

The Administrative and Technical Obstacles Facing the Basic Schools' Principals in Bani Kinana Directorate of Education from their Perspectives

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Abstract

The study aimed to identify the administrative and technical obstacles facing the principals of the basic schools in Bani Kinana directorate of education from their perspectives. The study sample consisted of all the study community amounting to 88 male and female principals from Bani Kinana directorate of education. The study used the descriptive method through a questionnaire consisting of (33) items whose validity and reliability were verified. To achieve the objectives of the study, the researcher used the statistical processes of the "frequencies, percentages, arithmetic means, standard deviations, Cronbach Alpha internal consistency coefficient, Pearson correlation coefficient, MANOVA test, and ANOVA test." The results of the study showed that the arithmetic mean of the administrative obstacles was (3.77) by a high degree, the arithmetic mean of the technical obstacles as a whole was (3.74) by a high degree, there were statistically significant differences at the level of ($\alpha \geq 0.05$) in the impact of the administrative and technical obstacles facing the principals of the schools of Bani Kinana directorate of education according to the variable of gender in favor of the females and that there were statistically significant differences at the level of ($\alpha \geq 0.05$) for the impact of the administrative and technical obstacles facing the principals of the schools of Bani Kinana directorate of education as a whole according to the variable of the academic qualification in favor of the (higher diploma).

Introduction

The field of the school administration receives a great and increasing interest by all those working in the field of education due to the importance of the school in the community; it is the field where the efforts of all those interested in education meet such as the principal, teachers, parents, educational supervisors, local community, and others involved in such a matter.

The importance of the school administration comes from facilitating and developing working at the school and organizing the work in a way that conducts the educational processes in an effective way. It also helps in teaching students; however, its importance lies in providing the school services to teachers and students to perform their job in an atmosphere of cooperation with love and mutual respect (Rabee, 2006).

The modern school principal should not stand at a certain level of efficiency and effectiveness, nor should he be convinced of his honest performance. He must have a strong ambition and motivation for things away from that; he should be also prepared to adapt to the requirements of the century through starting the implied creative energies in the self, motivating the innovative abilities in those working with him making each of creativity, innovation and flexibility the main criterion through which he guides the educational process in his school and his movements in the school community (Shakour, 2002).

While doing his tasks, the principal faces problems hindering the progress of his job; therefore, it is important to face such problems, solve them or reduce their negative impacts as much as possible. This can only be done if his job is based on the effective planning. The first processes of the proper planning is diagnosing the disease before prescribing the drug through identifying the problems that he might face before their occurrence and that he should be prepared to face them through having a prior perception of the method of solving them (Al-Ajiz, 2001).

Some studies showed that there were some difficulties and obstacles that limit the effectiveness of the school administration in achieving the goals set for it. The most prominent difficulties, as perceived by those responsible for the school administration are (Al-Ghamdi, 2012):

1. Lack of human and material resources required for the school work.
2. Lack of adequate clarity of some regulations governing the work of the school administration.
3. Centralization and the need for reviewing the educational departments and the Ministry's departments in many material and technical matters.
4. Not giving principals the overall functional authorities for facilitating working at schools.
5. The weak technical and professional competencies for some school principals.
6. Lack of organizational regulations with comprehensive specifications that govern the administrative work of the school.
7. Poor participation in making decisions governing the administrative work at the school level.
8. Increasing the authoritarian tendency in the administrative methods used in the school administration.

The school principals face problems affecting their administrative work and they have multiple sources that some are related to the school, teacher or students; each has a special impact on the school principals. Some of these problems constitute a strong barrier that led to the reluctance of many principals and the return to the teaching profession for fear of worsening problems and inability to reach to radical solutions. The most important problems include (Banda, 2008):

First: Problems related to the school administration

- The overlap of powers: it means that some employees of the Department of Education exceed their job limits, duties and responsibilities in matters not in their business either for his personal benefit or ignorance of regulations.
- Lack of interest in setting the school work plan: A time plan should be established to determine the course of the work accurately; the educational job requires regularity and accuracy; therefore, the principal should pay attention to setting a plan that determines the main parameters and responsibilities of the job.
- Hesitation in decision-making: Decision-making is the heart of the educational process; it requires the proper method to reach to a wise decision that is appropriate to the circumstances and issues faced by the administration.
- Negligence of the school administration: it is characterized by the disorder of the principal and employees in addition to the lack of balance among the members which reaches to the students who do not go to school and neglect their assignments.
- Weak human relations: the relations are the job's task in education. It results in more production and meeting the needs of the individual and him.
- Few meetings for the school committee: it is one of the important matters that have the greatest impact on the effectiveness of school work.

