

PROBLEMS FACED BY PRIMARY SCHOOL TEACHERS IN IRBID GOVERNORATE AS PERCEIVED BY THE SCHOOL ADMINISTRATORS

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Abstract

The Purpose of the present study is to identify the problems faced by primary school teachers from the viewpoints of school administrators based on such domains as: curriculum issues, students, local community, school building, facilities, scientific devices and to identify whether there is variation in the availability degree of such problems faced by teachers attributed to school administrative experience, or the academic qualification.

A two-part questionnaire was developed based on (Alshamari, 1425 AH) to measure problems faced by primary school teachers within Irbid Governorate, and adjusted in light of the comments of the judges who validated the study instrument. The first scale measures the demographic characteristics of participants, whereas the second part measures problems faced by primary school teachers as perceived by the school administrators within Irbid Governorate. Sample (N=100) was representative of the public primary school administrators within Irbid Governorate.

Results indicated problems faced by teachers; and found statistically significant differences ($\alpha=0.05$) attributed to the academic qualification effect on the problems faced that are related to the local community. Further, no statistically significant differences ($\alpha=0.05$) were found attributed to experience effect on all domains. In light of the results, the authors called for increasing the funds allotted for school buildings, student numbers to accommodate classroom size, greater involvement of teachers in curriculum design and development. It is also recommended to set up remedial plans for poor achievers, help students pay greater attention to homework assignments, and invite parents to periodically hold meetings about the teaching process.

Keywords: Primary School, Irbid Governorate, School Administrators

Introduction

The today's world is witnessing far-reaching scientific and technological breakthroughs that have penetrated every corner of our life, most importantly education. The educational system has experienced tremendous growth in almost every domain that increased the attention given by educators to the various educational institutions in terms of means, programs, activities so as to keep track with the fast developments taking place in the community.

Developed and developing countries altogether greatly emphasize on education in recognition of its active role in community development and progress. As a result, education has become a developmental leverage for all countries that effectively help social and economic problems and achieve welfare and prosperous because its major focus is training and educating human leader who can create progress and make changes. This, of course, necessitates many requirements such as an insightful educational administration that visualizes the virtual dimensions of progress, and can assume pivotal roles and takes the new responsibilities demanded by the process of modernization (Bahjat, 1991).

School is the academic place where interact educator's efforts to achieve the educational outcomes. Schools are no longer places where learners receive bulky knowledge by memorization and rote; instead they have become mechanisms to help learners acquire skills of positive adaptability with self, environment, community and the changing life. Presently, the duties and responsibilities of schools have broadened to include social responsibility towards the community where they locate by contributing in finding solutions for the social, vocational, health and cultural problems. In reality, they center disseminating knowledge and culture throughout the community and success in this mission is expected only from an effective school administration (Saman & Morsi, 1985).

In light of the significant role of schools in community development and progress, it is necessary, therefore, to take care of teachers, especially if known that their performance does not depend on themselves per se, but also on positive factors within school environment such as the effective school administration that satisfies teacher needs, consider individual differences, treat teacher indiscriminately, recognition of their values and empower best use of their capabilities and talents and increase mutual understanding to increase participation, cooperation, mutual trust that is based on frankness, truthfulness and friendliness (AL Halwani, 2007).

Although there are positive factors, there are also negative factors that counteract the organizational climate of the school including failure to meet teacher needs, ignorance of individual differences, underestimate their skills, ineffective employment of their abilities and capabilities, and misunderstanding ..etc. The negative factors also include conflict, poor participation or cooperation, disruption of the humanistic relations among employees. Both positive and negative factors reduce morale and lower performance level.

The more advanced a community, the greater and wider responsibility will be held by the administration. In fact, effective administration is a powerful mechanism to bring about progress in the modern life and achieving welfare. It is clear that progress in the developing countries will not take place unless there are in place administrative systems that put cornerstone for building and developing towards higher levels (Hellriegel and Slocum, 1982

There are a variety of essential criteria that can be used to evaluate quality of school administration in light of modern approaches to school administration. Most importantly, setting clear goals, identifiable duties and responsibilities in terms of division of specialized work, and demographic method that harnesses school capacities in service of the teaching-learning process. Good school administration is one that sets up an effective communication system involving interrelationships inside the school and with the local community outside school walls (Kizlik, 1999).

