



Full length research Paper

The problems of educational administration in secondary schools in Jordan from the perspective of schools' principals and its relationship with some variables

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Accepted 28 November, 2016

The current study aimed at investigating the main problems of the educational administration in secondary schools in Jordan from the perspectives of schools' principals. It also aimed examining the impact of gender, experience and academic qualifications on such problems. The population of the study consisted of all principals of secondary schools in Muwaqqar Education Directorate in Amman, totaling 57 schools. The sample of the study comprised 40 male and female principals, chosen randomly from the study's population. A 30-item questionnaire was used to collect data; the researcher checked its validity and reliability. The mean, standard deviation and t-test were used to analyze data. Results of the study showed that: - The main problems of schools' administration in Jordan were ordered as follows: problems related to schools' principals, schools' building, activities and regulations, teachers, students and finally parents of students. Based on findings of the study, the researcher recommends holding workshops, training sessions for schools' principals and educational leaders to solve problems related to schools' principals, schools' building, activities and regulations, teachers, students and parents of students.

Keywords: Problems of schools administration, Principals

INTRODUCTION

Education has a major role in the establishment of a healthy democracy, which will benefit all areas of life, including education where the concept of education has been associated with freedom and liberation from the constraints of slavery, ignorance, and contribute to building a modern state based on modern management, which seeks to achieve the objectives sought by all effective institutions and foundations in the society.

The school administration is a branch of educational administration, a new educational fields which confirm that the school administration is not an end in itself but a means to an education and the learning process at school, designed to organize the school grounds to enable them to achieve entrusted to the message in the

upbringing of generations and is based on the scientific rules and principles guide the work at the school through it, so the principal must be at a degree of full awareness with the educational assets and the rules to be able to play his role sufficiently with a high degree of leadership (Goran, 2011; Martinelli, 2001).

The secondary stage is considered of the important stages of education in the educational system, due to its important role in the upbringing of the students and prepare them physically, mentally and emotionally, is also keen to instill the principles of good citizenship and the development of social relations among them (Haggag, 1990).

The researcher believes that there is a set of principles which, if adopted clearly and appropriately can have to be successful to a large extent in solving the most common problems affecting the functioning of the educational process, and that these principles if used properly and well can be a significant contribution to reducing the phenomenon of the existence of the problems that contribute schools suffer in general and secondary schools in particular.

The Problem of the Study and its Questions

The school administration based on its importance to the basic rules, and these rules together constitute the basic philosophy behind the existence of management and its necessity in any effort with specific collective targets no longer function merely schools conducting only doing routine affairs, making secondary schools suffer from some problems, so this study came in order to know the school administration problems from the perspective of secondary school principals in Jordan and its relationship with some variables, and to answer the following questions:

The first question: What are the main school administration problems in secondary schools from the viewpoint of the principals in Jordan?

The second question: Are there any statistically significant differences at the significance level ($\alpha=0.05$) between the arithmetic mean of the responses of the principals of the study tool attributed to (gender, experience, and academic qualification)?

The Importance of the study

The importance of the present study highlights from which it can contribute as follows:

1. Provide a picture of those responsible for the most prominent problems of school administration in secondary schools.
2. Make suggestions and recommendations in the light of the outcome of the results of this study indicate those in charge of education in secondary schools.
3. Open the way for researchers to conduct further studies on the most prominent school management problems facing education in secondary schools.

Objectives of the study

The present study aims to identify the most prominent school administration problems in secondary schools from the viewpoint of the principals, the objectives can be displayed as follows:

- To identify the most prominent school administration problems in secondary schools from the perspective of secondary school principals.
- Disclosure of the effect of gender, experience and academic qualifications in determining the most prominent school management problems in secondary schools.

Operational Definition of Terms

This study includes the following operational definitions:

School management problems: is a set of obstacles preventing the achievement of high schools to their objectives, programs and activities, and is expressed mainly on the grades on dimensions (areas) that represent obstacles facing secondary schools principals.

