

# The Degree of Participation of Government School Principals in Overcoming the Problems Faced by Second Secondary Students in Karak District Schools from the Students' Point of View

Rateb Mohammad Yousef Alshamaileh  
Jordanian Ministry of Education  
Email ID: [ratebqaisy1972@gmail.com](mailto:ratebqaisy1972@gmail.com)

## ABSTRACT

The current study aimed to reveal the degree of the public-school principals' contribution to overcoming the problems faced by the Second secondary students in the Karak district schools from the students' own point of view. (Problems related to the high school exam, educational problems, personal problems, social problems), and their validity and reliability were verified, applied to a random sample of (1047) male and female high school students from the literary and scientific branches in the Karak district, which constituted (25%) of the study population. The study found that the degree of public-school principals' contribution to overcoming the problems faced by Second secondary students was medium with an arithmetic mean (3.59) and a standard deviation (0.39). It was also found that there were statistically significant differences in the total degree of the contribution of government school principals to overcoming the problems faced by Second secondary students and all their fields due to the gender variable and in favor of females, and there were no differences between the scientific and literary branches, and the study came out with the appropriate recommendations.

**Keywords:** Problems, Second Secondary Students, School Principals.

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## INTRODUCTION

Education is one of the most important and most prominent issues that society pays attention to, because education plays an important role in raising students and providing them with the knowledge, knowledge and skills necessary in their lives, in addition to providing them with moral values, which in turn contributes to the positive and sound building of their personalities, so that this is reflected in the benefit of society and its development. And its development, and therefore all stages of education are important, especially the secondary stage, especially for students of the Second secondary, whose students are characterized by the fact that they are going through the stage of adolescence, and they have an exam that results in fateful decisions, which may increase the behavioral disorders to which they may be exposed, in addition to some educational problems, and here highlights The role of the school administration in dealing with these problems and addressing them.

Proceeding from the importance of education, its necessity at different ages, and the interest in it from all peoples and nations, and its advancement at various stages and at all levels, through the development of its curricula, the development of teachers, their training and rehabilitation, building a positive relationship with the local community, and the search for the best ways and means to develop school administration, in addition to Attention to the student, who is the focus of the learning and teaching processes, in order to immunize the student and prepare him for the future, and provide him with cognitive, skill and psychomotor experiences, to be an active element in his society, which calls for searching for scientific methods and methods capable of playing this role.

The problems facing students impede the educational process, and their negative impact is reflected on the teacher's performance and effectiveness in the classroom, which is a waste of the student's academic time and a consumption of the efforts made by the school administration (Qamar, 2008).

It is necessary to confront these problems, and work to solve them, or reduce the negative effects that may result from them as much as possible, in order to advance the students who are the kit of the future and future generations to build. A secondary necessary for every collective effort, and it is a means to develop the school and school administration. The elements of which are planning, organization, direction and control must be used (Mustafa, 2002).

Since the secondary stage is considered a critical stage because of the age period that students go through, and high school students are not far from that, the high school exam is theoretically a general exam, for the end of the student's academic stage, and accordingly the student's academic fate is determined, and on this basis, the measurement of achievement The student is ultimately reduced to the results of an exam that measures the student's achievement in the last academic year only, which is the Second secondary exam, or the high school exam.

The general examinations in all educational systems in the world represented an important tool for

measuring achievement, considering achievement as a final outcome of the learning and teaching processes, and the successive developments in educational evaluation systems that were used in addition to exams reflected various tools, so that evaluation leads as a basic element of the educational process. To ascertain the level of achievement of the desired educational goals (Shaheen, 2004).

The school principal is one of the most important figures in his school, as he is the effective educational leader, who can overcome difficulties and pave the way for improving the educational process, by meeting the desires and needs of teachers and students alike (Hassan, 1982).

#### **STUDY PROBLEM**

What constitutes the high school exam in its current form is a source of anxiety and personal tension for the student and the society in general. common to society, and the only option that sticks to the exam and emerges from it is the necessity of passing it and succeeding in it.

