

The Difficulties Facing the School Administration in Jerash Directorate of Education from the Point of View of the Principals Themselves

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Abstract

This study aims to find out the difficulties facing the school administration in Jerash Directorate of Education from the point of view of the principals themselves, the study used the descriptive survey method, and to achieve this the researcher designed a questionnaire consisting of (30) items, and it was applied to the study sample that was selected in an accessible manner, which included (98) Principal, and the results indicated a low degree of difficulties facing the school administration in Jerash Directorate of education from the point of view of the principals themselves, in terms of difficulties related to the local community and difficulties related to the principal. The results were average in the field of difficulties related to students and difficulties related to teachers. The results also showed the absence of statistically significant differences. The difficulties facing school administration in Jerash Directorate of education from the point of view of the principals themselves, due to the variables of years of experience and educational qualification.

Keywords: difficulties, school administration.

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INTRODUCTION

Education is the active force and stimulant to the movement of change required in any society. Education is a necessary, even urgent, necessity for developing societies if they want to catch up with human civilization, and education is no longer its goal to eradicate illiteracy as it was in the past, but rather has become a kind of social investment for human beings to benefit from it in achieving the goals of change that society aspires to.

School administration, like any work that a person does, is not free from difficulties encountered during his practice or performance. Obstacles, as we can call them, differ from one school administration to another, and from one educational stage to another, depending on the conditions of the schools and the nature of those in charge of them (Ahmed, 2001).

It is the responsibility of the school principal to plan to serve the local community through the school and what it contains of students, buildings, facilities, and equipment. Thus, he must set up an effective program to serve the local environment and work to assist in coordinating social, health and recreational services in the local community, and laying down plans for a public relations program Meeting parents and other visitors and discussing the school's problems with them, announcing the school's objectives and policies, and explaining its means to parents (Mutawa and Hassan, 1986).

Suleiman (1999) indicates that the school principal is responsible for his school's connection with the local community, through the Parents' Council or the meetings and seminars held, educational and p

urposeful meetings, or the services provided by the school, or the exhibitions or museums that are held As well as the services provided to the environment, to which the school contributes with positive and varied contributions.

In order to achieve the goals of education, the school plays an important role in achieving those goals, because it provides the greatest personal, social, cultural, cognitive, and educational preparation, which is determined by the quantitatively and qualitatively, by the effectiveness of its graduates in his public and private life (Khasawna, 1985).

STUDY PROBLEM AND QUESTIONS:

Like any work that a person does, the school administration suffers from the presence of problems encountered during its exercise or performance of its functions, provided that these problems differ from one school administration to another, and from one educational stage to another depending on the conditions of the schools and the nature of those in charge of them. In view of the different conditions of UNRWA schools due to the inadequacy of their buildings and equipment, the problems that UNRWA school principals encounter have a clear impact on the conduct of the educational process. The following: the curriculum, teacher affairs, student affairs, school buildings, the local community, educational devices and means, and through the researcher's review of the research literature, she reached the possibility of determining the problem with the following questions:

1. What is the degree of difficulties facing the school administration in the Directorate of Education in Jerash from the point of view of the principals themselves?
2. Are there statistically significant differences in the degree of difficulties facing the school administration in the Directorate of Education in Jerash from the point of view of the principals themselves due to the variables of educational level and years of experience in education?

THE IMPORTANCE OF STUDY:

The importance of the study appeared in the following:

1. Recognizing the reality of the obstacles facing managers and obtaining solutions for them.
2. Few studies have been conducted on the problems faced by principals in Jerash Directorate, as this study is, to the researcher's knowledge, the first study in this field.
3. The results of this study are expected to inform the employees of the schools of education, as well as the principals, about the obstacles facing the principals, and to contribute to finding appropriate solutions to them.
4. The importance of the role of the school principal, who is responsible for his school administratively and technically, as far as his efficiency in facing difficulties and solving them is determined by the effectiveness of the school in achieving its goals, which is the basis for the success of education in the later stages, and thus benefit the officials to reach solutions to these problems.