School principals: they are directly responsible for the high school in various administrative and technical affairs at the school.

Secondary Schools: is the second phase of public education and include the first and second secondary grades.

The study limits

The study was limited to the following objective and the temporal and spatial boundaries:

- Objective limits: the study is limited to identify the most prominent school administration problems in secondary schools from the perspective of secondary school principals.
- Spatial limits: school administrations have been identified in secondary schools affiliated to the Directorate of Education of Al Muwaqqar in the capital province for the academic year 2014/2015.
- Temporal limits: This study was applied during the second semester of the academic year 2014/2015.
- The curriculum, tools and statistical methods used were also identified, and therefore the possibility of circulating the results of this study and take advantage of them linked to the previously mentioned limits.

LITERATURE REVIEW

Many researchers conducted studies about administration problems; the researcher reviewed some of these studies as follows:

Hamad (2015) conducted a study in order to know classroom management problems at secondary schools in the center of Khartoum Locality. The study used descriptive analytical method, the sample was selected randomly and the number of respondents (60) students in

six schools for girls, results showed that the manifestation of the weakness of classroom management is the weakness of the voice of the teacher and the lack of clarity goings forth.

Mansi (2013) conducted a study aimed to investigate the professional problems facing the UNRWA schools' managers in Jordan and the suggested solutions for it from their point of view; the study sample consisted of 309 principals and assistants. The study results showed that the level of professional problems faced by managers were medium and in descending order as follows:

Schematic role came in first rank, followed by the leader role came in second rank and the Osteopathic role and administrative role came in the fourth rank and in the fifth rank came the humanitarian role, while the supervisory role came in sixth and last rank. Results of the study also showed a statistically significant differences at (0.05) due to the impact of the gender variable in all roles and between the job title, and the school district, and also the study showed that there were no statistically significant differences attributed to the administrative experience level in all roles.

Salawi (2005) conducted a study aimed to investigate the severity of the problems facing the school administration at the secondary stage in the city of Taiz, and the original population of the research consisted of all male and female principals of secondary schools in the city of Taiz and their agents and supervisors totaling (28), principals, (61) agents, (285) supervisors, and due to the small size of the original population on the part of managers and agents the researcher took them all a sample of the study. The agents were (57) directed and destination, including 28 male agents, and (29) supervisors. the respondents were (25) principals and (47) agents , and the number of respondents is (129) individuals. A questionnaire was used in the study after verifying its validity and reliability. The study results showed that all domains came in a high degree, where the mean of the problems relating to Parents and the community reached(4.06) which is the highest degree, among other domains, followed by problems related to the processes of teaching and learning with a mean of (3.80), then came the problems related to teachers in third rank and with a mean of (3.73) and problems related to administrative system side with a mean of (3.61) and finally issues related to students with a mean of (3.56).

Khanjar (2001) conducted a study aimed to find out the main problems faced by the school administration for Boys in Qurayyat in Saudi Arabia, and to achieve this purpose stratified random sample was selected composed of 397 members, and the results of the study regarding the level of school (elementary, intermediate , secondary) have an impact on their attitudes towards the degree of the problems faced by the school administration for Boys in Qurayyat, also it showed that

there are statistically significant differences at the level of (0.05) between the degree of the existence of the problems faced by the school administration attributed to the type of job (school principal, teacher) as the study indicated that each of the marital status and years of experience, age group for members of the study sample impact on their attitudes towards the degree of problems, while the study showed no effect of scientific qualification in the sample attitudes towards the degree of the problems facing the managers of secondary school for boys in Qurayyat.

