research, and the financial support to science, library, and well equipped labs. The study recommended to increase the financial support to research as well as improved students on research skills.

Al-shboul (2009) study aimed to expose the attitudes of secondary schools principals in Jordan towards educational research and it is outcomes. A questioner had been distributed among a sample of (225) principals. The researcher concluded that there were no significant differences in the importance, method, and merits of the

research, but there were significant differences in the outcomes of the research regarding gender. There were significant differences in the importance, method, and merits of the research. but there were no significant differences in the outcomes of the research regarding qualification and administrative expedients. Third there were significant differences between those who obtained B.A. and higher diploma and those who obtained Ph.D. , the difference was to the benefit of the Ph.D. holders.

Based on the above previous studies, it is obvious that all of which approximately agreed on the importance of education research, and that if one of the assistant tools of improving education process. It can be noticed that some of these studies focused on specific subjects in education research such as the relation between education research and decision making size, moreover most of previous studies tend to education theorizing more than the implementation. The current study is distinguished in investigating the opinions of the concerned in the education process namely principals, high secondary stage principals in particular, which gives this study a scientific value, and it will investigate the principals acquisition degree of education research skills and its relation with some variable such as gender, education level, experience in administration and the subjects. Furthermore, this study will use the survey methodology at investigating status principals ability of education research results.

2. Study statement

Scientific research occupies main position in any modern development project, and it is the basic axis in the future strategies for developed states. The scientific research importance increased with the global change towards knowledge economy that raises human intellectual effort value along with declination of primary production elements and traditional business infrastructure. The scientific research today is one of the most values of new production factors.

Education studies and researches had been developed in the previous years, such development emerged in providing human and money capabilities, human capabilities training on the most modern methods and technologies for the purpose of achieving economic and social development.

Because there are many studies that confirm the importance of education researches and their role in improving teaching and school administration process, but since the principal has education researches skills and lack of reviewing the results of new studies, lead to limit the educational process progress which may contribute in principals failure in performing his job.

Through that role the education research plays a role in development and raising principals performance and administration process, and it presents the new knowledge the education field requires, which is characterized with continuous change by providing responses, alternatives and solutions that help in understanding different dimension of the education process, the researcher observed the importance of conducting a study to investigate elementary stage school principals of educational skills which is deemed one of the important tools to the principal to perform his work and one of the important parties in education reform process.

3. Study importance

The main aim of the education research is a contribution attempt in developing and improving education process hoping to solve its problems. We can by education research give clear predictions regarding education actual route, and its extent in achieving the plans that already drawn. Educationl researches do help in achieving its main task as in the case of other research, among it revealing the problem and cases that need study research and raising and increasing scientific knowledge and assisting on future predicting. It is clear from these jobs the importance of principals ability of processing education research skills. To the best of our Knowledge the current research is considered to be the first on Arab and local level, regarding principals ability of processing education research skills.

The foreseeable benefits and outcomes from this research will direct those who are in charge of education process in Jordan to benefit from study tool which is characterized with validity and reliability and easy use of its results, and also this study is expected to contribute in encouraging researcher to start in conducting more studies and similar field researches to know principals acquisition degree of education research.

4. Study objective

The study aimed at investigating elementary stage principals ability processing education research skills from their point of view in Jordan, and investigating the differences in principal' acquisitions degree of skills related to gender, education level, and administration experience.

5. Study questions

The study attempts to answer the following questions:

1. What is the ability of elementary stage principals to process education skills from their perspective in Jordan?

2. Are there any significant statistical differences in elementary stage principals ability of processing education research due to gender ?

3. Are there any significant statistical differences in elementary stage principals ability of processing education research due to scientific qualification?

4. Are there any significant statistical differences in elementary stage principals ability of processing education research due to administration experience?

6. Study definitions:

Education research: Al Nouri (1982) defined education research as the activity that aims to provide knowledge that allow principals to achieve education aims with most effective methods and means.
Skills: refer to a set of abilities the principal has and practice to enable him to perform his administration duties effectively**.**

Education research skills: as principal's ability to conduct education research quickly and accurately through practicing research skills that include : study problem, importance, previous studies, methodology, results and discussions and recommendation.

7. Study methodology

The researcher used analytical descriptive method in conducting this study.