Second: Problems related to the teacher

- The youth's disaffection from the teaching profession: The teaching profession is a difficult profession because the teacher deals with a person; it needs people characterized by balance, adaptation, dealing with others, and a sincere desire to deal with them.
- New school teacher: The new teacher faces problems in dealing with students, parents, appointment in a remote area, or abuse of staff that may cause that the teacher hates the profession.
- Weak level of the teachers: it is limited to the level of teaching, poor work skills and inability to plan well for the lessons.
- Teachers' absence and delay: the absence and delay in work may lead to disrupting the study in classes, students' negligence and disruption of the public order.
- Lack of using the educational means: It is regrettable that some teachers do not care about the educational means while in school.

Third: Problems related to students

- Morning delay: many principals suffer from this problem; the causes of this problem include: late sleep, long distance to the school and the presence of family problems.
- Academic underachievement: a social education problem that concerns educators. The reason for such a problem is the mental state of the student that forms a disability.
- Riot and aggression: This pattern is common among students at different academic stages and it varies according to each stage.
- Lack of interest in the health of students: Many students face many problems, including easy and difficult ones. It is easy to identify students with health problems.
- Lack of involving students in the school activities: The extracurricular activities have many benefits to students, including cooperation, responsibility and loyalty. It is attributed to the social and psychological situation.

The Educational Administrators' Association finds that the success of the educational institution depends on the efficiency of the administration while performing the following tasks (Al-Lahwani, 2007):

- Planning: It is an attempt to control the future towards the desired objectives, which were carefully selected.
- Privatization: the selection and appointment of physical and human resources required for the plan.
- Motivation: raising the effectiveness in the behavior towards the desired outcomes.
- Coordination: linking the various activities in an integrated framework for the meaningful work.
- Evaluation: the continuous examination for the results achieved and the methods through which the administration functions are implemented.

The task of the school administration has changed and has expanded in the present time. It is no longer a routine operation that aimed at running the school issues according to certain rules and regulations, such as maintaining the school system, limiting students' attendance and absence and maintaining the school buildings and equipment. In addition, it has become a humanitarian process whose focus is the student aiming to provide all the conditions and possibilities that help guide its mental, physical and spiritual development and improve the educational process in order to achieve

growth (Rabie, 2006). The field of the school administration widens that it is no longer limited to the administrative aspects but it combines all the technical and financial aspects along with all issues related to students, faculty members, curricula, teaching conditions, school activity, technical supervision, and everything related to the educational process indirectly.

Previous studies

Many studies addressed the problems suffered by the school principal, such as Amakyi (2017) An ex post facto design using independent samples t-test was conducted to find out if differences exist in the profiles of high school heads in their readiness to address problems of practice. Questionnaire was used to collect data from the study respondents consisting of heads of senior high schools in Ghana who were selected by simple random sampling technique. Data collected were analyzed by testing hypotheses that utilized independent samples t test procedure. Major findings reported in the study showed that there was statistically significant difference in respondents' readiness to address problems of practice. Respondents who had taken graduate level courses in educational administration showed more readiness to address problems of practice than those who have not taken graduate level courses in educational administration. Also, respondents who have served as assistant heads showed more readiness to address problems of practice than those who have not served as assistant heads. A key recommendation was that the Ghana Education Service should consider including in the requirement to become a high school head a graduate level courses in educational administration and experience as assistant head.

AL-Anzee, (2016) aimed to identify the Problems encountering schools administration in schools supplemented with special education Programmers' in the State of Kuwait, in light of the variables (gender, training, experience and qualifications), study sample consisted of (116) school principals and their assistants in the State of Kuwait, the study found that the degree of estimation principals and their assistants to the problems faced by school administration in schools supplemented with special education programmers' in the state of Kuwait was great, the study found that there is no statistically significant perceptions school principals and their assistants about the problems faced by the school administration in schools differences there due to gender, academic qualifications, years of experience and training courses. In light of the results that have been reached researcher recommended a series of recommendations including the development of awareness among school administrators comprehensive integration because that would be instrumental in the success of mergers, providing sources thereto school room special classes, and to provide a cadre psychological service and social specialist in schools Appendix by special education classes.

(Saber, 2015) sheds light on the most important obstacles facing the administrations in the secondary schools, and reasons and means to overcome them. The study population consisted of (186) male and female principals in the secondary schools "private and public" in ThiQar governorate. The questionnaire was used as a main tool for research. It was divided into two areas: administrative obstacles and technical obstacles. The questionnaire was subject to validity and reliability. The study also used the personal meeting. To illustrate the objectives of the study, the study used the statistical methods of: (percentage, standard deviations, Cronbach Alpha equation, t-test, and Pearson correlation coefficient). The results of the study showed that most of the administrative obstacles facing the high school principals (public and private) had a severe degree of the obstacles, most of the technical obstacles faced by the high school principals (public and private) had a significant degree of obstacle, there were statistically significant differences according to the variable of gender in favor of the males and there were no statistically significant differences according to the variable of the type of the school (public and private).