Hajji (1998) also conducted a study to determine the most prominent obstacles of secondary education-related buildings and equipment, and the factors behind them, and the results of the study indicated that the most important of these obstacles is to increase the number of students at rates and higher rates of increase in schools, and the lack of achieving the secondary education its objectives which prepare students for life , and the neglect of the educational activities and practical applications, and the weakness of the link between secondary education and former education, and a shortage of teachers in some of the subjects, especially the artistic and musical education and home economics subjects, and poor communication between secondary education and technical industrial education , agricultural, and commercial, and low percentage of those who enroll in universities of those applying for the secondary school exam , and the weakness of its output for higher education, and secondary school exam as it represents a crisis for the student, family and community and educational and political decision-maker.

Panayiotis and Stavrinides (2010) The study aimed to identify the prevalence of violence among secondary school students in Cyprus as one of the main behavioral problems faced by high school Cypriot rate, A scale of the violence has been built and applied to 1645 students. The results of the study confirmed that 17% of students engaged in violent behavior, the study confirmed that the presence of outreach programs may significantly contribute to reducing the level of violence among these students.

METHODOLOGY AND PROCEDURES

This section includes a description of the way of the study and procedures in terms of population and sample and the selection method, also includes a description of the tool and the scales used in this study and statistical analyzes.

The Study Methodology

The researcher used the descriptive and analytical approach because it commensurate with the nature of this

study, which was used in the construction of the list of problems faced by the school administration from the perspective of secondary school principals in Jordan.

The Study Population

The study population consisted of all principals of secondary schools at the Directorate of Education of Al Muaqar in the capital of the province for the academic year 2014/2015, totaling 57 principals.

Sample of the Study

The study sample consisted of male and female principals of the Directorate of Education of Al Muaqar in the capital of the province for the academic year 2014/2015, totaling 40 principals, the sample has been selected randomly; A questionnaire was distributed among them, which accounting 70% of the study population. Table 1 shows the distribution of the study sample according to the study variables.

Table 1: The distribution of the study sample according to the study variables

Variable	Categories	N	Percentage
Gender	Male	23	57.5%
	Female	17	42.5%
Academic qualification	BA + Diploma	34	85%
	Postgraduate	6	15%
Experience	1-5	16	40%
	6 and above	24	60%
	Total	40	100%

The Study Tool

The study tool consisted of a questionnaire, prepared and developed by the researcher through reference to the educational literature and previous studies on school administration and its problems, the questionnaire consisted of two parts:

Part I: consisted of general data such as gender, academic qualification, and experience.

Part Two: consisted of (30) items related to the problems of the school administration, the responder on this section of the questionnaire has to determine his opinion on each paragraph over grading consists of three levels on a triple Likert scale.

Validity of the Study Tool

To check the validity of the study tool, in terms of the language, clarity and appropriateness of the level to which it belongs to and inclusiveness the researcher followed the following procedures:

The questionnaire was distributed in its preliminary image on a number of arbitrators with experience and competence, who numbered (11) arbitrators in educational administration, educational curriculum and Arabic language at the University of Islamic Sciences and the University of Al Yarmouk, and supervisors and school administrators in the Directorate of Education of Al Muaqar, and each arbitrator showed his opinion and suggestions. In light of this there were re-drafting and amending the paragraphs agreed upon, and then modified some of the paragraphs, deletes some of them, and added new paragraphs, after amendment the questionnaire introduced again on them in the light of the observations the questionnaire was adopted.

Reliability of study tool: to ensure the reliability of the tool, the internal consistency coefficient of the exploratory sample from outside the study sample numbering (10) members was calculated by Cronbach's Alpha equation, and Table 2 shows the values of these transactions.

Table 2: Internal consistency coefficients Cronbach's - alpha of the domains of study tool and the total score

Domains	Internal consistency
Parents	0.92
Parents	0.86
School administrators	0.90
Activities and laws	0.86
School buildings	0.91
Teachers	0.84
Total score	0.96

It is noted from Table 2 that the value of the overall reliability coefficient of the tool, as the value of consistency by Cronbach Alpha equation reached (96%) is sufficient for the purposes of the study.

RESULTS OF THE STUDY AND ITS DISCUSSION

This chapter includes the results of the study and its discussion by the sequence of questions after

appropriate analysis, the following is a presentation to them.