7.1. Study population and its sample

Study population consisted of all principals in the governmental elementary stage schools that belong to Ministry of Education in Jordan for the year 2011-2012. Number of principals of totaling (1078) principals among them (489) males and (569) females distributed over elementary stage schools (Ministry of Education statistical report 2011/2012).
The two researcher select the study sample randomly, the sample size was (254) principals, 132 are males and 122 are females. Table (1) shows number of sample subjects distributed according to gender, educational level, administration experience.

Table (1) Respondents according to independent variable

Variable	Category	Frequency	%
Gender	Male	132	52
	Female	122	48
Educational level	BSC. + Education Diploma	39	15.4
	MSC +	12	4.7
Administration experience	Less than 5 years	13	51.2
	5-10 years	89	35
	10 +	35	13.8

7.2. Research Instrument

The author developed a questionnaire for the purposes of the current study to measure elementary stage principals ability of processing education research skills from their prospective in Jordan. The questionnaire contains (73) statements within the fifth fields as follows :
1-Research statement and Importance: (15) statement
2- Previous studies (11) statements
3-Methodology (19) statements
4-Results (12) statements
5-Results discussions and recommendations (16) statements.

The study instrument included the following sections: first section includes the personal information of sample's subjects represented in study variables, gender, educational level, administration experience. The second section includes statements that measure elementary stage principals processing ability degree of education research skills.
The perception of the mentioned questionnaire aims to review education literature related to previous studies , education and scientific research regarding this topic, therefore the researcher developed the study tool to be in

its final form. The researcher used Lickert scale to assess elementary stage principals processing ability degree of education research skills to consist of five grades: very big, big, medium, weak and very weak. The scores were as follows (5,4, 3,2,1) and because the highest score is 5 and the lowest is 1 , in determining study's sample response . The following criteria was used as follows: less than 2.5 is a low degree, from 2-5 and 3-5 is a medium degree, and more than 3-5 is a big degree.

7.3. Field procedures

Upon termination of preparing the instrument and verification of its validity and reliability, and counting number of principals in elementary stage schools in ministry of education and selection of study sample, the researcher distributed the questionnaire over the study sample. The questionnaire aim was explained and how to answer. Questionnaires were collected by the aid of education directorates.

8. Statistical analysis

The following statistical methods were used : means, standard deviations, T-test and one way ANOVA analysis.

9. Results and discussion

9.1. First: results and discussion related to first questionnaire: what is the ability of processing degree of elementary stage principals of education scientific research from their prospective in Jordan?

To answer this question means and standard deviations were used, table (2) shows the obtained results.

Table (2) Means and Standard Deviation for Research Fields.

Rank	N0.	Field	Mean	Standard Deviation
1	1	Research statement and Importance	3.73	o.61
2	2	Previous studies	3.61	0.63
3	3	Methodology	3.55	0.70
4	4	Results	3.54	0.74
5	5	Results Discussions	3.52	0.84
		Whole Instrument	3.59	0.61

Table (2) shows that means of elementary stage principals ability of processing research skills ranged between(3.52-3.73), where research statement and importance ranked the first with a mean amounting (3.73) and previous studies ranked the second with a mean amounting(3.61), methodology ranked the third with a mean amounting(3.55) results ranked the fourth with a mean of (3.54) , results discussions ranked the fifth with a mean amounting (3.59). This indicates that elementary stage principals' ability of processing degree of education research skills was high according to the standard used for this study. This may be attributed to principals' perception of education research value and its role in improving administration process inside and outside school doors, and they fully aware the importance of education research. It also can be attributed to elementary stage syllabus nature which assures research importance through the existing activities in curriculums and through the students in this stage to write researches through reviewing specialized fields and the availability of school libraries and the internet in all secondary schools in Jordan, therefore the principals should direct his duty towards education research by having education research skills.

The means and standard deviations for each field statement were as follows:

9.1.1. First :Study problem and Its importance field:

Table (3) Means and Standard Deviation for Research Statement and Importance Field.

