

Role of School Administration in Solving Students' Problems among Bedouin Schools within the Green Line in Palestine

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Abstract

The present study aimed to identify the role of the school administration in solving the students' problems and differences according to gender, scientific qualification, years of experience and job title. The sample consisted of (300) staff from those who are working in the Bedouin schools within the Green Line of Palestine. The author used a questionnaire in collecting data after verifying its validity and reliability. The results showed that the school administration in the Bedouin schools within the Green Line plays a moderate role in solving the problems of students. The domain of "the role of school administration in solving academic problems" ranked the first, and the results showed that there are no statistically significant differences due to the variables of gender scientific qualification, years of experience and job title in all domains of the questionnaire and the total questionnaire. The study concluded with some recommendations.

Key words: School administration, student problems, Bedouin schools.

1. Introduction

The school administration is considered one of the most important areas of administration and the greatest one in the community, which its role is no longer limited to implement educational policies and objectives but has become responsible for raising the generations and qualifying them in a rapidly changing era. School administration keeps in direct contact with the community, provides it with care and education, and proper environment that would academically qualify students well, leading eventually to the progress of community and upgrades its level.

Consequently, the school administration is basic in helping students to grow well in all areas to become good citizens and responsible for themselves and their home countries (Zahran, 2012). The importance of the school administration lies in the influence and change made in the students' behaviors through the practice of behavioral function in several aspects like belief in the objectives of the school, the willingness to work for the school and being proud of it and unwilling to leave it (Hulpia and Devos, 2009). The school administration continuously follows up the students' issues and problems, monitors and provides solutions (Faulkner, 2015).

The schools all over the world have recently suffered from student problems that seem clearly obvious, whether academic, behavioral, social or emotional, the school administration called for to urgently solve them. These problems have become a major barrier in achieving the school's ultimate goal which is to provide school environment able to meet the needs of students, teachers and employees (Anastasia & Angeliki, 2008). Literature review confirmed the role of school administration, where Al-Beladi (2010) indicated that the most common problems among high school female students are cheating and imitating men. Al-Athamna (2003) also showed that the most common problems that high school students suffer from are straying, distraction, lack of concentration, revolt behavior, insubordination, hyperactivity, shyness, social withdrawal and aggressive behavior. Ibrahim (2007) assured that the most important school problems from which the students suffer are aggressive and psychological problems, rebellion, and the loss of belonging to the community. Jamil (2007) found that the most important behavioral problems among students are rush and neglect of the study, the lack of attention, and low academic achievement, while Cryer (2009) sees that the problem of lying is one of the most common behavioral problems among students.

The studies mentioned above indicate that there are many student problems in the schools, and the school administration may have a clear and prominent role in solving those various problems, where many of the studies conducted in this field.

Walter and Pickands (2000) conducted a study in USA aimed at detecting the role of school administration in solving school problems on a sample of (325) principals, where the results showed that the role of school

administration in solving the school problems was in a moderate level. The findings conveyed that there are statistically significant differences in the level of perceived problems among the principals due to the variable of gender in favor of males and the variable of experience in favor of those who are less experienced. Monty's study (2003) resulted that the best methods adopted in the treatment of certain behavioral and academic problems among students lies in the therapeutic method through the guidance and direction, reinforcements, and education through collective classroom interaction, while the study of Al-Jadi (2008), which aimed to investigate the role of the school administration in addressing the problems faced by female students in the secondary stage from the perspective of (185) female teachers, showed that the most important domain for the educational change was reinforcing the role of the academic adviser, the most important domain for behavioral change was guiding students religiously and the most important domain social change was the encouragement of students to work as a team (teamwork); and the study showed no statistically significant differences due to the variables of years of experience and scientific qualification.

In this regard, Al-Sharari (2008), which was conducted on a sample of (150) male teachers, assured the role of principals in confronting the phenomenon of violence among high school students, and that there were no statistically significant differences in the role of school principals to reduce the phenomenon of violence among students due to the variables of years of experience and scientific qualification. Al-adawi (2008), which was conducted on a sample of (317) teachers, indicated that the principal played a role towards reducing the student violence, and that there were no statistically significant differences between the mean scores of the respondents about the role of principals to reduce the phenomenon of student violence due to the variables of years of experience and scientific qualification, while the study of Cryer (2009) that was conducted in the USA on a sample of (416) principals showed that the role of the principal in solving student problems ranked moderate.