To answer the first question, which states: "What are the main school administration problems in secondary schools from the viewpoint of the principals in Jordan?" The means and standard deviations for each domain of the school administration in secondary schools problems were calculated, and the overall school tool, and Table 3 illustrates this.

Table 3: Means and standard deviations for each domain of secondary school administration problems, and the overall tool in descending order according to means

Rank	N	Domain	Mean	Standard deviation	Degree
1	3	School administrators	2.57	0.476	High
2	5	School buildings	2.47	0.617	High
3	4	Activities and laws	2.44	0.473	High
4	6	Teachers	2.39	0.455	High
5	2	Students	2.32	0.665	Moderate
6	1	Parents	2.30	0.604	Moderate
		Total score	2.42	0.491	High

Table 3 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan was high, as the mean of the tool as a whole was (2.42) it also showed that the means for the domains ranged between (2.30- 2.57), where the "principals" domain came in the first place with the highest mean (2.57) and a high degree, while the "parents" domain came in last place and a mean of (2.30), and a moderate degree, and this result is due to the lack of prior and proper planning of the work being done by the school principal, and the lack of information and facts about the school and the problems surrounding it, it may be the weakness of a principal personality and his lack of knowledge of the rules of management and lack of scientific competence in educational administration, among the things that increase these problems, as well as the presence of constant pressure

and the presence of external influence on the principal in his work, which leads to inappropriate decisions for some of the problems faced by some schools and the presence of a large defect in the treatment of parents with school administrations, relations between them are often not fixed. This result is consistent with the results of a studies of: (Mansi, 2013; Salawi, 2005; Hataba,1992; Madhadi, 1991), which pointed to a range of problems related to schools.

The means and standard deviations of the estimates of study sample on the paragraphs each domain were calculated separately, which were as follows:

The first Domain: parents

Means and standard deviations for the paragraphs of the parents' domain were calculated, and Table 4 illustrates this.

Table 4: Means and standard deviations of the parents' domain in descending order according to means

Rank	N	Items	Mean	Standard deviation	Degree
1	4	Weak support from parents to school events and activities	2.80	0.516	High
2	1	Lack of awareness of parents of the importance of the role of the school	2.48	0.640	High
3	5	Failure to meet the invitations to parents to attend school activities and events	2.45	0.639	High
4	2	Few visits of parents to school	2.02	0.891	Moderate
5	3	The inability of parents to dialogue with the school administration	1.75	0.707	Moderate
		Parents dimension as a whole	2.30	0.604	Moderate

Table 4 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan for the "parents" domain were moderate, as the mean reached (2.30), and that the means of the domains have ranged between (1.75- 2.80) where paragraph (4) "weak support from parents to school events and activities." came first with a higher mean reached (2.80) and a high degree, while paragraph (3) "The inability of parents to dialogue with the school administration" came in last place and a mean reached (1.75), and moderate degree. This result was attributed to the lack of awareness of some of the parents of the students to the importance of cooperation and integration between home and school, and concern for some parents with things related to their business so that they cannot

reconcile with their work and care for their children, and the whole family (father - mother) employees leading to leave the care of children leaving their affairs between the servants and nannies, and the inability of school principals to find an atmosphere of trust between the school and home.

The second domain: the students

Means and standard deviations for the paragraphs of the "students" domain were extracted; Table 5 shows the means and standard deviations of the paragraphs of the "students" domain in descending order according to the arithmetic means.