The school administrators perform functions that include planning, coordinating and directing educational activities taking place in school to develop and progress

The administration of a school has a significant part to take in creating the educational climate that assists every member to school to grow. The school principal, for instance is the most influential figure in defining the school climate. Many studies found that good school climate associates with awareness by teachers to the trust felt by their director towards them so that they are asked to cooperate their opinions are respected and are involved in the decision-making process (Ellis, 1988).

However, the role of a school principal and teacher is defined by their interrelationship, which requires accurate analysis from both psychological, social and personal aspects (Betty, 2001).

School administration is both science and art because dealing with others requires understanding, sympathy and acceptance o that to strike balance among different parties inside school towards the intended goals, improve staff competencies, and performance level thereby school principal can be said an effective educational leader (Publication by UNISCO Institute of Education-UNRWA, 1986).

Presently, schools take wide and varied roles in community, and the teaching-learning process surpassed the routine functioning such as running the everyday routine activities including discipline, student attendance/absence, providing textbooks, repair of the school building. The new role of school is rather student-centered in which school administration is required to provide the necessary environment and means to help the mental, physical and spiritual development of students, and harness students with life skills for both present and future, while in the same time improve the performance level of their teachers, and empower them to implement the curriculum effectively, which in the final analysis improve the whole educational process and facilitate accomplishment of the targeted goals. (Morsi, 1993).

In this context, school principals take a significant part in running the teaching-learning process because he/she assumes various roles like the educational leader who takes responsibility in carrying out numerous management functions that create an appropriate educational environment, and also assumes the role of educational supervisor who carefully evaluates and supervises progress of the educational process (Battah and Saud, 1993).

Statement of the Problem

The problem addressed by the current study is to identify problems maintained by primary female teachers in Irbid Governorate from the viewpoints of school administrators that would impede their perfect job performance, and to identify relationships with some variables in order to find out suitable solutions to such problems faced by the female students. The problems encountered were categorized into:

- Problems related to curriculum issues
- Problems related to students
- Problems related to the local community
- Problems related to building and equipments
- Problems related to scientific devices

Significance of the Study

The significance of the present study stems from the dearth research studies available that addressed problems faced by female students at primary schools in Irbid Governorate from the viewpoint of school administrators, which adds greater value to this study.

At the same time, identifying problems encountered by female students and effect on performance will help finding out meaningful practical solutions.

Further, identification of problems faced opens the door to conduct further studies on the effect of such problems on teacher performance and relationship with administrators and students.

Objectives of the Study

Primarily, the present study seeks to identify:

1. Problems encountered by primary female teachers as perceived by school administrators in the such fields: curriculum issues, students, local community, building and equipments, and scientific devices.
2. Whether the availability degree of problems faced by female teachers would vary by experience of school administrators and their academic qualifications.

Hypotheses

The study hypothesized that:

1. There are no statistically significant differences at ($\alpha=.05$) related to the problems faced by primary female teachers in Irbid Governorate as perceived by school administrators.
2. There are no statistically significant differences at ($\alpha=.05$) in the availability degree of problems faced by primary female teachers attributed to experience of school administrators and academic qualification.

Operational Definitions

- Problems: a situation or a state impeding accomplishing intended educational goals on the primary school level, and solving it requires analysis of basic components, causes and surrounding circumstances to achieve appropriate decisions.
- Primary female teachers: female teachers who teach primary students from the first through the tenth grade levels representing the "obligatory stage" in the educational system of Jordan.
- School administration: a team of educated workers in schools "administrators and technologists" under supervision of the school principal who implements school regulations and instructions as ordered by the school district.

Prior Studies

There are a number of prior studies that addressed problems of school administrations. For instance:

1. Al Shamari (1425AH) conducted a study for purpose of identifying managerial and technical problems encountered by principals of girl public schools at city of Hael as perceived by female school principals and supervisors. The researcher employed the questionnaire instrument to collect data and was administered to school principals and supervisors. Major results indicated poor quality of maintenance of the school buildings, lack incentives for talented principals, dissatisfaction with overload teaching, low morale of teachers regarding extracurricular activities, excessive sick vacations by teachers, narrow of classrooms, inappropriateness of school buildings to the educational process, poor funds available to school administration, irresponsiveness to school needs by school district, excessive absence of teachers, frequent absence of students pre and post vacation, apathy with training courses.