Through the researcher's experience of the educational reality, and observing the reality of the problems facing high school students in schools, and given the importance of standing at the factors that help reduce and overcome these problems, so the researcher believes that the research is in the role of the school principal as a major and important factor in that, and accordingly it is determined

#### **STUDY PROBLEM WITH THE FOLLOWING QUESTIONS:**

1. What is the degree of the public-school principals' contribution to overcoming the problems faced by Second secondary students in Karakdistrict schools from the students' point of view?
2. Does the degree of public-school principals' contribution to overcoming the problems faced by Second secondary students in Karakdistrict schools differ from the students' point of view according to gender (male-female)?
3. Does the degree of public-school principals' contribution to overcoming the problems faced by Second secondary students in Karakdistrict schools differ from the students' point of view according to the branch (literary-scientific)?

#### **STUDY OBJECTIVES:**

The current study aimed to identify the degree of the public-school principals' contribution to overcoming the problems faced by the Second secondary students in Karakdistrict schools from the students' point of view, and to reveal the significance of the differences in that according to the variables of gender and branch.

#### **STUDY IMPORTANCE:**

This study acquires its practical importance because it is the mentoring stage through which the student's academic fate is determined, which is the decisive point that determines his life course. In assisting high school students in overcoming their problems, and thus possessing the necessary skills and abilities to apply for the high school exam, which may benefit school principals, educators, and parents to identify problems and prevent their occurrence by strengthening school principals for their roles. The study may also help in developing suggestions and recommendations that can assist the school in performing this role, especially with regard to the expected role of school principals and in cooperation with the educational counsellor, educational supervisors, teachers, and the Ministry of Education in general. In theory, this study may provide a tool that can be used in conducting the future study, as it stems from the scarcity or absence of any studies in the Jordanian environment that have dealt with this subject.

#### **TERMINOLOGY OF STUDY**

The problems are: confusing situations that challenge the student, and require interpretation and study to solve them. These distinct situations arise from the presence of a large separation between what is existing and what should be (Moses and others, 1993), and Abd al-Rahman (1998: 176) defines the problem as: "difficulty or a perceived obstacle for the individual to prevent him from achieving the greatest possible psychological, social, health and academic compatibility. The researcher defines the procedural problems as: the set of difficulties facing high school students and impeding their achievement to solve their own problems with the possibilities available to them, including problems related to the high school exam, educational problems, personal problems, and social problems.

**SECONDARY STAGE STUDENTS:** They are students registered in the twelfth grade, which is the final stage in secondary education, representing the middle adolescence stage and extending from seventeen to eighteen approximately, and it is the second secondary stage in the literary and scientific branch.

#### **THE LIMITS OF THE STUDY**

This study can be defined by the following limits:

**OBJECTIVE LIMIT:** This study was determined to identify the role of the school principal in overcoming the educational, personal and social problems and problems related to the high school exam, which students face, through a field study of high school students in Karak Governorate schools.

**TIME LIMIT:** in the second semester of the academic year (2021-2022 AD)

**SPATIAL LIMIT:** government secondary schools affiliated to the Directorate of Education in Karak Governorate.

**HUMAN LIMIT:** high school students of both sexes in Karak Governorate, in its two branches (literary and scientific).

### PREVIOUS STUDIES

Saied (2003) conducted a study that aimed to find out which of the most severe problems faced by secondary school students in Gaza Governorate, and the descriptive analytical method was used, where a questionnaire was applied that included (73) items divided into five areas, namely problems (social, ethical, psychological, The study concluded that the field of problems related to occupying leisure time ranked first, while the field of social and ethical problems ranked last, as it was found that there are significant differences Statistical significance attributed to the gender variable in favor of females in the field of (psychological problems), and there are no differences in the total degree and the rest of the fields due to gender. (Social, moral, psychological, sexual), while in favor of the scientific department in the field of problems related to occupying leisure time, and there are no differences due to specialization in the field of educational problems, and the total score of the questionnaire.

The study of Aljedi (2008) aimed to reveal the extent of the practice of principals in secondary schools in addressing the problems of female students in the secondary stage in Palestine, and to reveal educational ways to activate the role of school administration in addressing the problems of female students. The descriptive survey method was used, using a questionnaire distributed to a sample of (300) female teachers. Medium.