Jamal Al-Din et al. (2013) conducted a study that aimed to identify the administrative and technical problems facing the high school principals in the capital Amman Governorate from their perspectives. The questionnaire was prepared and distributed to the study sample which consisted of all the principals working in the public secondary schools in Amman Governorate amounting to (201) principals by (78) male principals and (123) female principals. The study results showed that the problems faced by the secondary school principals in the capital Amman governorate from their perspectives were moderate. Such problems were divided into different fields: problems related to buildings and school yards, problems related to teachers, problems related to the administration, field of employing technology in the administrative and educational work at school, the field of problems related to students, and the field of problems related to parents of students.

(Al-Ghamdi, 2012) identified the organizational and technical obstacles faced by the school principals in the public education and identified whether there were statistically significant differences in the level of the organizational obstacles faced by the principals of the public schools in Jeddah governorate due to the variables of years of experience and academic qualifications. The descriptive, analytical approach was used. The study population consisted of the principals of the public schools in Jeddah and the number of the members of the sample was (438) principals, and the final research sample was (71) principals. The results of the study showed that there is no focus on experience in decision-making, no organizational hierarchy in the transfer of information, a lack of teachers' expertise in the technical aspect, and no interest in the professional culture by the employees.

(Al- Qahtani, 2008) sought to identify the administrative and technical difficulties facing the implementation of the integration programs for the mentally disabled in the basic stage from the perspective of the special education teachers, supervisors and principals of the integration schools, and ways of treating them. The descriptive survey method was used in addition to a questionnaire to collect the necessary information. The study population consisted of (161) supervisors and teachers of the special education in addition to the principals of schools that contain integration programs for the mentally disabled in the basic stage. The study found that there are administrative difficulties facing the special education supervisors and teachers along with the principals of the integration schools. There are technical difficulties facing the special education supervisors and teachers and the principals of the integration schools. Most of the students agreed on the treatment methods that were proposed to solve the administrative and technical difficulties which reached (40) items.

AL-Ajez, (2001) aimed at identifying the administrative problems facing the female head teachers in primary Education schools in Gaza Governorates hindering them from the smooth Performance of their duties. The sample consisted of (95) female head teachers in primary and preparatory schools run by UNRWA and the Palestinian Authority in the school year 1999- 2000. The researcher used a 54 items' questionnaire distributed among four domains; problems related to discipline and managing the students' affairs, problems related to members of the teaching staff, problems related to the central administration, and finally problems related to schools' administrative staff. The results show that the most common problem in the domain of discipline at schools is the aggressive behavior among the students during the break. Moreover, the study revealed that the most common problem in the domain of problems of the teaching staff is the non-completion on the part of some teachers of the duties assigned to them in time. The study also revealed that there were significant differences attributable to school type (UNRWA/Government) in favor of the female head teachers of the governmental schools whereas there were no significant differences attributable to the variable of experience. Moreover, there were significant differences attributable to the variable of stage in favor of the head teachers of preparatory schools. The study

recommended that the Palestinian Authority provides schools with all the things needed such as classrooms, playgrounds, school yards, labs, and specialized teachers.

Vander, et al. (2001) Elementary and secondary principals' perceptions of the severity of problems in public schools were investigated in this study through the analysis of data from a nationally representative sample of public school principals ($N = 8,221$, weighted $N = 71,946$). The study also inquired into whether principals' perceptions were related to school size and school location. The sample was constructed from the Schools and Staffing Survey 1993-94, a national survey conducted by the National Center for Education Statistics. The results indicated that most of the school problems were more serious in secondary schools than in their elementary counterparts, and that there was no association between the rank order of school problems in elementary and secondary schools. The findings also indicated that school problems were more severe in urban and rural school than in suburban schools, and more severe in large than in medium-sized and small schools. Implications of the findings were discussed.

Commenting on the previous studies

Through examining the previous studies, it was noted that all studies addressed the problems faced by the school principals and that some studies dealt with the secondary stage, such as (Amakyi, 2017) and (Jamal al-Din et al., 2013), studies on the basic stage such as (AL-Qahtani, 2008) and (Al-Enezi, 2001), and studies on the basic and secondary stages such as (Vander et al., 2011) and (Al-Ghamidi, 2012). All the previous studies were consistent regarding the study tool, where the questionnaire was used. Such studies were consistent regarding the fact that the existence of these problems and difficulties led to obstructing the work of the school principal. Such studies were benefited from in preparing the theoretical framework and designing the current study tool.