Objectives of the study:

The study aims to achieve the following objectives:

1. Identifying the difficulties facing the school administration in Jerash Education Directorate from the point of view of the principals themselves.
2. Identifying the role of educational level variables and years of experience in education in the difficulties facing the school administration in Jerash Education Directorate from the point of view of the principals themselves.

THE LIMITS OF THE STUDY:

1. Spatial limit: it includes all government schools in education of Jerash.
2. The human limit: it includes all the principals of public schools in education of Jerash.
3. Time limit: This study was conducted in the academic year 2021/2022

TERMINOLOGY OF STUDY:

School administration: defined by Ahmed (1999) "The organized whole that interacts positively inside and outside the school in accordance with a general policy and an educational philosophy set by the state with a desire to prepare young people in accordance with the goals of society and the general interest of the state. This requires a group that is consistent with business and activities while providing the appropriate atmosphere for their successful completion. .

Difficulties: In this study, what hinders the school principal from performing his role in the school, and Ghunaimat (1995) defines it as "everything that obstructs the functioning of the school administration".

THEORETICAL LITERATURE AND PREVIOUS STUDIES:

SCHOOL MANAGEMENT CONCEPT:

Some define educational administration as that activity that depends on thinking and mental work related to the administrative personality and the influential behavioral aspects and trends related to stimulating collective efforts towards achieving a common goal by using the available resources according to scientific principles and concepts, and its means is to issue decisions related to setting the goal and drawing policies, and setting plans and programs And the forms of organization necessary to achieve the goal, direct and coordinate efforts in it, raise strengths in the workforce, develop their talents and abilities, raise their morale, and monitor performance to ensure the achievement of the goal in accordance with established plans and programs (Haggy, 1994).

The administration of education is part of the public administration and they agree in common elements, the most important of which are: planning, organizing, directing, and enacting laws and regulations that run the work in each of them. The basic aims of education or how learning is managed in a country according to the society's ideology and the prevailing intellectual and educational trends in it so that the desired goals of education are achieved (Liming, 1998).

It can be said that the concept of educational administration includes the following:

Management means setting goals and using the capabilities available to achieve those goals.

- Identification of jobs that achieve goals through the process of planning, organizing, and coordinating.
- Choosing the individuals who carry out these functions.
- Directing the workforce to achieve the maximum possible benefit.
- Planning and organizing to take appropriate decisions at appropriate times.

School administration: If the administration of education is considered a form of the general administration of the community, then the school administration is considered a part of the educational administration, and both of them share the components and elements of administration, and there are several definitions of school administration that we mention from it.

School administration is defined as the coordinated efforts made by a team of workers in the educational field, "school administrators and technicians", with the aim of achieving educational goals within the school in line with what the state aims to achieve in raising its children in a correct manner and on sound foundations. - It is also known as the process of planning, coordinating and directing every educational or educational work that takes place inside the school in order to develop and advance education, or it is every activity behind which educational purposes are achieved according to models selected and specified by the school administration (Abu Farwa, 1996).

It should be noted here that school administration is a science, an art, and a commitment to professional ethics. It is a science because its practice requires accurate scientific and professional knowledge and information, as well as advanced administrative and educational skills, so that the school principal is able to manage the school and its employees, and invests time, resources and available resources, and is able To make rational decisions that affect the performance of the institution and its employees in a way that directs everyone's efforts and capabilities towards achieving the desired goals successfully and effectively.

School administration tasks:

The task of the school has changed and its scope has expanded at the present time. It is no longer just a routine process aimed at running the school in a routine manner according to certain instructions and rules, such as maintaining the school system and limiting the students' absence and attendance, and their keeping of academic courses, and the maintenance of buildings and their equipment. Rather, the focus of work in this administration revolves around About the student, and about providing all the conditions and capabilities that help direct his mental, physical, and spiritual development, and prepare him to assume his responsibilities in his present and future life, in addition to raising the level of teachers' performance to implement the curricula set in order to improve the educational process and achieve the set goals, and the administration has become concerned with achieving the goals set. The social goals that society has (DerWesthuizen, 1996). In the past few years, a new concept of the function of the school has emerged, which is the need to take care of the study of society and contribute to solving its problems and achieving its goals. Cultural, and to provide all the conditions that help to highlight the individuality of its students, as the community provided capabilities and assistance that can contribute to achieving the educational process and raising its level (Morsi, 1993).