Rank	N0.	Field	Mean	Standard Deviation
1	2	You choose the subject according to your attitudes and specialty	4.00	o.83
2	4	In the choice of the topic you take in consideration the availability of its material and resources	3.95	0.88
3	1	You specify the research title that contains study variables	3.87	0.81
4	3	You collect the needed information and the previous scientific facts about the statement in process a then you analysis , classify and organize it.	3.79	0.79
5	5	You can form the problem in clear and specified way.	3.77	0.95
6	8	You justify the choice of your problem	3.75	0.86
7	6	research questions in specific and clear form	3.74	0.90
8	7	You can specify the main objective of the research problem accurate BS CLEAR	3.73	0.87
9	12	You set up achievable objectives in the light of research time and effort.	3.72	0.90
10	9	You specify who benefits from your study	3.69	0.91
11	10	You benefit from the recommendation of previous studies in specifying the problem	3.63	0.86
12	11	You have the ability to the operational definitions	3.61	0.92
13	13	You can hypothesis derived from study questions in accurate and organized form	3.59	0.93
14	14	You can testable hypothesis	3.57	0.90
15	15	Yon can research limitations	3.52	0.89

Table (3) indicates that means for the first field ranged between (3.52- 4.00), where statement no.(2) obtained the highest mean amounting (4) while statement no. (15) the lowest mean amounting(3.52). Table (3) also indicates that all statements of this field obtained high degree according to means compared with used standard for this study.

9.1.2. Second : Previous Studies:

Table (4) Means and Standard Deviation for previous studies Field.

Rank	N0.	Field	Mean	Standard Deviation
1	17	Benefiting from the recommendation stated in previous studies	3.83	0.80
2	24	You specify the main references listed in the studies you want to use	3.69	0.99
3	16	You specify the studies relevant to the study problem you want to carry	3.64	0.90
4	26	You link your study with previous studies	3.64	0.97
5	20	You derive the relation between the problem you set and the previous studies	3.61	0.86
6	19	Benefiting from previous studies procedures	3.60	0.81
7	21	You analyze that you collect from previous studies	3.60	0.89
8	18	You avoid limitati0ns listed in previous studies	3.56	0.78
9	22	You specify your study location or place among previous studies	3.54	0.94
10	25	You analyze previous studies in critical manner	3.50	1.00
11	23	You classify previous studies to dimensions agree with your study objective	3.47	0.89

Table (4) indicates that the previous study field statements obtained high degree, statement (23) obtained a mean amounting (3.47) which is a medium degree. This can be attributed to the fact that classifications of previous studies to dimension agree with the purpose of the study is deemed as an advance stage, which principal may have no need to use in his school daily work, therefore it obtained the last rank in this field.

9.1.3. Third : Methodology Field

Table (5) Means and Standard Deviation for methodology statements.

Rank	N0.	Field	Mean	Standard Deviation
1	40	You describe preparation steps of each instruments of study instruments	3.70	0.84
2	27	Selection proper design type for the study	3.69	0.88
3	28	You specify the right methodology of study conducting	3.68	0.93
4	33	You describe study population size and characteristics	3.66	0.93
5	32	You specify required data characteristics requested from the sample	3.64	0.95
6	38	Selection the right method to assure instrument validity	3.60	0.97
7	30	Choosing the sample that represent	3.56	0.95

		the population in the right method		
8	31	Determination proper sample size	3.56	0.95
9	34	Designing and using the questionnaire as study tool	3.56	1
10	41	You select the proper statistical tests	3.56	0.95
11	39	Selection proper method to assure study tool reliability	3.54	0.98
12	37	Develop and using observation as study tool	3.52	0.99
13	42	You differentiate between independent variables and dependent variables	3.52	1
14	29	You differentiate between probability samples and non probability samples	3.48	0.94
15	35	Developing and using interview as study tool	3.48	0.98
16	43	Specifying study implementation steps accurately	3.48	0.96
17	36	Developing and using the test as study tool	3.46	1.01
18	44	You differentiated between used methods in controlling the external and internal factors	3.41	1.05
19	45	You differentiate between moderating variables, controlled and not controlled	3.35	0.97

It is obvious from Table (5) that means ranged between (3.36-3.70), where statement no.(40) obtained the highest mean (3.70) while statement no. (45) obtained the lowest mean amounting(3.35). The statements obtained the third rank with a mean of (3.55) which is deemed high degree. These results are attributed to the fact that some principals have academic specializations and holding B.A. degrees which qualifies them to have all education research skills, since these skills are deemed advanced skills in the education research, therefore, it is logic to have such results which are acceptable for principals.

9.1.4. Fourth : Research field

Table (6) Means and Standard Deviation for results.