Study Problem and Questions

The school administration suffers from problems during performing its duties; such problems differ from one school administration to another and from one educational stage to another according to the conditions of schools and those working in them. Due to the different circumstances of schools regarding the insufficient buildings, the problems facing the school principals have a clear impact on the process of education. Accordingly, the study problem was limited to the administrative and technical obstacles facing the school principals in Bani Kinana directorate of education from their perspectives through answering the following questions:

- What are the administrative obstacles facing the school principals in Bani Kinana directorate of education from their perspectives?
- What are the technical obstacles facing the school principals in Bani Kinana directorate of education from their perspectives?
- Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means for the estimation of the members of the study sample on the administrative and technical obstacles facing the school principals in Bani Kinana directorate of education from their perspectives as a whole due to the variables of gender and the academic qualification?

Study Importance

The importance of this study is highlighted by the complaints of the school administrations and the educational cadre in our schools regarding the presence of the administrative and technical problems facing the principals of the basic and secondary schools, which led to studying the problems that hinder this performance to identify the strengths to support them as well as the weaknesses to repair

and avoid them in any future planning. The importance of this study is also highlighted regarding the most important problems among all the male and female principals and directing the attention of the Ministry of Education in Jordan to the various problems faced by the principals, which impede the educational process to enable them to study them and take the necessary decisions that contribute to solving them. (Jamal Al-Din et al, 2013).

Study Objectives

The current study aims to:

- Reveal the administrative obstacles facing the principals of the basic schools in Bani Kinana Directorate of Education from their perspectives?
- Reveal the technical obstacles facing the principals of the basic schools in Bani Kinana Directorate of Education from their perspectives?
- explore the independent variables for the variables: gender, years of experience and academic qualification?

Study limitations

- Spatial limitations: All schools at all levels in Kinana Directorate of Education in the governorate of Irbid.
- Human Limitations: male and female teachers of the schools of Bani Kinana Directorate of Education in the governorate of Irbid.
- Temporal Limitations: This study was conducted in the first semester of the academic year 2017/2018.

Procedural Definitions

- **Obstacles:** Factors impeding the performance of the official duties by the school principal in the technical and administrative aspects.
- **Administrative obstacles:** the obstacles that disrupt the administrative system at schools or the failure to perform the tasks and achieve the goals.
- **Technical obstacles:** Physical or moral aspects that are related to the fields and styles of education such as examinations, planning, and the bases of success, completion, failure and evaluation, and the like, which are measured through the research tool used by the researcher (Al-Ghamdi, 2012).
- **School principal:** an employee at the school, who is considered an educational leader and supervisor; his tasks include taking the right decisions to facilitate the administrative and technical job and work on developing and renewing the educational work at the school.
- **Principal:** an individual in the school who is responsible for the performance of a group of subordinates to achieve the school targets through conducting the functions of the administrative process including planning, organizing, decision-making, leadership, guidance, and control with the optimal use of the school resources (Al-Hur, 2005) .

Study Methodology

A comprehensive study was conducted for the male and female principals of Bani Kinana Directorate of Education to measure the administrative and technical obstacles facing the principals in Bani Kinana Directorate of Education from their perspectives. The descriptive and deductive analysis method was used to measure the administrative and technical obstacles.

Study Sample and Community

The study sample consisted of all the members of the study community amounting to (88) male and female principals from Bani Kinana Directorate of Education who were randomly chosen. Table (1) shows the distribution of the members of the study sample according to the personal and demographic characteristics.

Table (1): Distribution of the study sample according to the personal and demographic variables

Variable	Category	Frequency	percentage
Gender	Male	26	29.5
	female	62	70.5
	Total	88	100.0
academic qualification	Ph.D.	4	4.5
	M.A.	10	11.4
	Higher Diploma	74	84.1
	Total	88	100.0

Table (1) shows the following:

- For the variable of gender, females had the highest frequency of (62%) by 70.5%, while the males had the lowest frequency amounting to (26) by (29.5%).
- Regarding the variable of the academic qualification, it appears that the higher diploma holders had the highest frequency of (74) by 84.1% followed by holders of the MA degree with a frequency of 10 by 11.4% and the holders of the PHD degrees with a frequency of (4) and a percent of (4.5%).

Study Tool

The study tool, which was conducted on the male principals of Bani Kinana Directorate of Education was prepared to identify the administrative and technical obstacles facing the schools' principal of Bani Kinana Directorate of Education from their perspectives; it was divided into two fields: administrative obstacles with (16) technical obstacles and the administrative obstacles with (17) items which were carefully written to include the subject of the study.

Tool Validity

To verify the validity of the tool in its initial case, the researcher presented it to a group of (9) trustees from the faculty members concerned with the educational administration in some Jordanian universities, educational supervisors and school principals. The trustees were asked to provide their observations on the items of the questionnaire with regards to the language, item's extent of representing the field, and adding or deleting new items. In light of this, some amendments were conducted on the items of the questionnaire; the total number of the items of the questionnaire was (33) which were divided into two areas.