2. Allowati (1992) was conducted for the purpose of identifying problems encountered by elementary school principals in Sultanate of Oman from the viewpoints of school principals and teachers. Most salient problems included the school building and lack of public utilities. As for students, there was perceived weakness in their academic achievement, infrequent parental visits to inquire about their children, little significance given by parents to parent's council.

3. Al Madahdji (1991) sought to explore problems hinder effective school administration. The study concluded that most significant managerial problems are focused on school textbook, administrative duties, and problems related to the local community. However, problems impeding school advancement include overloaded classroom, apathy by parents regarding academic performance of their children, ineffective monitoring of academic progress of their children, low morale of teachers, lack repairmen of the school building, and other facilities, and shortage of instructional aids and devices.

4. Al Halwani (2007) sought to identify problems encountered by UNRWA primary school principals as perceived by school principals and teachers. Results indicated that regarding the curriculum, parents complained that find it difficult for them to keep along with the new curriculum, the curriculum does not respond to individual differences and capabilities of students, in addition that teachers are assigned by the administrators to teach courses that contradict with their majors. As for student area, problems included general academic weakness, failure to achieve the homework assignments, and excessive absence. Regarding local community, there was ineffective cooperation by parents with the behavioral problems of their children, disinterest with inquiry about their children, dissatisfaction with the parents' council, lack of instructional aids provided by the local community, regarding the

school building and equipments there was inadequate rooms, and halls to perform different activities, lack of suitable and healthy environment with good ventilation and heating, in addition to shortfall of instructional devices such as computer sets.

5. Derwesthuizen, (1996) was conducted for the purpose of identifying major problems facing secondary novice teachers in Kenya. Most importantly, the critical problem for headmasters was incapability by students to pay for their tuition, incapability to afford textbook price, shortage of physical facilities and other school equipments, lack adaptability by staff members, lack of playgrounds, and long distance walked by students to attend school, language difficulty. However, there are problems associate with the demanding educational system that calls for more financial support to accommodate with.

6. Highett, (1993) sought to explore problems influencing effectiveness of school principals within South Australia region. The sample consisted of school principals, parents, and interested parties in educational issues. Major problems identified by the study was insufficient funds available for school activities, inadequate assistance by those interested in education, and ineffective cooperation with teachers to improve school level, and apathy by parents regarding their child's education.

7. Anderson (1986) sought to identify problems facing private educational service within rural regions of Alaska from the viewpoints of teachers, school principals, and School District employees. Most importantly, the study revealed ineffective mail service between schools and the School District, which counteracts direct communication. Further, parents' involvement and professional contribution were poor, in addition to shortfall of public services, resources, and aids that help teachers accomplish their goals. There was general agreement between the opinions of School District employees, school principals and teachers in that regard.

Procedures

Population (N=100) consisted of all school administrators at public primary schools of the Ministry of Education located within Irbid Governorate out of which a representative sample (100) was randomly selected.

Instrumentation

A questionnaire scale measuring problems faced by primary teachers in Irbid Governorate was developed depending on al Shammari (1425 AH) with insightful opinions from experts who judged on the questionnaire items.

In its final form, the questionnaire included two subscales the first measurable demographic characteristics of respondents. The second part measures problems faced by

primary female students in Irbid Governorate from the viewpoints of school administrators.

Table (1) shows some study variables.

Table (1) Frequencies and percentages by variables

	Category	Frequency	Percentage
educational Level	Diploma	20	19.6
	BA	51	50.0
	MA or higher	31	30.4
Experience	Below 5 years	12	11.8
	5-10 yrs	21	20.6
	Above 10 yrs	69	67.6
	Total	102	100.0

Having removed unsuitable items, the final version of the questionnaire consisted of (45) items and covered five areas:

- Problems related to curriculum issues (9 items)
- Problems related to students (9 items)
- Problems related to local community (9 items)
- Problems related to building and equipments

Problems related to scientific devices (9 items)

Each item was measured using Likert 5-item scale, where each item was given one of the five ratings as follows:

- Item that receives very high rating was assigned score 5
- Item that receives high rating was assigned score 4
- Item that receives moderate rating was assigned score 3
- Item that receives low rating was assigned score 2
- Item that receives very low rating was assigned score 1

Validity

For validation, the instrument was sent to a number of expert judges teaching at Al Balqaa Applied University to elicit their opinions about the questionnaire in terms of:

1. Appropriateness of items in their respective areas
2. Accuracy of item wording, intelligibility, and inclusiveness
3. Any other changes they would suggest or add a new item

The questionnaire was modified based on the suggestions they recommended and the questionnaire in its final form included 45-items.

Reliability

To verify reliability, the instrument was tested using the T-retest method, and administered couple weeks later on a group without the original sample consisted of (30) participants. Pearson correlation ranging (.82-.89) was computed for their estimates on the overall study instrument between the two tests.

The internal consistency reliability coefficient (.80-.93) was computer using Chronbach alpha. Table (2) shows internal consistency Chronbach alpha and retest reliability in the areas and overall instrument which considered appropriate for the purpose of the present study.

Table (2) Chronbach alpha and retest reliability of the domains and overall instrument

Area	Reliability on repeat	Internal Consistency
Problems related to curriculum issues	.86	.80
Problems related to students	.87	.84
Problems related to local community	.82	.83
Problems related to building and equipments	.85	.86
Problems related to scientific aids and devices	.88	.84
Aggregate problems	.89	.93

Question one: *"what are the problems faced by primary female teachers as perceived by school administrators?"*

To answer this question means, and standard deviations were computed for problems faced by primary female teachers as perceived by the school administrators as demonstrated by the following table.

Table (3) means and standard deviations of problems faced by primary school teachers as perceived by administrators in descending order by means

Rank	No.	Area	M	SD	Level
1	2	Problems related to students	3.74	.69	
2	3	Problems related to local community	3.68	.66	
3	1	Problems related to curriculum issues	3.35	.69	
3	4	Problems related to building and equipments	3.35	.88	
5	5	Problems related to scientific aids and devices	3.33	.72	
		Aggregate Problems	3.49	.56	

Table (3) shows that mean scores ranged between (3.33-3.74), with problems related to students being ranked first (M=3.74), while problems related to instructional aid and devices was ranked last (M=3.33), and the mean score for problems in the aggregate was at (M=3.49). Means and standard deviations were computed for participant estimates of items within each of the study areas. The analytical analyses revealed that the mean overall score of the problems in the aggregate was at (M=3.49), meaning that female teachers are facing serious problems, which will be discussed in greater detail based on how critical are they within individual areas.

First Area: Problems related to students**Table (4)** means and standard deviations of student-centered problems in descending order by means

Rank	No.	Item	M	SD	Level
1	10	Large number of students in a classroom	4.43	.84	
2	11	Students use abusive words in the classroom	4.02	1.02	
3	15	Penetration of bad habits among students	3.86	1.02	
4	12	Damage of school property by some students	3.78	1.06	
5	13	General poor achievement of students	3.76	1.04	
6	17	Failure to carry out their homework assignments	3.56	.86	
7	16	Low level of cleanness among students	3.55	.96	
8	18	Maltreatment by some students towards their teachers	3.38	1.36	
9	14	Some students need special care in classroom	3.34	1.10	
		Problems related to students	3.74	.69	

Large number of students were placed top (M=3.75) as the critical problem facing teachers. The problem of increased number of students in classroom was ranked first, in addition to abusive words inside classroom, penetration of bad habits, low achievement, low cleanliness level, and maltreatment of teacher. This result is consistent with Allowati (1992) regarding low academic achievement; excessive student numbers in a classroom, poor achievement of students and failure to do their homework assignments. The authors attribute the problem of student cramming in classroom to many reasons, primarily the economic hardship locally and internationally, price inflation which resulted in moving greater numbers of students from private to public schools. Political developments in the regions also contributed to this problem because the refugee students were accepted in the regular classrooms, which reduced the classrooms available, and thus larger numbers of students in a classroom. Crowdedness in classroom impedes student teaching and increases poor achievement because the inability of teacher to monitor large numbers of students in the classroom, thereby low classroom management and increased behavioral problems, and negligence of homework assignments due to teacher's limited ability.