School administration can be defined through its functions as a process of coordination and reconciliation between human elements to achieve required and specific goals, and the functions of school administration are the tasks and responsibility that administrators must carry out in order to achieve the goals, and the main functions of school administration are: planning, organizing, directing, and controlling (Hussain, 2004).

DIFFICULTIES FACING THE SCHOOL PRINCIPAL:

Attiwi (2001) believes that the school administration faces some difficulties that hinder it from carrying out its tasks. The difficulties faced by the administration can be categorized as follows:

FIRST: DIFFICULTIES THAT ARE DIRECTLY RELATED TO THE EDUCATIONAL PROCESS AND ARE:

1. The shortage of some teaching staff.
2. The low level of performance of some teachers for professional and psychological reasons and the diversity of their behavior.
3. The general weakness in the level of students in the various departments in the various stages.
4. Weak interaction between teachers and students in the school.
5. Weak cooperation between teachers and parents of students.
6. Increasing students in one class.
7. Lack of clarity about the philosophy of educational activities and the lack of specialized technical cadres.
8. The shortage of equipment such as libraries, laboratories, workshops, squares, playgrounds and others.
9. The prevalence of private tutoring and its impact on school work.

SECOND: ADMINISTRATIVE DIFFICULTIES, WHICH ARE:

1. The inadequacy of many schools and their insufficiency.
2. Unavailability of the financial capabilities necessary to maintain the school and its facilities.
3. Weakness of creativity among the administrative staff.
4. The instability of the school schedule as a result of the transfers of the teaching staff and the deficit in some specializations.
5. Social pressures from members of the local community.
6. Educational legislation that determines success and failure rates, school discipline, and others.
7. The lack of clarity of the policies and goals to be achieved, and in this case we find the administrator floundering in his decisions, and hardly settles on a certain destination until he turns from it to another destination, which confuses his workers, and leads to wasting a lot of time, effort and money without any benefit to the difficulty of planning, organizing, controlling and evaluating performance.
8. Not obtaining the information necessary to take administrative decisions. It is worth noting that the lack of

interest in the value of information collection, preservation and circulation in a positive manner results in the arbitrary and many ambiguities of administrative decisions.

9. The tendency of some administrators to focus authorities and aversion to administrative delegation processes, which can greatly help in facilitating the flow of work, and also help reduce routine burdens on the manager so that he devote himself to exercising his planning, coordination and control functions at all levels.

THIRD: ENVIRONMENTAL PROBLEMS AND DIFFICULTIES THAT VARY AND ARE CONSTANTLY INCREASING WITH THE INCREASE OF CHANGES AND DEVELOPMENTS IN THE WORLD

- Contemporary life, and these problems.
- Problems related to the educational process.
- The problem of reconciliation between administrative aspects and technical supervision.
- Work problems and difficulties (Abdeen, Mohamed A, 1997).

Despite the different society's view of the school, and the school's view of society, and the necessity of the relationship being dynamic and interactive, the school administration faces some obstacles in its relationship with the local community, and Atiwi (2001) sees them as follows:

1. Parents' preoccupation.
2. Not choosing the appropriate times for meetings.
3. Focus on the financial aspect, such as collecting donations from parents.
4. Lack of sufficient awareness of the objectives of cooperation between the school and the community.
5. Focus on research topics that do not interest parents.
6. Lack of cooperation on the part of parents in preparing the agenda.

PREVIOUS STUDIES:

Bseisu (2003) conducted a study aimed at identifying the prevailing leadership styles in the governorates of Gaza, and which of them are the most common. The most common leadership styles are the democratic style, followed by the Tersali, then the autocratic. There is no statistically significant relationship in the problems faced by school principals in the governorates of Gaza in light of the variable of administrative experience, the gender variable, the educational stage variable, and the place of residence. There is a significant relationship. A statistic on the problems faced by school principals in the governorates of Gaza in light of the educational qualification variable, and the most common problems for those with the lowest educational qualification, which is the diploma.