Structural Validity

To extract the validity indicators for all the items of the study tool, the researcher applied the tool on an exploratory sample of 20 male and female principals from the study community and outside the original sample and he calculated Pearson correlation coefficients between each item and the obstacle to which it belongs and the tool as a whole. Table (2) explains this.

Table (2): The correlation coefficients between the items of all the fields of the impact of the administrative and technical obstacles faced by the principals of Bani Kinana Directorate of Education from their perspectives and the obstacles as a whole

	correlation with the obstacleitself	correlation with obstacles as a whole	correlation with the obstacleitself	correlation with Obstacles as a whole
Item number	The correlation coefficient between the items of the administrative obstacles, the field itself and the scale as a whole			
1	.815 **	.762 **	.781 **	.778 **
2	.865 **	.807 **	.929 **	.917 **
3	.758 **	.664 **	.886 **	.870 **
4	.728 **	.650 **	.877 **	.876 **
5	.732 **	.637 **	.863 **	.914 **
6	.856 **	.835 **	.222 **	.848 **
7	.840 **	.827 **	.694 **	.719 **
8	.779 **	.802 **		
9	.867 **	.875 **		
correlation as a whole	0.976**			
Correlation coefficient between the items of the technical obstacles and the scale as a whole				
Item Number	correlation with the obstacle itself	correlation with obstacles as a whole	correlation with the obstacle itself	correlation with Obstacles as a whole
1	0.832 **	0.870 **	0.816 **	0.788 **
2	0.807 **	0.824 **	0.908 **	0.894 **
3	0.454 *	.429	0.858 **	0.844 **
4	0.886 **	0.873 **	0.836 **	0.834 **
5	.925 **	0.905 **	0.840 **	0.827 **
6	0.793 **	0.771 **	0.809 **	0.779 **
7	0.863 **	0.821 **	0.779 **	0.704 **
8	0.936 **	0.916 **	0.761 **	0.702 **
9	0.909 **	0.880 **		
Correlation as a whole	0.977 **			

*Acceptable and significant correlation coefficients at the significance level ($\alpha \geq 0.05$)

**Acceptable and significant correlation coefficients at the significance level ($\alpha \geq 0.01$)
Table (2) shows that the correlation coefficients between all the fields of the impact of the administrative and technical obstacles faced by the schools' principals in Bani Kinana Directorate of Education from their perspectives and the obstacles as a whole are all statistically significant at ($\alpha \geq 0.05$). this indicates the presence of a strong correlation, which are acceptable values for the purposes of applying the study.

Reliability of the Study Tool:

In order to extract the reliability of the study tool, the researcher applied the equation of the tool reliability (Cronbach Alpha) to all the study fields and the tool as a whole for the exploratory sample of (20) male and female principals from Bani Kinana Directorate of Education. Table (3) shows this.

Table 3: Cronbach alpha coefficients for the study and the tool as a whole

number	Field	Number of items	Reliability coefficient
1	Administrative obstacles	16	.967
2	Technical obstacles	17	0.969
All items of questionnaire		33	.982

Table 3 shows that Cronbach's alpha coefficient for the administrative obstacles was 0.967 and it was 0.969 for the technical obstacles. All these values are high and indicate the consistency among the fields of the tool. Cronbach's alpha for the tool as a whole was 0.982 and all the reliability coefficients were high and acceptable for the purposes of the study.

Scale Correction:

The questionnaire in its final case consisted of (33) items where the researcher used the Likert fifth scale to measure the viewpoints of the members of the study sample; it consisted of: strongly agree (5), agree (4), neuter (3), disagree (2) and strongly disagree (1) through ticking the answer reflecting their degree of approval. The following classification can be adopted to classify the following arithmetic means:

- Less than 2.33 low.
- from 2.34 to 3.66 moderate.
- From 3.67 to 5.00 high.

Study variables: The study included the following independent variables:

First: independent variables, which included the following:

- Gender**: It has two categories (male, female).
- Academic qualifications**: it has three levels: (higher diploma, master, and doctorate).

Second: dependent variables. It included the following:

-The administrative and technical obstacles faced by the principals of Bani Kinana directorate of education from their perspectives as a whole. They are represented by the arithmetic means of the estimations of the members of the study sample regarding the items of the administrative and technical obstacles' tool facing the principals of the schools of Bani Kinana directorate of education from their perspectives.

-The fields facing the principals of Bani Kinana directorate of education from their perspectives: they are represented by the arithmetic means of the estimates of the members of the study sample for each item of the tool fields (administrative obstacles and technical obstacles).