Table 5: Means and standard deviations of the "students" domain in descending order according to means

Rank	N	Items	Mean	Standard deviation	Level
1	2	The reluctance of students from participating in school activities	2.80	0.516	High
2	4	Failure in subjects	2.53	0.679	High
3	1	Students not to attend school without the knowledge of the family	2.15	0.949	Moderate
4	5	Assault on colleagues or teachers and administrators	2.10	0.928	Moderate
5	3	The practice of smoking within the school environment	2.02	0.947	Moderate
		Students domain as a whole	2.32	0.665	Moderate

Table 5 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan for the "students" domain was moderate, as the mean of the overall domain reached (2.32), and that the means have ranged between (2.02- 2.80), where paragraph (2) "the reluctance of students from participating in school activities" came in the first place with the highest mean reached (2.80) and a high degree, While paragraph (3) "the practice of smoking within the school environment" came in last rank with a mean of (2.02), and moderate degree. This result was attributed to the nature of the school atmosphere and the existing system prevailing conditions that govern the relationship between the elements of the school community, such as non-school system safety and

twisting between rigor and cruelty and control of punishment control as a means to deal with students or inaction, neglect, lack of appropriate control means, and control some types of punishment randomly and non-standardized, such as assigning students to write the task several times and deprivation of some classes and the threat of punitive action.

The third domain: school principals

Means and standard deviations for the paragraphs of the "school principals" domain were extracted, and table 6 shows the means and standard deviations of the paragraphs of the "school principals" domain in descending order according to the arithmetic means.

Table 6: Means and standard deviations of the "school principals" domain in descending order according to means

Rank	N.	Items	Mean	Standard deviation	Level
1	2	The inequity in the distribution of school teachers on the table (Activities classes / occupancy)	2.93	0.267	High
2	3	Weak attention to the humanitarian aspects of workers	2.75	0.543	High
3	4	Lack of material resources in the school	2.65	0.580	High
4	5	Inexperience director in administrative work	2.55	0.677	High
5	1	Poor efficiency manager for leadership skills	1.98	0.620	Moderate
		The domain of school principals as a whole	2.57	0.476	High

Table 6 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan for "school principals" domain was high, the mean of the overall domain reached (2.57), and the means ranged between (1.98- 2.93), where paragraph (2) "the inequity in the distribution of school timetable among teachers (quotas activities / occupancy)" came in the first rank with the highest mean reached (2.93), and a high degree, while paragraph (1) "poor efficiency of principal's leadership skills," ranked last, with a mean of (1.98), and moderate degree. This result was attributed to administrative style that the principal followed and poor training have a role in creating problems for school management, many of the principals resort to extremism in the administrative style, The authoritarian style and uniqueness of opinion or chaos and unchecked absolute freedom, and few principals pursuing a democratic style which is based on cooperation between the principal and teachers,

students, administrators and parents of students in the planning of school work and management, so that the opportunity for each teacher have to innovate and try and grow and develop in light of achieving the school's mission and objectives, and provide some colleges of education training programs in school administration did not give expected results from such programs, and the reason for this is due to that the planners of training programs have not had the opportunity to learn about the problems faced by the school administration.

The fourth domain: Activities and laws

Means and standard deviations for the paragraphs of the "Activities and the laws" domain were extracted, and Table 7 shows the means and standard deviations of the paragraphs of the "Activities and the laws" domain in descending order according to the arithmetic means.

Table 7: Means and standard deviations of the "Activities and laws" domain in descending order according to means

Rank	N.	Items	Mean	Standard deviation	Level
1	1	Reliance on laws and regulations and routine	2.83	0.501	High
2	5	Failure to involve others in the decision-making	2.43	0.636	High
3	3	The weakness of laws and regulations that limit the decision-making	2.40	0.591	High
4	2	Lack of familiarity with the rules and regulations and laws	2.30	0.608	Moderate
5	4	Constant change in the regulations and instructions	2.25	0.588	Moderate
		Activities and the laws domain as a whole	2.44	0.473	High

Table 7 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan to the "Activities and laws" domain were high, where the arithmetic mean of the overall domain reached (2.44) and the means have ranged between (2.25- 2.83), where paragraph (1) "rely on laws and regulations and red tape" came in the first rank with a highest arithmetic mean reached (2.93), and a high degree, while paragraph (4) "the constant change in the rules and regulations" came in last rank and an arithmetic mean of (2.25), and moderate degree. This result was attributed to the volatility of educational policies, and the absence of legislation and educational facilitators

supporting the work of the principal and the laws, and the many tasks entrusted to principals in the absence of a special employee in writing, to allow for a full-time principal of administrative and educational aspects.