Al-Habbash (2002) conducted a study aimed at revealing the most common problems facing new school principals in the governorates of Gaza. Local school curriculum, administrative and financial affairs, educational administration, buildings and equipment . The questionnaire was applied to a sample of school principals as follows: (93) principals of a public school, and (31) principals of a school affiliated with the supervision of the International Relief Agency, who were appointed (3) years ago. The study concluded the following: New school principals suffer In all fields, the most severe were those related to educational administration, buildings, equipment, and curricula, and the total problems amounted to a large degree (35), a weak degree (15) and a medium degree (70) problems. There are no statistically significant differences at the level of significance between There are statistically significant differences at the level of significance between the new principals in identifying the problems they face attributable to the factor of the supervisory authority, in favor of government school principals.

Al-Balheed (2000) conducted a study on the causes of work stress among principals of general education schools in the city of Riyadh. Among the factors causing stress, the study also indicated that there are statistically significant differences due to the work environment in favor of the primary stage, and the study showed that the greater the manager's experience, the lower the work pressures she is exposed to, and the less the manager's experience in management, the greater the work pressures she is exposed to.

Ahmad (2000) conducted a study aimed at identifying the reality of secondary schools in the Arab Republic of Egypt about some manifestations of administrative shortcomings from the point of view of principals and teachers, revealing the most important causes and factors that lead to the spread of this phenomenon in the school community, revealing the differences between the opinions of principals and teachers About the dimensions of the study, and the researcher followed the descriptive approach, and the study tool was a questionnaire and it consisted of (20) phrases for the manifestations of administrative shortcomings in the school, (17) for the reasons for the administrative shortcomings in the school, and (22) phrases as suggestions for the treatment of this phenomenon, and the questionnaire was applied to a sample of The secondary school principals amounted to (60) principals, and (160) male and female teachers. The study found the most important aspects of the following administrative shortcomings, and their relative weights: the formality of student activities and their absence in reality (40.2), the weakness of some teachers' seriousness in explaining their lessons (08.2. Weakness of the teacher's ability to control the class (98.1 .) Low morale among workers in the educational field (02.2.) Ineffective performance of the Parents' Council (04.2.). Negligence of the school administration with

negligence, which leads to many errors (94.1.) Low The level of occupational satisfaction of employees In the field of education compared to some other professions (2.12).

In Khater’s study (1999) , which aimed to reveal the problems facing the novice teacher, and their prevalence in all educational levels in the governorates of Gaza, through the variables of gender, academic specialization, and educational area. The researcher used the descriptive approach, and applied a questionnaire of (60) problems. Distributed in six areas: school administration, educational administration and educational supervision, curriculum and its teaching, students, classroom management and control, equipment and facilities, colleagues, the local community, and work motivation. The study sample consisted of (316) male and female junior teachers out of (523) from the community. The original study, and the results of the study were as follows: The highest problems of the novice teacher were the insufficient salary, the high density of students in one class, and the lowest was the problem of repeated criticism and the absence of constructive criticism by the school principal. There are no statistically significant differences according to gender, except in the areas of school administration, curriculum and its teaching in favor of female teachers. There are no statistically significant differences according to the variable of specialization (scientific, literary) except in the field of curriculum and its teaching in favor of the literary. There are statistically significant differences according to the educational stage in favor of the teachers of the lower basic stage. There are statistically significant differences according to the difference in the educational region in favor of the Gaza region and the North of Gaza.

COMMENTING ON PREVIOUS STUDIES:

By reviewing previous studies, the following is noted:

Most of the studies that dealt with the issue of the difficulties that school principals face in their schools emerged, which indicates the importance of the topic and its finding. The researcher also benefited from relevant previous studies, through her theoretical literature, research methodology, and the results that resulted from it. The current study differs from its predecessors in It aims at the difficulties facing the school administration in the Jerash Education Directorate from the point of view of the principals themselves, and this is what a previous study did not address, according to the researcher's knowledge.

METHOD AND PROCEDURE:

The researcher used the descriptive approach in one of the forms of the survey study, due to its suitability for the purposes of the study.

STUDY COMMUNITY:

The study population consisted of all male and female principals in education of Jerash, and the number of male and female directors amounted to (178).