Problems related to the local community**Table (5)** means and standard deviation of problems related to local communities in descending order by means

Rank	No.	Area	M	SD	Level
1	27	Parents are unconfident about violations committed by their children during school hours	4.10	.80	
2	26	Little support by local community to schools in terms of instructional devices and equipments	3.94	1.06	
3	22	Inappropriate cooperation by parents with school to adjust misbehaviors of their children	3.91	1.06	
4	19	Parents rarely inquire about their children	3.81	1.05	
5	23	Little immaterial incentives received by teacher from the parents	3.74	.96	
6	21	Parents show little trust with and involvement in parents' council	3.73	.99	
7	20	Disinterest by many parents with the school activities	3.68	1.05	
8	24	Some parents put social demands on teachers	3.44	.97	
9	25	Some domestic organization intervenes in school business	2.77	1.15	
		Problems related to local community	3.68	.66	

Among problems related to local community, low confidence by parents regarding offences committed by their children in school was ranked first ($M=3.68$), followed by little material support provided by the local community such as equipments and devices; ineffective cooperation some parents with schools regarding bullying behavior of their children; disinterest by parents in asking about their children; low immaterial support received by teachers from parents; low awareness by parents regarding the parents' council, low motivation to participate on it; parents make social stresses on teachers and community bodies intervene in teacher's work. This result was consistent with (with (Allawati, 1992) regarding infrequent visits by parents to ask about their children; disinterest with the parents' council; and agreed with (Al Madahji, 1991) low interest by parents towards school and keep track with their children's achievement; and agreed with (Allahawati, 2007) in little cooperation by parents with the school regarding misbehavior of their students and distrust reported offences committed by their children during school time, low inquiries by parents about their children; and with (Highett, 1993) concerning apathetic parents regarding education issues of their children; and consistent with (Anderson, 1968) regarding poor parental participation on parents' council, which hinders achieving goals by teachers. The authors attribute these results to the shallow background knowledge of parents with the significance of following up their children's progress in school. However, some parents believe that school takes the whole responsibility on students during the school time. In addition, because of poor official attention given to parents' councils, parents, in turn, disregarded them believing they are unimportant and has nothing to do with their students. The school is also failing to set up effective partnerships with the local community, which resulted in apathy among parents regarding follow up the progress of their children.

Third Domain: problems related to curriculum issues

Table (6) means and standard deviations of problems related to curriculum issues in descending order by means

Rank	No.	Area	M	SD	Level
1	3	Teacher complaints regarding ineffective parental cooperation in teaching children	4.06	.92	
2	2	Curriculum does not considerate student abilities on some school levels	3.69	.98	
3	8	References on library shelves are no updated to enhance textbook content	3.39	1.30	
4	1	Infrequent visits by the educational supervisor to schools to monitor teacher progress with the curriculum	3.33	1.00	
5	7	Lack of educational technology needed for content delivery	3.26	1.12	
6	6	Modern technology devices such as computers are not readily available for content presentation	3.24	1.26	
7	5	Poor experience of teachers in textbook content analysis to enrich content delivery	3.14	1.07	
8	4	Lack of activity manuals necessary to enrich curriculum themes	3.05	1.08	
9	9	Inadequacy of class load per week to perform textbook activities	3.00	1.10	
		Problems related with curriculum themes	3.35	.69	

The problems related to curriculum were placed in the third rank (3.35), with the item stating complaint by teachers regarding ineffective cooperation by parents in the first rank, followed by mismatch between the curriculum and student capabilities, unavailability of research studies enriching courses, infrequent visits by the educational supervises to schools, scarce of modern technologies to deliver content, love experience level of teachers in curriculum content analysis necessary to enrich and improve the curriculum, shortage of activity manuals, inadequacy of classes per week to practice activities. These results received support with (Allahawati, 2007) parental complaints about their inability to deal with the new curricula, mismatch between the curriculum and student capabilities, poor utilization of modern technology such computers in content delivery, lack of activity manuals, and unavailability of educational technologies.