Fifth Domain: school buildings

Means and standard deviations for the paragraphs of the "school buildings" domain were extracted, and **Table 8** shows the means and standard deviations of the paragraphs of the "school buildings" domain in descending order according to the arithmetic means.

Table 8: Means and standard deviations of the "school buildings" domain in descending order according to means

Rank	N.	Items	Mean	Standard deviation	Level
1	2	Lack of classrooms, leading to overcrowding of students	2.70	0.608	High
2	1	Inadequate school buildings of the educational process	2.58	0.675	High
3	3	Lack of laboratories and workshops supporting the educational process	2.50	0.716	High
4	4	Inadequate health facilities for students	2.48	0.716	High
5	5	Lack of appropriate means of heating and lighting	2.10	0.632	Moderate
		The school buildings domain as a whole	2.47	0.617	High

Table (8) shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan to the "school buildings" were high, the mean of the overall domain reached (2.47) and the means ranged between (2.10- 2.70), where paragraph (2) "the lack of classrooms, leading to overcrowding of students" came in the first rank with the highest arithmetic mean reached (2.70), and a high degree, while paragraph (5) "the lack of heating methods and appropriate lighting" came in last rank and an arithmetic mean was (2.10) and a moderate degree. This result was attributed to the large educational renaissance in the Kingdom in recent decades, led to the opening of schools and rent others, as well as negative aspects of future planning for education, after the allocation of educational facilities adequate to meet the increasing social demand for education, and the lack of the ability of school buildings especially the rented from prosecution big

development in the field of education in general and education technology and techniques in particular resulting problems related to the tenant school building, student problems because of school buildings from the hustle and intensity, associated with the implementation of educational activities to free schools from places of execution and lack of school problems, problems associated with the implementation of teaching aids (from rooms educational aids and the lack of science laboratories.

Sixth domain: teachers

Means and standard deviations for the paragraphs of the "teachers" domain were extracted, and **Table 9** shows the means and standard deviations of the paragraphs of the "teachers" domain in descending order according to the arithmetic means.

Table 9: Means and standard deviations of the "teachers" domain in descending order according to means

Rank	N.	Items	Mean	Standard deviation	Level
1	3	Teachers leave the school during school day on an ongoing basis	2.83	0.385	High
2	1	Weak relations between the school director, teachers, and its impact on the work	2.80	0.405	High
3	5	The failure of some teachers for the performance of their duties towards the educational learning process	2.55	0.639	High
4	4	There are some teachers who do not want to teach in schools	2.42	0.677	High
5	2	Low use of modern technology and strategies in the teaching and learning process	1.35	0.705	Weak
		Teachers domain as a whole	2.39	0.455	High

Table 9 shows that the degree of school administration problems in secondary schools from the viewpoint of the principals in Jordan to the "teachers" domain was high, reaching the arithmetic mean of the overall domain was (2.39), and that the means have ranged between (1.35- 2.83), where paragraph (3) "frequent leave the teachers during the school day on an ongoing basis" came in the first rank with the highest mean reached (2.83), while paragraph (2) "low use of modern technology and strategies in the teaching and learning process" came in last rank and an arithmetic mean was (1.35), and low degree. This result was attributed the absence of teachers from the school or backwardness and failure to respond with the school principal and the presence of the unqualified teacher : The old teacher and the teacher who is non-desirous of teaching, as well as a sense of the teacher that his moral and financial situation is far less than his colleagues in other government departments, and his survival as a teacher for a long time without a sense that he became administrator, or responsible, and some teachers out of school during the Commitment: this may cause confusion for the principal

to cover his classes. The treatment of this problem can be in the capacity of principal on the proper use of his role through incentives or punishment, as well as the traditional problem of the role of the teacher: Despite concerted efforts to improve the standards of teachers in the Kingdom of preparation and training, but what is noted is the continuation of the traditional role of the multitude of teachers, which is the role that restricts the duties of the teacher to teach in a traditional way, and continue asking students to memorize the material.