THE STUDY SAMPLE:

It consisted of principals of government schools in education of Jerash, the sample included (41) principals and (57) principals, totaling (98) and the table (1) shows the individuals of this sample according to educational qualification and years of service in the administration.

TABLE NO. (1) DISTRIBUTION OF THE STUDY SAMPLE BY ACADEMIC QUALIFICATION AND YEARS OF SERVICE IN THE ADMINISTRATION.

Variable	Level	Repetition
Academic Qualification	Diploma	11
	BA	109
	Master's degree or higher	17
	Total	137
Service years	less than 5 years	11
	From 6-10 years	85
	More than 11 years	41
	Total	137

STUDY TOOL: A questionnaire was developed to identify the difficulties facing the school administration in Jerash Education Directorate from the point of view of the principals themselves, after reviewing the theoretical literature and referring to previous studies related to it. The questionnaire in its initial form consisted of (37) items.

TOOL VERACITY: The instrument's veracity was verified by presenting it to a group of (10) arbitrators with expertise and competence.

THE STABILITY OF THE TOOL: To verify the stability of the tool, it was distributed in its final form to an exploratory sample from the study community and from outside its sample consisting of (30) managers, by giving them sequential numbers from (1-30), and after three weeks the questionnaire was applied to the same sample, According to the test-retest method, the Pearson correlation coefficient was calculated and it amounted to (0.83), and the reliability coefficient was calculated using the internal consistency method using Cronbach’s alpha equation, and the internal consistency value was (0.80) for the resolution items, which is an acceptable value for the purposes of The current study.

STATISTICAL PROCESSING:

To answer the first question: Arithmetic means and standard deviations were extracted.

To answer the second question: t-test analysis and One Way Anova were used to extract differences.

PRESENTATION AND DISCUSSION OF THE RESULTS:

First: the results related to the first question, which states: What are the difficulties facing the school administration in Jerash Education Directorate from the point of view of the principals themselves.

THE FIRST DOMAIN: DIFFICULTIES RELATED TO TEACHERS

To answer this question, the arithmetic means and standard deviations were calculated and the rank was determined.

TABLE NO. (2) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ALL DOMAINS, ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
5	Some teachers were late for class	2.66	.54	1	Medium
6	Lack of in-service training programs for teachers	2.65	.57	2	Medium
7	Teachers' commute	2.64	.55	3	Medium
1	Some teachers' lack of modern pedagogical methods in teaching	2.62	.53	4	Medium
2	The inability of some teachers to control the classroom system	2.36	.55	5	medium
3	Low morale of teachers	2.61	.50	6	Medium
4	The weakness of some teachers' affiliation to the profession	2.60	.55	7	Medium
	Total score	2.61	.40	-	Medium

The results in Table (2) showed that the degree of difficulties facing the school administration in Directorate of Jerash from the point of view of the principals themselves. As a whole, it was average with an arithmetic average (2.61) and a standard deviation (.40), and the table showed that paragraph (5) was delayed by some teachers entering the class on time, and it ranked first, with an arithmetic average (2.66) and a standard deviation (.54) (0.57).) to a medium degree, while paragraph (4) (the weak affiliation of some teachers to the profession) ranked last with an arithmetic average (2.63) and a standard deviation of .40 and a weak degree.

The second domain : problems related to students

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE NO. (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TREND RETENTION DOMAIN, ARRANGED IN DESCENDING ORDER.

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
12	Students dropping out of school	2.64	.55	1	Medium
13	Low level of hygiene among some students	2.63	.55	2	Medium
14	The growing number of students per class	2.63	.54	3	Medium
10	The prevalence of some bad social habits among students	2.62	.55	4	medium
11	Some students damaged school property	2.59	.55	5	Weak
8	Poor academic achievement of students in general	2.57	.52	6	Weak
9	Lack of commitment by some students to carry out homework	2.55	.52	7	Weak
	Total score	2.63	.40	-	Medium

The results in Table (3) showed that the degree of difficulties facing the school administration in the Directorate of Education in Jerash from the point of view of the principals themselves as a whole was medium, with an arithmetic average (2.63) and a standard deviation (.40), and the table showed that paragraph (12) (students drop out From the school) occupied the first place, with an arithmetic average (2.64) and a standard deviation (.55) and a medium degree, while paragraph (9) occupied the (non-commitment of some students to the implementation of homework.) in the last rank with an arithmetic average (2.55) and a standard deviation (.52.) weak degree.