The authors attribute these problems to the broad gap between the culture of parents and that focused by the modern curriculum that reflect the modern developments in curriculum design. As for mismatches between the curriculum and student abilities, the authors argue that the reason would be that curriculum designers are irrelevant to day-to-day issues in education, and curriculum development is undertaken without eliciting teacher views who communicate with students in the field. As a result the curricula that are developed typically are of higher levels of students. Regarding lack technologies, the authors argue that the large student numbers in schools made the available resources shortfall huge student body at schools. The funds available could rarely meet the school needs of learning resources. The authors attribute low experience level of teachers in curriculum content analysis that help enrich and improve the curriculum to rarity of training needs offered by the Ministry of Education, and the teaching overload demanded from females teachers during the school time.

Fourth Domain: problems related to building and equipments

Table (7) means and standard deviations of problems related to building and equipments in descending order by means

Rank	No.	Area	M	SD	Level
1	29	Lack of classrooms and halls to practice the various activities	3.67	1.19	
2	28	Poor maintenance of the school building	3.53	1.03	
3	33	Students crammed in narrow classrooms	3.52	1.30	
4	35	Lack of cleaners reduces cleanse level of school	3.50	1.21	
5	30	Lack of sanitary facilities in school	3.33	1.28	
5	32	Lack of appropriate physical conditions like ventilation, heat, and light	3.33	1.30	
7	34	Unavailability of labs in school	3.30	1.36	
8	31	School location inappropriate and provides distracters from the teaching process	2.99	1.25	
9	36	Lack of library at school	2.95	1.43	
		Problems related to building and equipments	3.35	.88	

Problems related to building and equipments were placed fourthly ($M=3.35$), where the item stated shortfall in classrooms and halls assigned for the various activities was ranked first, followed by low repair service, narrow classrooms leading to student cramming, fewness of cleaners, and shortage of sanitary utilities, unavailability of suitable environment inside the classroom, unavailability of school labs, unsuitable location of schools, and unavailability of library in school. These results receive support from (Al Shamari, 1425 AH) regarding poor conditions of school building, poor maintenance, narrow of classrooms, unsuitability of school buildings to the educational purposes; with (Aallawati, 1992) in that the school building and public utilities are little, and crowdedness of classrooms, poor maintenance of school building and other premises, shortage of instructional means and devices; while agreed with (Allahawati, 2007) as to shortage of classrooms and halls assigned for various activities, absence of a suitable healthy physical conditions inside classrooms such as ventilation, and heating and absence of instructional aids and PC computers. The authors attribute the result that classrooms and halls assigned for activities are narrow to the fact that schools are also small, and because of excessive numbers of students in a classroom, which turned activity rooms into classrooms. As for poor maintenance, the reason could be accounted by a deficit of funds to undertake repairmen on a continuous basis, and retain cleaners permanently at the sanitary utilities inside the school. As for school labs, schools have labs but are insufficient for the large number of students. Regarding school location, the authors argues that there are many older schools that first was built with good location but with the urban growth and community enlargement school location now is unfavorable.

Fifth domain: problems related to instructional aids and devices

Table (8) means and standard deviations of problems related to instructional aids and equipments in descending order by means

Rank	No.	Area	M	SD	Level
1	41	Teachers lack skills of making instructional aids from the surrounding environment	3.57	.93	
2	38	Lack of learning resource centers nearby school	3.56	1.02	
3	40	Lack of learning resources such as PCs that are accessed b all students	3.49	1.10	
4	37	deficit of instructional aids suitable for the grade levels in schools	3.43	1.02	
5	39	Teachers poorly aware about the instructional aids available at learning resource center	3.39	1.00	
6	43	Lack of room for keeping instructional aids provided by students	3.35	1.07	
7	44	Shortfall of lab devices and materials	3.11	1.13	
8	45	Deficit of sports equipments	3.05	1.10	
9	42	Lack of yards and other playgrounds in school	3.02	1.30	
		Problems related to instructional aids and equipments			