Moreover, Al-Zaky and Khatab (2012), which was conducted on a sample of (287) of the principals and supervisors in the middle (prep) schools, showed that the role of school administration in preventing dropout in middle schools got high level, and there are significant differences in the role of school administration in preventing dropout due to gender in favor of females, while no differences attributed to the years of experience. Al-Shehab (2013) aimed to identify the effective role of the principal to curb the willingness for committing suicide from the perspective of a sample of (150) students in prep schools, where the results showed that there is an active role for the principal to curb this phenomenon with high level. The study of Hamadneh (2014), which was conducted on a sample of (50) principals, (50) Assistant Directors, (150) teachers and (200) students, revealed that the role of school administration in reducing the phenomenon of violence in schools was in a high level, and the results showed that there are significant differences in the means due to the job impact in favor of principals.

2. Statement of the Problem

The student problems have recently spread in the schools including academic problems such as low achievement and poor adaptation to school, or social problems such as bad social behavior, poor social skills and lack of friendship, or emotional problems such as fear, anxiety, violence, anger and psychological depression. Behavioral problems emerged such as lack of personal hygiene, bullying, rebellion, violence and aggression. Accordingly, the author believes that the modern school administration has an important role in achieving effective solutions to the problems of the students and to address them. Hence, the problem of study in detecting the role of school administration in solving student problems in the Bedouin schools within the Green Line in Palestine was crystallized by answering the following questions:

1. What is the role of school administration in solving student problems in the Bedouin schools within the Green Line?
 2. Are there statistically significant differences at the level of ($\alpha = 0.05$) in the role of school administration in solving student problems in the Bedouin schools within the Green Line due to the variables of (gender, scientific qualification, years of experience and job title)?
- ### 3. The Significance of Study

The significance of this study shown as follows:

- The current study adds new information to the human knowledge about the role of school administration in solving student problems.
- Identifying the student problems and the role of school administration in solving such problems contribute to offering effective solutions for student problems in the future and highlighting the culture

of the role of the school administration in solving student problems that may be an introduction to the development of school performance among officials and principals, locally and regionally.

- Educational leaders and principals may benefit from the results of the field study to activate the role of school administration in solving student problems and applying them in the local educational field.

4. Methodology

The descriptive, analytical and survey method was utilized in the current study which qualitatively and quantitatively describes the fact as it is. This approach monitors the fact through the tool of the study and subsequent analyses and interpretations.

4.1. The study population and sample:

The study population consisted of all employees in the Bedouin schools within the Green Line in Palestine indicated as follows: (55) principals, (3.000) teachers, (50) psychologists, (45) psychotherapists and (40) by-drama therapists for the academic year 2015/2016. The study sample consisted of (300) staff, randomly selected, from those who are working in the Bedouin schools within the Green Line in Palestine. Table (1) shows the distribution of the study sample according to the variables.

Variables	Category	Frequency	Percentage
Gender	Male	180	60.0%
	Female	120	40.0%
Scientific qualification	Bachelor	186	62.0%
	Post-graduate studies	114	38.0%
Years of experience	Less than 5 years	70	23.3%
	(5-10) years	85	28.3%
	More than 10 years	145	48.3%
Job title	Principal	35	11.7%
	Teacher	175	58.3%
	Academic Adviser	32	10.7%
	Psychologist	30	10.0%
	By-drama Therapist	28	9.3%
Total		300	100.0%

The tool: Questionnaire of the role of school administration in solving students' problems