THE THIRD DOMAIN: PROBLEMS RELATED TO THE LOCAL COMMUNITY

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE NO. (4) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TREND RETENTION DOMAIN, ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
17	Weak participation of local community institutions in school activities	2.61	.55	1	Medium
18	Parents' lack of interest in the school's mission	2.60	.57	2	Medium
19	Parents' weakness of conviction of the violations committed by their children during school hours	2.59	.54	3	Low
20	The local community's lack of financial support for schools, such as providing them with the necessary educational equipment and aids	2.59	.54	3	Low
16	Weak conviction of many parents of the importance of parenting councils and their participation in them	2.55	.54	5	Low
15	Lack of respect for teachers by some students' parents	2.55	.54	5	Low
20	Some parents exert social pressure on the school principal	2.54	.54	7	Low
21	Parents' lack of interest in inquiring about their children	2.54	.53	7	Low
	Total score	2.54	.39	-	Low

The results in Table (4) showed that the degree of difficulties facing school administration in Jerash Directorate from the point of view of the principals themselves as a whole was weak with an arithmetic average (2.54) and a standard deviation (.39), and the table showed that paragraph (17) which states (The weak participation of local community institutions in school activities) ranked first, with an arithmetic average (2.61) and a standard deviation (.55), and a medium degree, while paragraph (21) (lack of parental interest in inquiring about their children) ranked last with an arithmetic average (2.54). And standard deviation (.53) weak degree.

THE FOURTH DOMAIN: PROBLEMS RELATED TO THE MANAGER

To answer the paragraphs related to this domain, the arithmetic averages and standard deviations were calculated.

TABLE NO. (5) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TREND RETENTION DOMAIN, ARRANGED IN DESCENDING ORDER

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
26	Weak computerization of administrative works	2.64	.57	1	Medium
27	Lack of financial and moral incentives for school principals	2.62	.60	2	Medium
28	Limited powers of school principals	2.61	.57	3	Medium
23	Many of the burdens and tasks entrusted to the school principal	2.60	.60	4	Medium
24	Weak communication media with the Directorate of Education	2.50	.60	5	Medium
26	Weak cooperation between the educational supervisor and the school principal	2.57	.61	6	low
25	Weak computerization of administrative work	2.56	.61	7	Low
30	Lack of coordination between educational departments in education departments towards issuing administrative circulars directed to schools	2.55	.61	8	Low
29	Lack of educational and technical qualification to run the school before commissioning.	2.52	.61	9	Low
	Total score	2.58	.44	-	Low

The results in Table (5) showed that the degree of difficulties facing the school administration in Jerash Directorate from the point of view of the principals themselves, as a whole, was weak with an arithmetic average (2.58) and a standard deviation (.44), and the table showed that paragraph (26) which states (Weak computerization of administrative work) ranked first, with an arithmetic average (2.64) and a standard deviation (.57), and a medium degree, while paragraph (29, which states (the educational and technical lack of school management before assignment) ranked last with an arithmetic average (2.52) And standard deviation (.61) and a weak degree.

SECOND, THE RESULTS OF THE SECOND QUESTION:

The results related to the second question: Are there statistically significant differences in the degree of difficulties facing the school administration in Jerash Directorate from the point of view of the principals themselves due to the variables of educational level, and years of experience in education?)

FIRST, THE EDUCATIONAL LEVEL

The arithmetic averages and standard deviations were calculated to estimate the degree of difficulties facing the school administration in Jerash Directorate from the point of view of the principals themselves due to the variables of the educational level, and table (6) illustrates this.