The problems related with instructional aids and devices were placed in the fifth rank (M=3.33), with the item stating low skills of some teachers and inability to make instructional means from the environment around them was in the first rank, followed by rarity of learning resource centers in vicinity of schools; shortage of necessary learning resources, little awareness by teachers of the instructional means available at the learning resource centers, unavailability of safe place for storing instructional aids and devices, shortage of stationary, fewness of sports supplies, little yards, playgrounds, and gymnasiums. These problems were consistent with (Allawati, 1992) regarding unavailability of public utilities in schools; and with (Allhawati, 2007) regarding unavailability of safe places to keep the instructional aids, shortage of learning resources such as computer sets, shortage of the instructional aids that are accessible for students, low skills among teachers in preparing the instructional aids, followed by dearth of learning resource centers that locate nearby school, scarce of learning resources that are accessible for all students such as computer sets and shortage of instructional aids necessary; and agreed with (Derwesthuizen, 1996) regarding shortage of physical facilities and playgrounds; and agreed with (Anderson, 1986) regarding shortage of public services and facilities that help teachers achieve their goals. The authors attribute the problem of teachers' ineffective skills in making instructional aids to shortage of training courses offered for female teachers. The authors would attribute the result of rarity of learning centers close to the school to inadequate funds available for the Ministry of education. Regarding gyms and playgrounds and other facilities, the authors argue that there are schools with old buildings and others have leased buildings and these remained as they are despite development and increased student numbers. As for computers, the authors would account this result of the excessive number of students per class. However, regarding to absence of places to keep the instructional aids, the authors attribute this result to the fact that schools are old with excessive numbers of students in school, which resulted in changing learning rooms into classrooms.

Second question: "Does the availability degree of the problems faced by female teachers vary with the experience of school administrators and academic qualification?"

To answer this question, means and standard deviations of the availability degree of problems faced by teachers by the academic qualification and school administration experience. The following table shows the results.

Table (9) means and standard deviations of the availability degree of problems faced by teachers by academic qualification and school administration experience

			Problems relevant with curriculum themes	Problems relevant with students	Problems relevant with local community	Problems relevant with building & equipment	Problems relevant with instructional aids and devices	Overall Problems
Educational Qualification	DIPLOMA	M	3.32	3.42	3.34	3.08	3.24	3.28
		SD	.82	.85	.76	.98	.95	.71
	BA	M	3.31	3.78	3.74	3.34	3.30	3.49
		SD	.68	.65	.62	.97	.73	.54
	MA or above	M	3.44	3.89	3.80	3.53	3.43	3.62
		SD	.63	.59	.62	.57	.52	.44
Experience	Less than 5 yrs	M	3.06	3.76	3.51	3.06	3.56	3.39
		SD	.76	.77	.52	.88	.66	.51
	5-10 yrs	M	3.38	3.65	3.77	3.60	3.41	3.56
		SD	.65	.71	.56	.89	.66	.50
	More than 10 yrs	M	3.39	3.77	3.68	3.32	3.26	3.49
		SD	.69	.68	.72	.87	.75	.59

M=means, SD=standard deviation

Table (9) shows surface variance in the means and standard deviations regarding the availability degree of problems faced by the teachers due to a variety of categories of the two variables of academic qualification and experience of school administrators.

To identify the significance of differences between mean scores, two-way analysis of variance ANOVA for multiple variables was used with areas as shown by the table (10), and the two way analysis of variance of the overall instrument was used as shown in table (11).

Table (10) two-way analysis of variance for multiple variables regarding the effect of academic qualification and experience on areas of the availability degree of problems faced by the teachers

Variance Source	Areas	Total Squares	Freedom Degrees	Mean Squares	F-Value	Significance α
	Problems relevant with curriculum themes	.573	2	.287	.601	.551
Gender	Problems relevant with students	2.758	2	1.379	2.974	.056
Wilicks=.861	Problems relevant with local community	3.605	2	1.802	4.321	.016
R=.165	Problems relevant with building & equipments	3.870	2	1.935	2.613	.078
	Problems relevant with instructional aids and devices	.448	2	.224	.426	.654
Experience	Problems relevant with curriculum themes	1.354	2	.677	1.419	.247
Wilicks=.821	Problems relevant with students	.243	2	.122	.262	.770
R=.044	Problems relevant with local community	1.158	2	.579	1.389	.254
	Problems relevant with building & equipments	3.775	2	1.887	2.548	.083
	Problems relevant with instructional aids and devices	1.029	2	.515	.980	.379