Rank	N0.	Field	Mean	Standard Deviation
1	57	You display the results clearly and accurately	3.74	0.93
2	56	You display test result of each hypothesis or question separately	3.73	0.95
3	47	You answer study questions and hypothesis you intend to test	3.67	0.98
4	46	You convert raw marks to graphic images	3.57	1.07
5	48	You identify tendency measures characteristics and scattered measures	3.54	1.05
6	51	You display set of primary data in different ways as tables and rectangular	3.53	1.05
7	49	You choose the proper coefficient for statistical data	3.44	1.08
8	50	You compute correlation coefficients between two variables	3.44	1.17

		with different levels in from measurement		
9	54	You give proper descriptive statistics for the study	3.44	1.09
10	52	You build frequency distribution for data set and display such distribution graphically	3.43	1.08
11	53	You reveal the difference source between means in the different groups	3.40	1.06
12	55	You determine the Sig level use before you analyze the results	3.36	1.09

It is obvious from Table (6) that means ranged between (3.36-3.47), where statement no.(57) obtained the highest mean amounting (3.74) while statement no. (55) obtained the lowest mean amounting(3.36). The resulted field obtained the last rank in terms of means (3.52) which is high degree according to the used standard in this study, some of its statements obtained medium results (49, 50, 52, 53, 55) and all are related to analytical statistics. The researcher attribute this to the nature of this field in terms of display the results unless the principal has special skill. In addition to that most of the sample have academic specializations, thus it lacks the analytical statistical skills and thus attributed also for not training the principal how to display his results and depending on specialist in statistical analyses.

9.1.5. Fifth : Results discussion and Recommendations:

Table (7) Means and Standard Deviation for results and recommendation field.

Rank	N0.	Field	Mean	Standard Deviation
1	58	You derive conclusions and solutions depending on information and data analysis	3.74	0.96
2	59	Discussing each question separately	3.72	0.95
3	67	Discussing results in the light of topic nature or academic subject	3.61	0.97
4	68	Logic justification for ideas listed in the discussion	3.61	0.94
5	69	You link the recommendations with study importance	3.60	0.98
6	62	You set recommendations for future researches based on the results	3.53	0.99
7	60	You link results discussion with educational literature ++	3.52	0.94
8	71	You == recommendations linked with actual study results	3.52	1.06
9	64	You like the study results with the education dimensions	3.51	1.02
10	63	You set recommendation for better future measures for the study	3.51	0.96
11	72	Results Discussions in the light of targeted group characteristics	3.48	0.98
12	73	You preset recommendations to complete the subject that your study did not deal with	3.48	1.02

Recommendations and results discussion field ranked the fourth in terms of mean with high degree save some of its statements (63, , 70, 66,65, 61) of medium degree. The researchers attribute that these statements were related to future studies and revolving research problems through the results and providing criticism view to the same

study in the light of results, and it is considered of the advanced skills and require trained principals on previous studies.
This result agrees with the previous studies that emphasize the importance of education research to the workers in teaching process and it is one of the tools to improve education process.

9.2. Question Two : Results related to the second question : Are there any significant statistical differences in elementary stage principals ability of processing education research due to gender

To answer this question T- test was used for differences between means of elementary school stage principals responses for their acquisition to education research skills related to gender.

Table (8) Means and Standard deviation and T- test of gender impact on fields and the instrument.

Fields	Gender	**Number**	**Mean**	**Standard deviation**	**T- value**	**Sig**
Research statement and Importance	Male	132	3.86	0.582	3.833	0.000
	Female	122	3.58	0.577		
Previous studies	Male	132	3.71	0.612	2.779	0.000
	Female	122	3.50	0.630		
Methodology	Male	132	3.70	0.676	3.682	0.000
	Female	122	3.38	0.695		
Results	Male	132	3.73	0.754	4.291	0.000
	Female	122	3.30	0.869		
Results discussions and recommendations	Male	132	3.70	0.713	3.720	0.000
	Female	122	3.36	0.735		
Whole Instrument	Male	132	3.74	0.593	4.306	0.000
	Female	122	3.32	0.584		

Table (8) indicates that there are statistical difference $\alpha = 0.05$ in all study fields and the tool as a whole in males favor, since the mean for males (3.74) is higher than the mean for females (3.42) , furthermore it can be noticed that ,males were always higher than females in all study fields. Table (8) illustrates that there are significant statistical difference on $\alpha = 0.05$ of gender impact on all field studies and the tool as a whole in the favor of males. This can be attributed that principals have a complete belief of education research importance and its value in enhancing the work more than females. Male principals also have enough time to review education research, while female principals are not interested in education researches after school, because they care of their children and work only inside the school, while male principals work inside and outside the school to advance education work.