Wei (2009,) study aimed to investigate the manifestations of negative problems among secondary school students from the teachers' point of view. The descriptive approach was used, by applying a questionnaire to a sample of (146) male and female teachers. The study found that the most negative problems of secondary school students were the behaviors associated with verbal attack, cursing and yelling at others, which came in the first place, while the disruptive and chaotic problems came in the second place, and in the last place came the problems of theft and assault on the property of others. The average appearance of these problems was average.

Al-Shammari (2009) conducted a study aimed at identifying the extent of the success of the decentralization experience of high school exams in the Hail region in the Kingdom of Saudi Arabia from the perspectives of principals and teachers in public secondary schools. The sample of the study consisted of (50) principals and (240) teachers. A questionnaire of (40) items was applied to them, divided into four areas: building test questions, administrative planning for tests, implementing tests, and following up and evaluating tests. It also included an open question about the proposals of the study sample members to develop an experiment to decentralize high school exams in the Kingdom. School principal, and there are differences attributable to the scientific qualification in the field of constructing test questions in favor of a master's category and above, and no differences in the rest of the fields due to the educational qualification.

Ahmed and Youssef (2011) conducted a study that aimed to find out the most severe behavioral problems among secondary school students in Khartoum locality. The study sample consisted of (802) students, on whom the behavioral problems scale was applied. Homework, being late for school appointments, talking during classes with colleagues. It was also found that males are higher than females in many behavioral problems, and there were also statistically significant differences between the level of behavioral problems due to the grade variable.

The Rabab'a study (2015) aimed to reveal the obstacles to academic achievement among high school students (Al-Tawjiyyi) from the point of view of the successful and unsuccessful students and their parents in Irbid Governorate. The study sample consisted of (1022) participants. It is divided into three areas: personal, educational and social. The results showed the presence of an average level of obstacles related to academic achievement among the successful students compared to the unsuccessful who showed a high level of obstacles, and there were no statistically significant differences in the level of obstacles as a whole due to the variables of gender and place of residence, while there were differences in the fields of subjective and educational obstacles. It is attributed to the variable of the study branch in favor of the information management students.

Al-Ashqar (2015) also conducted a study aimed at identifying the problems of the twelfth-grade students (the scientific section) in the schools of the Ministry of Education, after the aggression on Gaza and ways to confront them from the students' point of view. The researcher used the descriptive analytical method, and the study sample consisted of (200) male and female students, a questionnaire consisting of (50) items was applied to them distributed on three axes (educational, psychological, social and economic problems). And there were no statistically significant differences in the problems of high school students (scientific section) due to the gender variable (male, female). The study recommended activating the role of extra-curricular activities, the role of the school principal, as well as the educational counselor, and trying to support students financially and psychologically and raise their morale.

Abu Samra and Majlawi (2016) conducted a study aimed at identifying the educational problems facing high school students (Second secondary) in Palestine. A field study in the schools of Ramallah and Al-Bireh governorate, as seen by the students themselves, and the role of the school principal in reducing these problems. The study sample consisted of (528) male and female students. A questionnaire consisting of (64) items was

applied to them, and the study concluded that the students' estimates of the problems The education that they neglected came to a medium degree, and that the role of the school principal in reducing these problems came to a medium degree, and the results showed that there were no differences in the total degree of educational problems facing high school students due to gender, except for the presence of differences in the field of social problems where the differences were in favor of males, and it was found that there are differences between the scientific and literary branches in the total degree and the field of problems related to the examination in favor of the students of the scientific branch.

Radwan's study (2016) aimed to reveal the degree of satisfaction of secondary school students in Jerash governorate with their preparation for the General Secondary Certificate Exam. A questionnaire consisting of (51) items was built. The results of the study indicated that the degree of high school students' satisfaction with their preparation for the General Secondary School Certificate exam was medium, and there were statistically significant differences in the students' estimates of the degree of their satisfaction with this preparation due to the variables: the student's gender, his academic path, the size of the school, and the level of his family's income.