Error	Problems relevant with curriculum themes	46.304	97	.477		
	Problems relevant with students	44.979	97	.464		
	Problems relevant with local community	40.460	97	.417		
	Problems relevant with building & equipments	71.837	97	.741		
	Problems relevant with instructional aids and devices	50.952	97	.525		
Overall	Problems relevant with curriculum themes	47.994	101			
	Problems relevant with students	47.995	101			
	Problems relevant with local community	44.575	101			
	Problems relevant with building & equipments	78.091	101			
	Problems relevant with instructional aids and devices	52.505	101			

Table (10) shows the following:

- There are statistically significant differences at ($\alpha=.05$) attributed to the effects of the academic qualification regarding problems related to the local community. To identify statistically significant paired differences among means, Scheffee test for post hoc comparisons as shown by the table (12). However, there were no statically significant differences regarding the other problems.
- There were no statistically significant differences at ($\alpha=.05$) attributed to effects of experience on all problem areas.

Table (11) Two-way analysis of variance of the effect of academic qualification and experience on the availability degree of problems faced by the female teachers

Variance Source	Total Squares	Freedom Degree	Mean Squares	F-Value	Significance α
Educational Level	1.713	2	.856	2.799	.066
Experience	.562	2	.281	.919	.402
Error	29.675	97	.306		
Total	31.609	101			

Results from table (11) shows:

- No statistically significant differences at ($\alpha=.05$) attributed to effects of academic qualification ($F=2.799$, $\alpha=.066$)
- No statistically significant differences at ($\alpha=.05$) attributed to effects of experience ($F=.919$, $\alpha=.402$)

Table (12) Scheffe Post hoc comparisons of academic qualification years about the effect of problems related to local community

	Mean	Diploma	BA	MA or above
Diploma	3.34			
BA	3.74	.40		
MA or above	3.80	.46*	.06	

*Statistically significant at ($\alpha=.05$) level

Table (12) demonstrates statistically significant differences at ($\alpha=.05$) between estimates of participants with the Diploma versus Master or higher holders, with differences being in favor of those holding the Master or higher degree.

The authors attribute the result that there are no statistically significant differences among the problems related to students, related to school building and equipments and instructional aids to the fact that they are perceivable problems at the various school levels. This result is consistent with (Allahwati, 2007). As for the local community, results showed statistically significant differences of the effect of educational level of the problems addressed by this study. This result is attributed to commonly held belief that those holding Master degrees or above typically have a wider perspective and more accurate in realizing problems related to indifference of parents because they received higher education and sufficient training in their fields of specialty which enabled them to deal effectively with the problems encountered. The result of effect of experience on the problems addressed was consistent with (Allawati, 2007) that found no statistically significant differences at ($\alpha=.05$) on the problem areas encountered by UNRWA primary school principals within north Palestine governorates attributed to experience. In addition, this result was consistent with (Al Madahji, 1991) that found no statistically significant differences between perceptions of secondary teachers and school principals attending Yemeni secondary schools attributed to experience years. The researchers would argue that lacking differences in such areas would be because that are easily perceivable and don't need greater experience to be felt, since the excessive attendance of students and crowdedness is obvious to everyone in addition to the fewness of classrooms, shortage of devices and equipments, little concern by parents, and many other problems are obviously perceived and don't require much experience to realize that they are exist.

Recommendations

Based on the analysis results and discussions, the authors recommend a number of inferences for practice recommended by the current study:

- Increase funds allocated for school buildings to get rid of student cramming in classrooms, labs, yards, and other school facilities.

- Number of students need to accommodate classroom size
- Teachers should be involved in curriculum development and design.
- Remedial plans to improve student achievement shall be emphasized
- There needs to be a mechanism to help students overcome negligence of homework assignments.
- Periodical meetings with parents are encouraged to inform them about developments in the teaching-learning process.
- The present study recommends sending parents monthly reports for information about behavioral and academic standing of their children.
- Partnerships with the local community actors are encouraged to provide support for schools in terms of instructional aids and devices.
- Maintenance of school buildings and equipments need to be conducted regularly in order to keep them in a workable state.
- Assign specific rooms for learning resources to keep them in good condition
- To reduce the teaching overload to enable teachers grow professionally in their fields of interest.

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