The second question: "Is there a statistically significant difference at ($\alpha= 0.05$) in the secondary school problems from the view point of secondary school principals due to the gender, experience and academic qualification variables?"

To answer this question means and standard deviations to the problems of secondary schools from the perspective of secondary school principals were extracted and also t-test was applied depending on the gender variable, and table (10) shows that.

Table 10: Means and standard deviations, and t-test for the secondary school management problems domains from the viewpoint of school principals according to gender variable and overall grade.

Domain	Gender	N.	Mean	Standard deviation	T value	Sig
Parents	Male	23	2.66	0.545	3.409	0.002*
	Female	17	1.94	0.494		
Students	Male	23	2.85	0.487	5.831	0.000*
	Female	17	1.78	0.366		
School administrators	Male	23	2.57	0.485	-0.105	0.917
	Female	17	2.58	0.479		
Activities and laws	Male	23	2.33	0.423	-0.875	0.387
	Female	17	2.54	0.521		
School buildings	Male	23	2.46	0.613	-0.063	0.950
	Female	17	2.48	0.641		
Teachers	Male	23	2.47	0.442	0.675	0.504
	Female	17	2.31	0.470		
Total score	Male	23	2.55	0.488	1.755	0.087
	Female	17	2.29	0.470		

It is evident from **Table 10** that there were no statistically significant differences at ($\alpha=0.05$) to the problems of secondary school administration from the viewpoint of school principals, depending on the gender variable, based on the value of calculated (t) as it reached (1.755) and the level of significance (0.087) as well as the lack of statistically significant differences at ($\alpha=0.05$) for the domains: school principals, and activities and laws, and school buildings and teachers, based on the values of calculated (t) reaching between (0.675- -0.063) and the level of significance between (0.504- 0.950). This result was attributed to that males and females are passing same conditions themselves linked to problems with principals of schools, teachers and school buildings, activities and laws and therefore differences did not appear, while no statistically significant differences at ($\alpha=0.05$) for the domains of: parents, and students, based on the values of the calculated (t) reaching between (5.831- 3.409) and the level of significance between (0.000- 0.002), and the difference in these two domains was in favor of males evidenced by high means more than the females' means, and this result is attributable to the male teachers sensitivity in dealing with parents, students, and so was their estimates of the special problems of these two domains were higher than the estimates of the female teachers.

Means and standard deviations for the problems of secondary schools from the perspective of secondary school principals were extracted and t-test was also applied depending on experience variable and **Table 11** shows that.

It is evident from **Table 11** that there were no statistically significant differences at (0.05) to the secondary school administration problems from the viewpoint of school principals, depending on the gender variable, based on the value of calculated (t) as it reached (0.425) and the level of significance (0.673) as well as the lack of statistically significant differences at ($\alpha=0.05$) in the domains: school principals, school buildings, teachers, based on the values of calculated (t) reaching between (-1.367 0.591-) and the level of significance between (0.180- 0.558) , while no statistically significant differences at ($\alpha=0.05$) in the domains of: parents, students, and activities and laws, based on the values of calculated (T) as it ranged between (4.507- -2.409) and the level of significance between (0.000- 0.021) and the difference in these areas was for the benefit of the experience category (1-5 years) evidenced by high means more than the means of experience category (more than 5 years).

This result is attributable to the owners of the Supreme experiences as a result of long experience gained the most accurate understanding of these problems so their estimates was higher than lower expertise. This result agrees with the study of (Khanjar, 2001) to the existence of differences in secondary schools' problems due to years of experience while it was not consistent with the study of each of: (Mansi, 2013; Salawi, 2005; Hataba, 1992; Madhadji, 1991), which indicated a lack of differences in secondary schools problems due to years of experience.