TABLE NO. (6) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ESTIMATES OF THE DEGREE OF DIFFICULTIES FACING THE SCHOOL ADMINISTRATION IN JERASH DIRECTORATE FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES DUE TO THE VARIABLES OF THE EDUCATIONAL LEVEL

Domain	Academic qualification	Numbers	Arithmetic average	Standard deviation	"T" value	Indication level
Problems related to teachers	Diploma	11	2.16	.27	1.54	.12
	BA	109	2.56	.58		
	Postgraduate	17	2.45	.58		
Problems related to students	Diploma	11	2.75	.57	1.74	.08
	BA	109	2.64	.59		
	Postgraduate	17	2.24	.52		
Problems related to the local community	Diploma	11	2.12	.59	.84	.34
	BA	109	2.70	.52		
	Postgraduate	17	2.65	.49		
Problems related to the principal	Diploma	11	2.76	.58	.13	.86
	BA	109	2.58	.42		
	Postgraduate	17	2.57	.45		
Total score	Diploma	11	2.51	.58	1.31	.16
	BA	109	2.43	.52		
	Postgraduate	17	2.35	.49		

The results in Table (6) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) for the estimates of the degree of difficulties facing the school administration in Jerash Directorate from the point of view of the principals themselves due to the variables of the educational level.

According to the variable years of experience in education: the estimates of the degree of difficulties facing the school administration in Jerash Directorate from the point of view of the principals themselves are due to the variable years of experience in education, and Table (7) illustrates this.

TABLE NO. (7) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ESTIMATES OF THE DEGREE OF DIFFICULTIES FACING THE SCHOOL ADMINISTRATION IN THE JERASH DIRECTORATE FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES DUE TO THE VARIABLE YEARS OF EXPERIENCE IN EDUCATION.

Domain	Experience	Number	Arithmetic averages	Standard deviation
Problems related to teachers	less than 5 years	11	2.46	.61
	From 6 to 10 years	85	2.52	.62
	more than 10 years	41	2.49	.55
Problems related to students	less than 5 years	11	2.66	.57
	From 6 to 10 years	85	2.76	.59
	more than 10 years	41	2.64	.58
Problems related to the local community	less than 5 years	11	2.57	.57
	From 6 to 10 years	85	2.68	.51
	more than 10 years	41	2.70	.48
Problems related to the principal	less than 5 years	11	2.50	.37
	From 6 to 10 years	85	2.57	.45
	more than 10 years	41	2.60	.44
Total score	less than 5 years	11	2.47	.48
	From 6 to 10 years	85	2.49	.58
	more than 10 years	41	2.49	.47

The results in Table (7) indicate that there are apparent differences between the arithmetic averages of the estimates of the degree of difficulties facing the school administration in the Jerash Education from the point of view of the principals themselves due to the variable years of experience in education. More than 10 years) for the total score at the highest arithmetic average of (2.49), followed by the owners of the category (less than 5 years), as their arithmetic average reached (2.47), and to determine whether the differences between the means are statistically significant at the level ($\alpha = 0.05$). The one-way analysis of variance was applied and the results of the analysis of variance were as shown in Table (8).

TABLE NO. (8) RESULTS OF THE MONO ANALYSIS OF VARIANCE TEST FOR ESTIMATES OF THE DEGREE OF DIFFICULTIES FACING SCHOOL ADMINISTRATION IN JERASH EDUCATION FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES DUE TO THE VARIABLE YEARS OF EXPERIENCE IN EDUCATION

Domain	Contrast source	Total squares	Average squares	The calculated" F'	Indication level
Problems related to teachers	Between groups	.109	.054	.158	.65
	Within groups	107.888	.345		
	Total	107.997			
Problems related to students	Between groups	.937	.469	1.352	.36
	Within groups	108.483	.347		
	Total	109.420			
Problems related to the local community	Between groups	.521	.216	1.008	.39
	Within groups	80.981	.259		
	Total	81.502			
Problems related to the principal	Between groups	.297	.149	.762	.44
	Within groups	61.053	.195		
	Total	61.350			
Total score	Between groups	.008	.004	.016	.78
	Within groups	82.678	.264		
	Total	82.686			

The results in Table (8) showed that there were no statistically significant differences at the level ($\alpha = 0.05$) of estimates of the degree of difficulties facing school administration in Jerash Education from the point of view of the principals themselves due to the variable years of experience in education.

RECOMMENDATIONS:

1. Working on holding courses for parents to help them teach their children the new curricula.

2. Setting a budget to increase classrooms to get rid of the phenomenon of students overcrowding in one class.
3. Providing sufficient computers in schools.

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