Bani Khalaf (2020) conducted a study aimed at revealing the educational problems facing secondary school students in government schools in Koura District from the teachers' point of view and their suggestions to treat them. The descriptive approach was used, where a questionnaire consisting of (25) items was applied to a sample of (25) 348) male and female teacher, and the results showed that the degree of educational problems facing secondary school students in government schools in Koura District from the teachers' point of view was medium, and the solution of the educational problems came in first and highly, while the field of social problems came in last and medium.

Al-Lamsi (2021) also conducted a study aimed at identifying the role of digital citizenship in reducing cyber-bullying problems among high school students, and the study sample consisted of (506) male and female students from the Beheira Governorate in Egypt, a questionnaire was applied to them, and the study concluded that digital citizenship It plays an important role in reducing cyber-bullying problems among high school students, as it was found that there are no differences in the role of digital citizenship in reducing cyber-bullying problems among high school students due to the gender variable, and there are no differences between the literary and scientific branches.

#### **METHODOLOGY AND PROCEDURES:**

##### **STUDY APPROACH:**

The current study followed the descriptive analytical approach.

##### **STUDY POPULATION**

The study population consisted of all high school students in government schools in the Karak Governorate in Jordan, who numbered (4192) male and female students, according to the statistics of the Jordanian Ministry of Education for the academic year (2022/2022).

##### **THE STUDY SAMPLE**

The sample was chosen randomly, as (9) schools for males and (10) schools from female schools were chosen, and the determination of the sample size was based on the Thompson equation (Thompson, 2002). The questionnaire was applied to all male and female students in the selected schools It was distributed electronically to (1047) male and female students (25%) of the study population, and Table (1) shows the distribution of the study sample members by gender and branch:

**TABLE(1) :DISTRIBUTION OF STUDY SAMPLE MEMBERS BY GENDER, EDUCATIONAL QUALIFICATION AND EXPERIENCE**

Variable	Category	Number
Sex	Male	510
	Female	537
Branch	literary	590
	scientific	457
Total		1047

##### **STUDY TOOL**

To achieve the objectives of the study, the researcher developed a questionnaire after reviewing the educational literature related to the subject of the study and reviewing previous studies. Educational: represented by (11) paragraphs, and the personal problems domain: represented by (10) paragraphs, and the social problems field: represented by (9) paragraphs.

##### **THE VALIDITY OF THE STUDY TOOL**

The indications of apparent honesty were verified using the honesty of the arbitrators by distributing the questionnaire in its initial form to (7) arbitrators from Jordanian university professors and specialists from the Ministry of Education. (80%), and the wording of (3) paragraphs was modified.

The validity of the questionnaire was also verified by using the internal consistency validity by calculating the correlation between the degree of the paragraph and the degree on the domain to which the paragraph belongs on

a survey sample of (30) male and female teachers who were randomly selected from within the community and were not included in the study sample, and table (3) shows the coefficients of link:

**TABLE(2) :THE VALIDITY OF THE INTERNAL CONSTRUCTION OF THE QUESTIONNAIRE BY CALCULATING THE PEARSON CORRELATION COEFFICIENT BETWEEN THE DEGREE ON THE PARAGRAPH AND THE SUB-SCORE ON THE DOMAIN TO WHICH THE PARAGRAPH BELONGS (N = 30)**

Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient
<b>High school exam related problems</b>		<b>educational problems</b>		<b>personal problems</b>		<b>social problems</b>	
1	.542	9	.742	20	.622	30	.657
2	.774	10	.664	21	.445	31	.466
3	.611	11	.703	22	.711	32	.638
4	.703	12	.564	23	.473	33	.546
5	.723	13	.633	24	.440	34	.450
6	.615	14	.636	25	.710	35	.523
7	.698	15	.541	26	.621	36	.444
8	.544	16	.449	27	.526	37	.545
		17	.668	28	.719	38	.418
		18	.642	28	491.		
		19	.742				

It is evident from Table (2) that the questionnaire achieved good internal construction validity indicators, as the correlation coefficients ranged between (0.440-0.774). The correlation coefficient between the degree on the domain and the total degree on the questionnaire was calculated as in Table (4):

**TABLE(3) :CORRELATION COEFFICIENT BETWEEN THE SCORE ON THE DOMAIN AND THE TOTAL SCORE ON THE RESOLUTION**

Field	correlation coefficient
High school exam related problems	**15.6
educational problems	**3.52
personal problems	**74.5
social problems	**22.6

(\*\*) Function at significance level ( $\alpha \leq 0.01$ )

It is clear from the data in Table (3) that the correlation coefficients for the axes ranged between (0.523-0.622), all of which are statistically significant, which indicates that the questionnaire has appropriate internal consistency indicators.