Study Procedures

The researcher conducted the following steps:

- Determining the study problem and questions in light of the literature and the previous studies.
- preparing a list of criteria that should evaluate our Arabic language books for the basic stage in light of it through the theoretical literature, and the related studies, in addition to the experience of researchers. Such a list would include (33) items, distributed into two fields: administrative obstacles and applied obstacles, which were adopted to develop the study tool.
- Preparing the study tool (questionnaire) which is associated to the administrative and technical obstacles; it was determined and confirmed regarding its validity by presenting it to a number of specialists followed by the necessary amendments. The reliability of the study tool was verified and the questionnaire achieved a high reliability.
- Coordinating with Bani Kinana directorate of education to conduct the study to the schools' principals, agreeing on the right time for that, and distributing the questionnaires into them.
- Conducting the statistical processing of data through the descriptive statistics which mainly relied on the arithmetic means and standard deviations.

Statistical Processing:

In order to answer the study questions, the following statistical treatments were used through the SPSS: the frequency and percentages of the personal variables and the academic qualification of the members of the study sample, the arithmetic means and the standard deviations of the responses of the members of the study sample for all the fields of the study tool, the internal consistency coefficient of Cronbach's Alpha for all the fields of the study, Pearson correlation coefficient for extracting the structural validity, MANOVA test for detecting the differences among the arithmetic means of the fields of the study according to the personal variables, and ANOVA test for detecting the differences for the responses of the study sample regarding the study tool depending on the personal variables.

Study Results and Discussion

The study aimed to identify the impact of the administrative and technical obstacles facing the principals of Bani Kinana directorate of education from their perspectives. The results will be presented based on the study questions.

Study Questions

First question: what are the administrative obstacles facing the principals of the schools of Bani Kinana directorate of education from their perspectives?

Second question: What are the technical obstacles facing the principals of the schools of Bani Kinana directorate of education from their perspectives?

To answer these questions, the arithmetic means and the standard deviations of the fields of the technical obstacles, administrative obstacles and the obstacles as a whole were calculated; they were also calculated for the items of the obstacles; the tables below illustrate this.

Table 4: arithmetic means and standard deviations of the obstacles and the obstacles as a whole (n = 88)

number	Field	Arithmetic mean	standard deviation	Rank	degree
1	Administrative obstacles	3.77	0.48	1	High
2	Technical obstacles	3.74	0.54	2	High
	Obstacles as a whole	3.75	0.38		High

Table (4) shows that the highest arithmetic mean was for the administrative obstacles by 3.77 which is a high degree, the arithmetic mean for the technical obstacles was 3.74 by a high degree, and the arithmetic mean for the obstacles as a whole was high by 3.75.

Here are the arithmetic means and standard deviations for the items of all the obstacles:

First field: administrative obstacles

Table 5: arithmetic means and standard deviations for the items of the obstacles and the obstacle as a whole (n = 88)

No.	Item	Arithmetic mean	standard deviation	Rank	degree
1	Lack of facilities and money necessary to carry out the tasks and responsibilities expected from the Principal.	3.44	1.25	5	Moderate
2	lack or inappropriateness of buildings and facilities	3.25	1.22	3	Moderate
3	No vice-principal or assistant to the principal.	3.85	1.23	8	High
4	Overcrowded classrooms and excess of the reasonable rate of acceptance at school.	3.34	1.27	4	Moderate
5	Poor distribution of the time available to the Principal for the school tasks.	4.08	1.11	14	High
6	Large pressures facing the school administration.	4.02	1.02	11	High
7	Parents' lack of cooperation with the administration.	3.98	1.02	9	High
8	Weak administrative efficiency for some school principals.	3.83	1.10	6	High
9	The officials do not respond with school principals.	4.02	0.97	12	High
10	Few rooms for teachers and administrators at the school.	3.13	1.25	1	Moderate
11	Late arrival of mail from the directorate concerned.	4.02	0.97	13	High
12	Misuse of devices and work aids.	3.85	1.07	7	High

13	Lack of academic laboratories at school.	3.20	1.28	2	Moderate
14	Using the school twice in the morning and evening.	4:15	0.99	16	High
15	Narrow schoolyards.	4.08	0.99	15	High
16	Holding sessions and meetings for principals during school hours.	4.01	0.98	10	High
Administrative obstacles		3.77	0.48		High

Table (5) shows that the arithmetic means ranged from (3.13 to 4.15). Item (10), which states that "Few rooms for teachers and administrators at the school" was in the lowest level with an arithmetic mean of (3.13) by a moderate degree; this is attributed to the fact that the teacher and the teaching process are not affected by the teacher's location since he is the one that plans and interacts with his colleagues outside the working hours in addition to the fact that the teacher does not have a break due to his many classes. At the highest rank was item (14) stating "Using the school twice in the morning and evening (double-shifting)" with an arithmetic mean of (4.15) by a high degree; this is attributed to the tasks' integration with the facilities at breaks, the lack of both the principal and the teacher's feeling of stability and preparedness in planning and preparing the explanation tools of the lesson, and the decreasing time of the class at the schools of double shifting. The arithmetic mean for the administrative obstacles as a whole was (3.77) by a high degree. The study was consistent with (Amakyi, 2017), (Al-Enezi, 2016), (saber, 2015) and (Al-Qahtani, 2008), which showed that there were administrative problems for the schools' principals; however, the study was inconsistent with (Jamal Al-Din et al, 2013).

