

The Internal and External Problems, Which Private Schools in Jordan Face

Dr. Yousra. Al Ali (Associate Professors)
Balqa' Applied University.
E-mail: hallaalassad@yahoo.com

Abstract

The study aimed at investigating the The Internal and External Problems, which Private Schools in Jordan Face. A questionnaire was developed and distributed over a sample amounting (120) principals and their assistants. The study concluded that private schools in Jordan are facing internal and external problems. The study recommended that private schools in Jordan have to conduct periodical studies for the purpose of reducing the internal and external problems they face.

Introduction

Education is an important source of economic and social development in any country. Most of world countries educational systems have to branches of schools: public schools and private ones. Recent trends indicate that private schools will continue to be an important alternative to traditional schools. One of the main advantage of private school is that most private schools have smaller classroom sizes which in its turn allow students to receive more attention from their teachers. In private schools drop out rates are lower than public school because students are given more personal attention given to students. The emergence of market forces in educational systems has led to more competitive environments for schools (Foskett, 2002). Key elements include open enrolment, choice, diversity of school provision, competition among educational providers and demand-driven funding (Woods, Bagley & Glatter, 1998). Survival of many private schools depends on their ability to recruit new students and retain existing ones (Davis & Ellison, 1997). Schools operating in competitive environments tend to incorporate various forms of marketing strategies to recruit prospective students (Oplatka & Hemsley-Brown, 2004).

Jordan has 2,123 private schools (including kindergartens); the majority, 1,513 (71.3 per cent) are in the central region, almost one-fourth in the north and 5 per cent in the south of the country, Jordan's poorest areas, having less than 0.5 per cent each of the total number of private schools. It is known private schools are for wealthy people children of the, an assumption that cannot be further from the truth.

Private schools in Jordan are facing different types of problems, such as lack of funding, since private schools do not receive funding from the government. Therefore, private schools in Jordan have to rely on the tuition fees they obtain from the students which means that they have to direct their services to wealthy people who can afford to pay the fees. As well known mostly one of the main challenges facing private schools is parents desire to send their children to public schools as they have more confidence in the teachers and curriculum of the public schools. (Jordan Times, 2010).

Study Statement

Private schools in Jordan play a major role in producing Jordan's human capital. Almost 40 per cent of all schools are private. Although these schools achieve good income to some extent and some have good reputation, but it suffers from internal problems such as (financial, administrative and technical problems) and external problems such as (student's parents, completion and other social problems. the research problem is summarized in the following question.

What are the main problems which private schools face?

Study objectives

The study aims to investigate the problems, which private schools in Jordan face in addition to the following objectives:

- 1-To find out the internal problems the private schools face
- 2-To find out the internal problems the private Schools face

Study Hypothesis

Ho1: Private schools in Jordan face no internal problems

Ho2: Private school in Jordan face no external problems

Population and Sampling

The study population consists of all administrative employees in private Schools in Amman governorate. (120) employees were selected randomly from the targeted population.

Data collection

Books, journals, periodical, and the internet, were used to collect the secondary data regarding the research topic for the purpose of creating the literature review. For collecting the primary data, the questionnaire was used. The questionnaire was examined a panel of five experienced academics from different universities in Jordan. All of their comments were taken in consideration and the questionnaire was amended according to their comments.

Previous studies

Al-Tawil and Al-Manseer (2011) study aimed at developing a strategy to control the problems of education in private schools in Jordan, The study sample consisted of (317) male and female principals. A questionnaire was used to identify the problems facing private schools. The study results revealed that the private schools facing problem in terms of (working conditions, schools owners, students, students parents, school administration, laws and regularion and service Al Ajez (2001) study aimed at identifying the administrative problems facing the female head teachers in primary Education schools in Gaza Governorate 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.

Al-Mozain (2011) study used the analytical descriptive method. The sample included 111 teachers from the private Islamic Schools in Gaza Governorate by using a questionnaire for gathering data and the findings were:

1. The relative weight for the items of the questionnaire in the overall aspect was.
2. There are no significant differences in the response of teachers in connection of the problems of orphan student which can be related to gender, specialization and years of service.

Formichella (2011) study aimed to analyze the determinants of the quality of education in Argentina and, in particular, to look at what influence a school's ownership structure has. A total of 4,339 students of 15 years of age in 179 different schools took part. The sample used for this study was reduced to 3,860 observations owing to data losses A multilevel regression model and 2006 data from the programme for International Student Assessment (PISA) were used for this purpose. One of the main findings is that the correlation between a school's administrative structure (public or private) and its students' scholastic performance fades when the socioeconomic school environment is taken into consideration.

Aslam (2009) study aimed to explore the question of the relative effectiveness of public and private schools. The study looks at potential learning gaps by school type for students in their last year of middle school (Grade Eight), very near their transition to secondary schooling. Thirdly, it exploits unique, purposively-collected data from government and private school students, and thus, in estimating achievement production functions, is able to control for a number of variables typically 'unobserved' by researchers. The study results reveal that boys are indeed more likely to be sent to private schools than girls within the household. Private schools are also found to be of better quality – they are more effective than government schools in imparting mathematics and literacy skills. Girls lose out *vis-à-vis* boys in terms not only of lower within household educational expenditures, but also in terms of the quality of schooling accessed.