#### QUESTIONNAIRE STABILITY

The significance of the stability of the resolution was verified using the Cronbach's alpha equation for internal consistency on the same exploratory sample (n = 30), and the table (4) shows the questionnaire stability coefficients:

**TABLE(4) :QUESTIONNAIRE STABILITY COEFFICIENTS**

Field	Items NO	Cronbach Alpha
High school exam related problems	8	0.83
educational problems	11	0.88
personal problems	10	0.86
social problems	9	0.84
Total	28	0.91

It is evident from Table (4) that Cronbach's alpha stability coefficient for the questionnaire as a whole was (0.89) and for the fields ranged between (0.83-0.88).

#### QUESTIONNAIRE CORRECTION

The response is done on the questionnaire according to the five-point Likert scale (very high, high, medium, low, very low), and the scores are given (5, 4, 3, 2, 1) respectively, and the degree of practice is judged based on the following standard:

Arithmetic Mean	The level relative to the arithmetic mean
1- 2.33	Low
2.34 – 3.67	Average
More than 3.68	High

#### STUDY PROCEDURES:

1. The theoretical literature and previous studies related to the subject of the study were reviewed.
2. The study tool (the questionnaire) was developed by reviewing the theoretical literature and previous studies

related to the subject of the study.

3. The questionnaire was presented to a group of arbitrators from faculty members in Jordanian universities, and specialists in educational administration, and the appropriate amendments were made in light of their directives and suggestions.
4. The reliability and validity of the study tool, and its compatibility with the subject of the study, were verified by using Cronbach's alpha coefficient.
5. The statistical packages (SPSS) for the humanities and social sciences were used to analyze the data and draw conclusions.

### STATISTICAL PROCESSORS

To answer the study questions, the following statistics were used:

1. Arithmetic means and standard deviations to answer the first question.
2. An independent T-test for the second and third questions.

### STUDY RESULTS AND DISCUSSION

The results of the first question: What is the degree of the public-school principals' contribution to overcoming the problems faced by Second secondary students in Karak district schools from the students' point of view?

To answer the question, the arithmetic averages and standard deviations were calculated, and Table (5) shows this:

**TABLE(5) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DEGREE OF PUBLIC-SCHOOL PRINCIPALS' CONTRIBUTION TO OVERCOMING THE PROBLEMS FACED BY SECOND SECONDARY STUDENTS IN KARAKDISTRICT SCHOOLS FROM THE STUDENTS' POINT OF VIEW**

Field	Arithmetic Mean	Standard Deviation	Rank	Level
High school exam related problems	3.62	.29	2	Average
educational problems	3.68	.41	1	High
personal problems	3.58	.60	3	Average
social problems	3.46	.47	4	Average
Total	3.59	.39	-	Average

It is noted from Table (5) that the degree of the contribution of government school principals in overcoming the problems faced by the Second secondary students in Karak schools from the students' point of view was average, with an arithmetic mean (3.59) and a standard deviation (0.39), where the field (educational problems) came in The first rank, with a high degree, with an arithmetic mean (3.68) and a standard deviation (0.41), while the field of (social problems) came in the last rank, at an average level, with an arithmetic mean (3.46) and a standard deviation (0.47).

The reason for the participation of government school principals in overcoming the problems faced by Second secondary students in Karak schools from the point of view of the students themselves came to medium that school principals focus their efforts on educational and academic aspects more than other aspects, so they are interested in educational aspects and aspects related to the high school exam , and trying to solve students' problems there, especially that the success rates and high rates in the high school exam are given importance by the Ministry and strengthen school principals on it, so their focus is on following up on students' family needs, and involving representatives of high school students in special meetings to discuss their problems, and hosting specialists to provide advice and guidance For students, about the exam does not take enough space from the managers' concerns and focus on them, and the lack of focus on the psychological aspects of students and help them build positive relationships, and the lack of focus on specialized programs and instructions to seek to reduce the level of anxiety and fear of the future and unemployment among students.