Second field: technical obstacles

Table 6: arithmetic means and standard deviations for the items of the technical obstacles and the obstacle as a whole (n = 88)

number	Item	Arithme tic mean	standard deviation	Rank	degree
17	Insufficient number of teachers.	4.07	0.84	15	High
18	Inability to evaluate teachers' performance.	3:38	1.23	3	Moderate
19	Extra loads for teachers.	3:40	1.25	2	Moderate
20	Lack of cooperation among teachers.	3:17	1.22	5	Moderate
21	Low performance of some teachers due to professional, personal or psychological reasons.	4.01	0.98	11	High
22	The school principal faces problems in planning.	4:05	1.02	12	Moderate
23	Using what is known as helping books by both the teacher and the student.	3.81	1.12	9	High
24	Adopting the private tutoring .	3.39	1.30	4	Moderate

25	Neglecting the textbook and replacing it with the summary.	3.76	1.17	8	High
26	Inadequacy of the student services in the school towards counseling and school health.	3.73	1.08	7	High
27	Some principals lack the supervisory skills.	3.51	1.21	6	Moderate
28	There are problems in preparing the school table.	3.99	1.03	10	High
29	Errors in filling the records of evaluating students.	4.06	1.02	13	High
30	There are problems in following up the teachers' books of preparation.	4.06	1.07	14	High
31	Teachers' refusal of attending the training courses.	3.08	1.37	1	Moderate
32	Assigning non-qualified people to do some work.	4.08	1.03	16	High
33	Teachers' inability for the classroom administration.	4.13	0.98	17	High
Technical obstacles		3.74	0.54		High

Table (6) shows that the arithmetic means ranged between (3.08-4.13) where item (33), which states that "Teachers' inability for the classroom administration" obtained the highest rank with an arithmetic mean of 4.13 by a high degree; the researcher attributed this to many reasons such as weakness in the teacher's personality, weakness in the educational material, boring teaching, lack of variety in teaching, long break between activities, neglecting the process of following up students by doing other works, using collective punishment, allowing students to speak without permission, not setting the class laws and rules, suppressing the students' feelings and not giving them the chance to express themselves, restricting the student's inappropriate movement and appearance which invokes irony and laughter and finally the existence of a physical disability. Item 32, which states that "Assigning non-qualified people to do some work" was ranked second with an arithmetic mean of (4.08) by a high degree; this is attributed to the fact that the teacher cannot give more than one course since he is specialized in one course, which weakens the educational process and the level of students. At the lowest rank, came item (31) stating " Teachers' refusal of attending the training courses" with an arithmetic mean of (3.08) by a moderate degree; the researcher attributed this result to the teacher's lack of skills and knowledge, which weakens sending information for students as well as the communication with teachers and administration. The arithmetic mean for the technical obstacles as a whole was (3.74) by a high degree. This study is consistent with (Saner, 2015) and (Al-Qahtani, 2008), which showed that there were technical problems among the schools' principals. The study is inconsistent with (Jamal Al-din et. Al., 2013).

The third question of the study: Are there statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the arithmetic means of the estimation of the sample members regarding the technical and administrative obstacles facing the principals of the basic schools in Bani Kinana Directorate of Education from their perspectives as a whole due to the variable of gender and academic qualification?

To answer this question, the researcher extracted the arithmetic means and the standard deviations for all the obstacles and the obstacles as a whole according to the variables of (gender and academic qualification). MANOVA was applied to detect the differences among the arithmetic means in the

impact of the administrative and technical obstacles facing the principals of the basic schools in Bani Kinana Directorate of Education from their perspectives represented in (the administrative and technical obstacles) according to the variables of (gender and academic qualification) and the application of ANOVA to detect the differences among the means in the obstacles as a whole according to these variables. The tables below illustrate this.

Table 7: arithmetic means and standard deviations of the impact of the administrative and technical obstacles facing the school principals in Bani Kinana Directorate of Education from their perspectives due to the variables of (gender and academic qualification)

Field	Variables	category	number	Arithmetic mean	standard deviation
Administrative obstacles	Gender	Male	26	3:42	0 .54
		female	62	3.91	0 .37
	Academic Qualification	Ph.D.	4	3.61	0 .66
		M.A.	10	3:47	0 .63
		Higher Diploma	74	3.82	0 .44
Technical obstacles	Gender	Male	26	3:21	0 .61
		female	62	3.97	0 .31
	AcademicQualification	Ph.D.	4	3:29	1.21
		M.A.	10	3.52	0 .50
		Higher Diploma	74	3.80	0 .49
Obstacles as a whole	Gender	Male	26	3.31	0 .35
		female	62	3.94	0 .20
	AcademicQualification	Ph.D.	4	3:45	0 .42
		M.A.	10	3:49	0 .44
		Higher Diploma	74	3.81	0 .36

- Statistically significant at ($\alpha \leq 0.05$).