Abbasy (1999) study aimed to compare to the difficulties faced by school administration in private and public schools e in Ajloun governorate in Jordan from teachers point of view of within the following areas:

students and their parents difficulties, school staff difficulties, headmaster difficulties, educational administration and its officials difficulties, and school buildings difficulties. The study sample consists of (207) teachers of private school and (207) teaches of basic public schools, randomly selected from Ajloun governorate schools, The study concluded that the most difficulties faced by school administration in the public and private schools in Ajloun governorate were staff difficulties, School Director difficulties, educational administration and its officials, buildings and facilities difficulties and finally students and their parents difficulties

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Descriptive Analysis

This section shows the analysis of sample demographic variables as follows:

Table (1) Breakdown of respondents by Demographic Variables

Variable	Category	Frequency	Percentage
Gender	Male	64	64.0
	Female	36	36.0
Education Level	BSC	54	54.0
	MSC	28	28.0
	PHD	18	18.0
Position	Teacher	82	82.0
	Principal	8	8.0
	Other	10	10.0
	Less than 5 years	2	4.0
	5to less than 10	15	30.0
	10+	33	66.0

Part Two:Data analysis

Means and standard deviations were calculated for all questionnaire statements as follows:

Table (2) Sample's Responses Regarding internal problems

No.	Question	Mean	S.Deviation	Rank
1	Shortage of professional teachers	3.3061	1.27809	9
2	Shortage of highly experienced teachers	3.2857	1.06066	10
3	Teachers' complains of work load	3.4800	1.48791	9
4	Teachers turnover	3.7000	1.23305	2
5	High salaries of professional teachers	3.4400	1.28031	8
6	Lack of serious commitment	3.2600	1.41147	11
7	Frequent absentees	3.5800	1.34149	4
8	Lack of work enthusiasm	3.6200	1.15864	3
9	Weak learning motivation	3.4490	1.33948	7
10	Non complying with regulations	3.2000	1.49830	12
11	Lack of mutual respect between students and teacher	3.5714	1.27475	5
12	Administrative problems	3.1489	1.16056	14
13	Financial problems	3.7600	1.04119	1
14	Un sufficient class rooms	3.1224	1.14805	15
15	Shortage of teaching means	3.1800	1.15511	13
	Grand	3.4080	.62994	

Table(2) shows that means of subjects' responses regarding the statements that measure the internal problems the private schools face are ranging from (3.18 - 3.76). Statement no. (13)" Financial problems "ranked the first important statement. While statement no. (4) "Teachers turnover" ranked the second. The table also indicates that statement no. (15)" Un sufficient class rooms" ranked the last. The results indicate that the sample's subjects confirm that private schools are facing internal problems

Table (3) Sample's Responses Regarding external Problems

No.	Question	Mean	S.Deviation	Rank
16	Parents Intervening in School work	3.4200	1.51307	1
17	Increased intervening in teachers work	2.9000	1.32865	10
18	Parent's complains of high fees	3.0816	1.41181	4
19	Non understanding of their children issue	2.9400	1.36142	7
20	Negative attitude towards school administration	2.9583	1.41359	6
21	Non cooperation with school administration	2.9184	1.25560	9
22	Weak relations with school administration	3.3800	1.49680	2
23-	High completion	3.0612	1.37550	5
24	Government intervene	2.5200	1.32849	11
25	Negative attitudes of the society	3.3600	1.25779	3
26	Other related problems	2.9400	1.40567	8
	Grand Mean	3.0422	.53488	

Table (2) indicates means of subjects' responses regarding the statements that measure external problems are ranging from (2.52- 3.42). Statement no. (16)" Parents Intervening in School work" ranked the first important statement. While statement no. (22)" Weak relations with school administration "ranked the second. The table also indicates that statement no. (24) "Government intervene" ranked the last. The results reveal that the sample's subjects confirm that private schools are facing external problems

Hypotheses Testing

T test was used to test the research hypotheses as follows:

First Hypothesis

Ho- Private schools are not facing internal problems

Table (8) T –test result for hypothesis 1

Calculated T	Tabulated T	SIG T	Result of H0 test
4.580	1.993	.000	Reject

Table (8) indicates that value of calculated T is more than the tabulated value and such value is significant on the level (0.05), therefore the null hypothesis is rejected and the alternative one is accepted. This means that private schools are facing internal problems.

Second Hypothesis

H0: Private schools are not facing external problems

Table (9) T- test of hypothesis 2

Calculated T	Tabulated T	SIG T	Result of H0 test
2.558	1.993	0.00	Reject

Table (9) indicates that value of calculated T is more than the tabulated value and such value is significant on the level (0.05), therefore the null hypothesis is rejected. This means that private school are facing external problems

Results

Analysis indicate that private schools in Jordan are facing internal problems. The financial problems were the most important ones, while teachers turnover were the second major problems the private schools.

Analysis also indicate that private schools face external problems. Parents Intervening in School work "was the most important problems the private schools face, while weak relations with school administration was the second. major problem the private school are facing.

Recommendations

Although it is difficult to avoid all internal and external problem which theprivate schools face dueto many factors that behind such problems, but school administrations can reduce such problems either the internal or the external ones, through carrying out periodical researches to find the resources of such problems and can adjusted in time.

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