This result is consistent with the findings of the study of Said (2003), which indicated that the field of problems related to occupying leisure time ranked first, while the field of social and ethical problems came in the last rank, and is consistent with the study of Al-Jedi (2008), which showed that the extent of practicing Principals in secondary schools in dealing with the problems of female students in the secondary stage came to a medium degree, as it agrees with the study of Al-Ashkar (2015), which found that there are social, educational and psychological problems that high school students suffer from and the importance of the role of the school principal and trying to support students financially and psychologically and raise their morale .

It agrees with the study of Bani Khalaf (2020), which concluded that the degree of educational problems facing secondary school students in government schools in the Koura district from the teachers' point of view was medium, and in terms of the order and degree of fields, so that the field of educational problems ranked first and to a large extent, while The field of social problems is in the last rank, to a medium degree.

The following are the arithmetic averages and standard deviations of the paragraphs of each of the axes of the questionnaire:

**FIRST: THE PROBLEM AREA RELATED TO THE HIGH SCHOOL EXAM**  
**TABLE(6) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PROBLEM**  
**DOMAIN ITEMS RELATED TO THE HIGH SCHOOL EXAM**

NO	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	The school principal tries to reduce the sources of anxiety and tension that accompany the exam	43.6	.70	3	Average
2	The school principal reduces the media hype that accompanies the exam	3.58	.67	7	Average
3	The school principal seeks to raise the student's self-confidence to pass the high school exam	13.6	.82	5	Average
4	The principal prepares the Second secondary students for the exam at the beginning of the school year	93.5	.73	6	Average
5	The principal encourages teachers to discuss some of the Second secondary questions from previous years	43.7	.56	1	High
6	The school principal enhances students' scientific abilities to meet the high school exam	3.54	.57	8	Average
7	The school principal forms committees to follow up on the matters of the high school exam	53.6	.70	2	Average
8	The director holds meetings during the academic year with high school students to discuss everything related to the high school exam	3.63	.65	4	Average
	High school exam related problems	3.62	.29	---	Average

It is noted from Table (6) that Paragraph No. (5), which states, “The school principal encourages teachers to discuss some of the Second secondary questions for previous years” came in the first place, with a high degree, with an arithmetic mean (3.74) and a standard deviation (0.56), while the Paragraph No. (6), which states: “The school principal’s discussion enhances the students’ scientific abilities to meet the high school exam” in the last rank, with an average degree, with an arithmetic mean (3.54) and a standard deviation (0.67).

**SECOND: THE FIELD OF EDUCATIONAL PROBLEMS**

**TABLE (7):ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ITEMS IN THE**  
**DOMAIN OF EDUCATIONAL PROBLEMS**

NO	Item	Arithmetic Mean	Standard Deviation	Rank	Level
11	The manager arranges a program for additional classes if necessary	3.89	.76	1	High
13	The school principal follows up on the duties given by the teachers	3.84	.78	2	High
12	The school principal monitors the progress of teaching in the courses during the academic year	3.75	.74	3	High
17	The school principal makes sure that each teacher studies his specialty	3.69	.80	4	High
14	The director follows up on the achievement of high school students during the academic year	3.68	.82	5	High
10	The principal of the school is looking with teachers to find solutions to the problems of students with low achievement	3.66	.72	6	Average
18	The school principal focuses on the teacher's mastery of the subject he is studying	3.64	.82	7	Average
9	The school principal promotes high school students	3.63	.88	8	Average
19	The school principal provides the necessary teaching aids	3.58	.64	9	Average
16	The principal of the school follows up the role of student guidance for high school students	3.56	.85	10	Average
15	The school principal attends class sessions with teachers	3.53	.82	11	Average
	educational problems	3.68	.41	-	High

It is noted from Table (7) that Paragraph No. (11) which states, “The manager shall arrange a program for additional classes if necessary,” came in the first place, with a high degree, with an arithmetic mean (3.89) and a standard deviation (0.67), while Paragraph No. (16) which states, “The discussion of the school principal

enhances the students' scientific abilities to meet the high school exam" in the last rank, with an average degree, with an arithmetic mean (3.56) and a standard deviation (0.85).