9.3. Question three : Results related to the third question: Are there any significant statistical differences in elementary stage principals ability of processing education research due to education level?

To answer this question One Way ANOVA test was used, table (10) indicates (F) value and function level for the whole instrument.

Table (9) One way ANOVA Analysis of educational level impact on fields and the whole instrument.

Fields	Variance Source	**Sum of Squares**	**df**	**Square Means**	**F- value**	**Sig**
Research statement and Importance	Between Groups	0.258	2	0.129	0.362	0.697
	Within groups	89.388	251	3.56		
	Total	89.646	253			
Previous studies	Between Groups	1.100	2	0.550	1.396	0.250
	Within groups	98.896	251	0.394		
	Total	99.996	253			
Methodology	Between Groups	0.975	2	0.486	0.988	0.374
	Within groups	123.797	251	0.493		
	Total	124.772	253			
Results	Between Groups	1.703	2	0.852	1.213	0.299
	Within groups	176.225	251	0.702		
	Total	177.928	253			
Results discussions and recommendations	Between Groups	0.888	2	0.444	8.8	0.448
	Within groups	138.448	251	0.552		
	Total	139.336	253			
Whole Instrument	Between Groups	0.624	2	0.312	0.840	0.433
	Within groups	93.194	251	0.371		
		93.817	253			

Table (9) indicates that there are no statistical differences with $\alpha = 0.05$ in all study fields and the instrument as a whole due to education level. Table (9) illustrates that there are significant statistical difference on $\alpha = 0.05$ of gender impact on all field studies and the tool as a whole in the favor of males. This can be attributed that principals have a complete belief of education research importance and its value in enhancing the work more than females. Male principals also have enough time to review education research, while female principls are not interested in education researches after school, because they care of their children and work only inside the school, while male teachers work inside and outside the school to advance education work.

9.4. Question four : Results related to the fourth question : Are there any significant statistical differences in elementary stage teachers ability of processing education research due to administration experience

To answer this question One Way ANOVA test was used table (10) indicates (F) value and function level for the whole instrument

Table (10) One way ANOVA Analysis of teaching experience impact on fields and the whole instrument.

Fields	Variance Source	**Sum of Squares**	**df**	**Square Means**	**F- value**	**Sig**
Research statement and Importance	Between Groups	1.467	2	0.734	2.089	0.136
	Within groups	88.179	251	0.351		
	Total	89.646	253			
Previous studies	Between Groups	0.833	2	0.416	1.054	0.350
	Within groups	99.164	251	0.395		
	Total	99.997	253			
Methodology	Between Groups	0.839	2	0.420	0.850	0.429
	Within groups	123.933	251	0.494		
	Total	124.772	253			
Results	Between Groups	2.384	2	1.192	1.705	0.184
	Within groups	175.544	251	0.699		
	Total	177.928	253			
Results discussions and recommendations	Between Groups	3.070	2	1.535	2.828	0.061
	Within groups	136.266	251	543		
	Total	139.336	253			
Whole Instrument	Between Groups	1.422	2	0.711	1.932	0.147
	Within groups	92.395	251	0.368		
		93.817	253			

Table (10) indicates that there are no statistical differences with α = 0.05 in all study fields and the instrument as a whole due to teaching experience. Results indicate through table (10) that there are no significant statistical differences α=0-05 of teaching experience influence in elementary stage principal's acquisition degree of education research skills on tool and fields level. This can be attributed that education research skills are owned by administration experience owners for all years with principals and agreement and homogenous in their skill acquisition degree.

10. Recommendations

Based on the current study the researchers recommend the followings:

1- Qualitative training courses should be held in education research skills field for principals.

2- Principals should pay interest to education research basic skills and employ it in teaching process.

3- More interest in education research subject should be paid through conducting specialized workshops.

4- Conducting depth and specialized courses for principals regarding scientific methodology for education researches samples, statistics and statistical analyses.

5- Providing school libraries with referral journals of the educational scientific magazines.

6- To conduct similar studies on the level of other areas in Jordan taking schools principles, education supervisors and basic schools teachers as a sample.

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