Table 11: Means and standard deviations for the domains of secondary schools administration problems from the viewpoint of school principals and t-test according to experience variable and overall score

Domain	Experience	N.	Mean	Standard deviation	T value	Sig
Parents	From(1-5 years)	16	2.88	0.34	4.507	0.000*
	More than 5 years	24	2.00	0.72		
Students	From (1-5 years)	16	2.84	0.44	3.355	0.002*
	More than 5 years	24	2.10	0.82		
School administrators	From (1-5 years)	16	2.44	0.89	-1.053	0.299
	More than 5 years	24	2.67	0.48		
Activities and laws	From (1-5 years)	16	2.63	0.90	-2.409	0.021*
	More than 5 years	24	2.09	0.50		
School buildings	From (1-5 years)	16	2.28	0.82	-1.367	0.180
	More than 5 years	24	2.58	0.58		
Teachers	From (1-5 years)	16	2.31	0.79	-0.591	0.558
	More than 5 years	24	2.45	0.63		
Total score	From (1-5 years)	16	2.45	0.57	0.425	0.673
	More than 5 years	24	2.40	0.48		

Means and standard deviations to the problems of secondary schools from the perspective of secondary school principals were extracted and t-test was applied

depending on qualification variable and Table 12 shows that

Table 12: Means and standard deviations for the domains of secondary school management problems from the viewpoint of school principals and t-test according to academic qualification and overall score

Domain	qualification	N.	Mean	Standard deviation	T value	Sig
Parents	BA + Diploma	34	2.41	0.66	1.274	0.210
	Postgraduate	6	2.00	1.10		
Students	BA + Diploma	34	2.46	0.72	1.187	0.243
	Postgraduate	6	2.05	1.05		
School administrators	BA + Diploma	34	2.50	0.71	-1.714	0.095
	Postgraduate	6	3.00	0.01		
Activities and laws	BA + Diploma	34	2.40	0.72	-0.317	0.753
	Postgraduate	6	2.50	0.84		
School buildings	BA + Diploma	34	2.46	0.68	-0.142	0.888
	Postgraduate	6	2.50	0.84		
Teachers	BA + Diploma	34	2.43	0.64	0.863	0.394
	Postgraduate	6	2.17	0.98		
Total score	BA + Diploma	34	2.44	0.54	0.316	0.754
	Postgraduate	6	2.37	0.36		

It is evident from Table (12) that there were no statistically significant differences at ($\alpha=0.05$) to the problems of secondary school administration from the viewpoint of school principals, depending on the academic qualification variable, based on the value of the calculated (t) as it reached (0.316) and the level of significance (.754), as well as the lack of statistically significant differences at ($\alpha=0.05$) in all domains, based on the values of calculated (T) which ranged between (-1.714 -0.142) and the level of significance between (0.095- 0.888). This result was attributed to that principals of various scientific qualifications gained a common understanding of these problems as a result of training which they received by the Ministry of Education, which is based on the unification of theoretical and practical fundamentals to cope with the problems faced by school administrations.

And this result agrees with the study of each of: (Salawi, 2005; Allawati, 1992) which indicated no differences in secondary schools' problems due to the academic qualification while it varies with the study of (Khanjar, 2001), which indicated the presence of differences in secondary schools' problems attributed to academic qualification.

RECOMMENDATIONS

In light of the findings, the researcher recommends the following:

1. The need for ongoing management development and educational leadership in schools, by holding workshops and courses urges resolution of problems associated with the administration, teachers, students, parents and school buildings, laws and activities, to be able to meditate with them efficiently in different styles.
2. Creating material and moral conditions that are conducive to exercise creativity in the school environment, and encourage managers to exercise creative behavior in various areas of administrative work.
3. Hiring managers in their positions after train them and ensure their readiness for the exercise of administrative work creatively in the school environment.

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