**Third: the field of personal problems**

**TABLE(8) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PERSONAL PROBLEM DOMAIN ITEMS**

NO	Item	Arithmetic Mean	Standard Deviation	Rank	Level
25	The principal follows up with the teachers their interest in the problems of high school students	733.	.95	1	High
24	The principal shares with high school students their joy in any achievement they achieve	3.72	.88	2	High
26	The school principal deals with high school students from the standpoint of fatherhood and humanity	13.7	.98	3	High
22	It seeks to build positive relationships between students and teachers in the school	33.6	.89	4	Average
23	The school principal instructs the students that the level of their scientific abilities is higher than the level of the academic subjects	53.5	.96	5	Average
28	The school principal discusses with the stakeholders in the Directorate of Education the problems that are raised about high school students	3.56	.97	6	Average
21	It seeks to build relationships between students in the school	3.53	.94	7	Average
29	The school principal works to relieve students' anxiety about graduate unemployment	13.5	.97	8	Average
20	The principal limits students' shyness from discussing with teachers questions that are difficult to understand	53.4	.92	9	Average
27	The school principal urges teachers to pay attention to the psychological aspect of students personal problems	3.36 3.58	.95 .60	10 -	Average Average

It is noted from Table (8) that paragraph No. (25), which states, "The principal follows up with the teachers their interest in the problems of high school students," came in the first place, with a high degree, with an arithmetic mean (3.73) and a standard deviation (0.95), while paragraph No. ( 27), which states that "the principal urges teachers to pay attention to the psychological aspect of students" in the last rank, with a medium degree, with a mean (3.36) and a standard deviation (0.95).

**FOURTH: THE FIELD OF SOCIAL PROBLEMS**

**TABLE(9) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE SOCIAL PROBLEMS DOMAIN PARAGRAPHS**

NO	Item	Arithmetic Mean	Standard Deviation	Rank	Level
30	The school principal holds meetings with parents of high school students to discuss their children's problems	3.43	.82	6	High
34	The school principal listens to students' problems throughout the working hours	3.68	.71	2	High
33	The school principal directs students to the competent authorities for assistance in case they have social, health or psychological problems	3.51	.87	3	High
35	The school principal instructs parents not to pressure high school students to get a high grade	3.48	.73	4	Average
37	The school principal advises parents of high school students	3.44	.96	5	Average
36	The school principal encourages parents to visit the school to follow up on their children	3.77	.70	1	Average
38	The school principal follows up on the families of high school students to meet the needs of their children	3.35	.78	7	Average
32	The school principal shall include representatives of high school students in meetings to discuss their problems	3.32	.65	8	Average

31	The school principal hosts specialists to advise and guide students about the exam	3.19	.92	9	Average
	social problems	3.46	.47	---	Average

It is noted from Table (9) that paragraph No. (36), which states, “The school principal encourages parents to visit the school to follow up on their children” came in the first place, with a high degree, with an arithmetic mean (3.77) and a standard deviation (0.70), while paragraph No. (31) which states that "the principal hosts specialists to provide advice and guidance to students about the exam" in the last rank, with a medium degree, with an arithmetic mean (3.46) and a standard deviation (0.92).

The results of the second question: Does the degree of public-school principals’ contribution to overcoming the problems faced by Second secondary students in Karak district schools differ from the students’ point of view according to gender?

To answer the question, a t-test of independent samples was used to find out the significance of the differences in the responses of the study sample members towards the degree of the public-school principals’ contribution to overcoming the problems faced by the Second secondary students in Karak schools from the students’ point of view according to the gender variable:

**TABLE(10) :THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE DEGREE OF THE GOVERNMENT SCHOOL PRINCIPALS’ CONTRIBUTION TO OVERCOMING THE PROBLEMS FACED BY THE SECOND SECONDARY STUDENTS IN KARAK DISTRICT SCHOOLS FROM THE STUDENTS’ POINT OF VIEW ACCORDING TO THE GENDER VARIABLE**