Table (7) shows that there were differences among the answers of the members of the study sample in all the fields of the impact of the administrative and technical obstacles facing the principals of the basic schools in Bani Kinana Directorate of Education from their perspectives due to the variables of (gender and academic qualification). To identify the statistical significance of such differences, the researcher applied the MANOVA on all the fields of the impact of the administrative and technical obstacles facing the school principals of Bani Kinana Directorate of Education from their perspectives. Table (8) clarifies this.

Table 8: Results of (MANOVA) for detecting the differences in the administrative and technical obstacles facing the school principals in Bani Kinana Directorate of Education from their perspectives due to the variables of (gender and academic qualification)

variable	pattern	Sum of squares	Degrees of freedom	mean squares	" f " Values	Statistical significance
Gender	Administrative obstacles	.751	1	.751	4.210	0.043
	Technical obstacles	3.485	1	3.485	19.534	0.000

Academic Qualification	Administrative obstacles	0.826	2	0.413	2.316	0.105
	Technical obstacles	0.228	2	0.114	0.640	0.530
Error	Administrative obstacles	14.621	82	0.178		
	Technical obstacles	14.630	82	0.178		

Table (8) clarifies that:

- There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the administrative obstacles according to the variable of gender where the value of (F) was (4.210) by a statistical significance of (0.043). such differences are attributed to the females by an arithmetic mean of 3.91.

-There were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the technical obstacles according to the variable of gender where the value of (F) was (19.534) by a statistical significance of (0.000); these differences are in favor of the females by an arithmetic mean of 3.97.

-There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the administrative obstacles according to the variable of the academic qualification where the value of (F) was (2.316) by a statistical significance of (0.105).

-There were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the technical obstacles according to the variable of the academic qualification where the value of (F) was (0.640) by a statistical significance of (0.530).

ANOVA was also applied to detect the differences among the obstacles as a whole according to the variables of (gender and academic qualification). Table 9 illustrates this.

Table (9): Results of (ANOVA) for exploring the differences in the "administrative and technical obstacles facing the school principals in Bani Kinana Directorate of Education from their perspectives" as a whole depending on the variables of (gender and academic qualification)

variable	Sum of squares	Degrees of freedom	mean squares	" F " Value	" F " Statistical Significance
Gender	1.909	1	1.909	30.151	.000 0
Academic Qualification	.471	2	0.235	3.717	0.028
Error	5.193	82	0.063		
Corrected Total	12.813	87			

Table (9) shows the following:

-There were statistically significant differences at the level of significance ($\alpha \geq 0.05$) in the impact of the administrative and technical obstacles facing the school principals of Bani Kinana directorate of education as a whole according to the variable of gender, where the value of (F) was (30.151) by a statistical significance of (0.000) in favor of the (females) where their arithmetic mean was (3.94), while its value for the (males) was (3.31). This result can be attributed to the fact that the female principals are distinguished with the love to work in the administrative positions more than the males; the female principal feels that work contributes to her self-fulfillment; so, she becomes more careful about her work and is more passionate and dedicated to it. She is delicate and fears criticism

which drives her to follow up, master and conduct all that new. This study is consistent with (Saber, 2015), and it is inconsistent with (Al-Enezi, 2016).

-There were statistically significant differences at the level of significance ($\alpha \geq 0.05$) for the impact of the administrative and technical obstacles facing the school principals in Bani Kinana directorate of education according to the variable of the academic qualification, where the value of (F) was (3.717) by a statistical significance of (0.028) in favor of (Higher Diploma) where their arithmetic mean was 3.81. The researcher attributes this result to the fact that the academic qualification does not have much impact on the school administration and to the fact that the principals use the same methods in the administrative and technical work according to their different academic qualifications. The study is inconsistent with (Al-Enzi, 2016).

Recommendations

Through extracting the results, the study recommended the following:

- Providing the possibilities and financial support to the school administration to perform the tasks and responsibilities expected from the school principal.
- Entrusting teachers to teach the courses each according to his specialization and study.
- Building modern buildings with facilities, parking areas and sports fields.
- Cancelling the double-shifting and repairing the school buildings in need of maintenance.
- Setting training programs for the school principal in planning and providing him with the necessary supervisory skills.
- Encouraging teachers to attend training courses such as the classroom administration through providing the material and moral incentives.
- Conducting studies working on setting the problems facing the school principal and working on solving them.

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