Field	Sex	NO	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value	SIG
High school exam related problems	Male	510	3.58	.31	1045	-4.096	0.000
	Female	537	3.66	.27			
educational problems	Male	510	3.56	.40		8.848	0.000
	Female	537	3.78	.40			
personal problems	Male	510	3.47	.61		-5.778	0.000
	Female	537	3.68	.57			
social problems	Male	510	3.35	.42		-8.184	0.000
	Female	537	3.58	.48			
Total	Male	510	3.49	.37		-8.028	0.000
	Female	537	3.68	.39			

It is evident from the results in Table (10) that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample members towards the degree of the public-school principals’ contribution to overcoming the problems faced by the Second secondary students in the Karak district schools from the students’ point of view. Themselves are attributed to the gender variable, where the calculated t-value of the kidneys was = (-8.028), and there were differences in the four domains (problems related to the high school exam, educational problems, personal problems, social problems) where the calculated t-values = (-4.096), -8.848, -5.788, -8.184) respectively, and in favor of females.

This result is consistent with the findings of the study of Said (2003), which indicated that there are statistically significant differences in the field of psychological problems due to the gender variable in favor of females, and it differs with it with regard to the overall field and the rest of the fields, and it differs with the study of Al-Ashkar (2015), which indicated that there is no There are statistically significant differences in the problems of high school students (scientific section) due to the gender variable (male, female),

Results of the third question: Does the degree of public-school principals’ contribution to overcoming the problems faced by Second secondary students in Karakdistrict schools differ from the students’ point of view according to the branch (literary, scientific)?

To answer the question, a t-test of independent samples was used to find out the significance of the differences in the responses of the study sample members towards the degree of the government school principals’ contribution to overcoming the problems faced by the Second secondary students in Karak schools from the students’ point of view according to the branch variable:

**TABLE(11) :THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE DEGREE OF THE GOVERNMENT SCHOOL PRINCIPALS' CONTRIBUTION TO OVERCOMING THE PROBLEMS FACED BY THE SECOND SECONDARY STUDENTS IN KARAK DISTRICT SCHOOLS FROM THE STUDENTS' POINT OF VIEW ACCORDING TO THE BRANCH VARIABLE**

Field	Branch	NO	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value	SIG
High school exam related problems	literary	590	3.62	.27	1045	-.323	.747
	scientific	457	3.62	1.3			
educational problems	literary	590	3.67	.37		-.654	.513
	scientific	457	3.69	.46			
personal problems	literary	590	3.59	.53		.923	.356
	scientific	457	3.56	9.6			
social problems	literary	590	3.45	.40		-1.361	.174
	scientific	457	3.49	.54			
total	literary	590	3.59	.34		-.263	.793
	scientific	457	3.59	.45			

It is clear from the results presented in Table (11) that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the responses of the study sample members towards the degree of participation of government school principals in overcoming the problems faced by Second secondary students in Karak schools from the point of view of The students themselves are attributable to the branch variable where the calculated t-value of the kidney was (-0.263), and there were no differences in the four domains (problems related to the high school exam, educational problems, personal problems, social problems) where the calculated t-values = (-0.323, -0.654, 0.923, -1.361) respectively.

This result differs with the findings of the study of Said (2003), which indicated that there are statistically significant differences due to the variable of specialization (literary-scientific) in favor of students of the literary department in the problem areas (social, moral, psychological) and in favor of the scientific department in the field of problems related to occupying leisure time, while agreeing with it that there are no differences due to specialization in the field of educational problems, and the total score of the questionnaire.

## RECOMMENDATIONS

Based on the results of the study, the following can be recommended:

1. The necessity for the Ministry of Education to carry out a scientific and in-depth study of the reality of the high school exam, and to benefit from international experiences and models to come up with a contemporary model that matches the requirements of the stage.
2. The need for school administrations to provide the appropriate environment for high school students and prepare them for the examination during the school year and before its date, through the educational advisor and hosting specialists and educators.
3. Involving high school students and their parents in the meetings in which their issues are discussed.
4. Directing the parents of high school students to deal well with their children and directing them in the proper manner instead of putting pressure on them.
5. Conducting a study dealing with the relationship between the school principal's role in solving the problems of high school students and its relationship to their results and achievement.

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