The author prepared a questionnaire by reference to literature review that dealt with student problems. The author prepared a list of student problems that consisted of four main problems: *academic problems*, such as test anxiety, low achievement, poor adaptation to school, *emotional problems*, such as fear, anxiety, violence, anger, mental depression, *behavioral problems*, such as aggression, suicide, suicide attempts, personal hygiene, bullying, and rebellion, and *social problems*, such as: poor social behavior, poor social skills, and lack of friendship. After preparing the list of student problems, the author formulated the items of the questionnaire based on the standards used in the studies of (Al-Jadi, 2008; Al-Zaki & Khattab, 2012; Al-Shehab, 2013; Hamadneh, 2014) provided the questionnaire highlights the role of the school administration in solving student problems mentioned above. The questionnaire consisted of (29) items distributed to four domains: the role of the school administration in solving academic problems, items (1-8), the role of school administration in solving emotional problems, items (9-14), the role of school administration in solving behavioral problems, items (15-21), and the role of school administration in solving social problems, items (22-29). Five-point scale Likert (very high, high, moderate, low, very low) used to analyze the responses of respondents.

4.2 Validity

To verify the validity of the questionnaire, it was reviewed and evaluated by ten evaluators, more experienced in school administration, psychology and measurement and evaluation at Yarmouk University and specialists in psychological counseling in the Bedouin schools within the Green Line; where they were asked to check the appropriateness of the paragraphs (items) of the domain and the total tool (questionnaire), and to make sure of the language and the appropriateness of the tool to achieve the study objectives. In light of the views and

suggestions of the evaluators, the required modifications were conducted with agreement percentage (70%), and the final draft consisted of (29) items.

The paragraphs (items) of the questionnaire were analyzed and the correlation coefficient calculated for each paragraph, where the correlation coefficients of paragraphs with the total tool ranged between (0.30-0.70), and with the domain (0.35-0.85). It is worth mentioning that all correlation coefficients were of statistical significance, and the questionnaire remained consisting of (29) items.

4.3 Reliability

The reliability of the questionnaire was verified by two methods: First, the method of (test-retest), where Pearson correlation coefficient was calculated between the scores of respondents and the total reliability coefficient of the tool is (0.89). The second method conducted by calculating of the internal consistency coefficient (Cronbach's Alpha) of the tool = (0.90). These are considered appropriate values for achieving the objectives of the study.

The author used Statistical Package for the Social Sciences System (SPSS) in analyzing the data and concluded the results that were discussed and then some recommendations and research proposals have been made.

5. Results

5.1 Results related to the first question: What is the role of school administration in solving student problems in the Bedouin schools within the Green Line?

To answer this question, means and standard deviations calculated for the role of the school administration in solving the students' problems in schools of Bedouin sector inside the Green Line from the perspective of the individuals of the sample, as shown in table (2).

Table (2): means and standard deviations for the role of the school administration in solving the students' problems in schools of Bedouin inside the Green Line in descending order according to means

Rank	No.	Domain	Mean	Standard Deviation	Level
1	1	Role of school administration in solving academic problems.	3.67	0.75	Moderate
2	2	Role of school administration in solving emotional problems.	3.52	0.87	Moderate
3	4	Role of school administration in solving social problems.	3.38	1.11	Moderate
4	3	Role of school administration in solving behavioral problems.	3.34	1.11	Moderate
Total			3.48	0.91	Moderate

Table (2) shows the means of the domains ranged between (3.34-3.67) and standard deviations (1.11-0.75) with moderate estimation level. The role of the school administration in solving academic problems ranked the first with the highest mean (3.67) and a standard deviation (0.75) with moderate level. The role of the school administration in solving emotional problems ranked the second with a mean (3.52) and a standard deviation (0.87) with moderate level, while the role of the school administration in solving social problems came in third place with a mean (3.38), a standard deviation (1.11) and moderate level. The role of school administration in solving behavioral problems got the fourth place with a mean (3.34), a standard deviation (1.11) and moderate level. The mean of the questionnaire as a whole is (3.48) and a standard deviation (0.91) with moderate level. Consequently, the school administration plays a moderate role in solving student problems in the Bedouin schools within the Green Line is the role of schools average.

5.2 Results for the second question: Are there statistically significant differences at the level of ($\alpha = 0.05$) in the role of school administration in solving student problems in the Bedouin schools within the Green Line due to the variables of (gender, scientific qualification, years of experience and job title)?

To answer this question, means and standard deviations calculated for the role of the school administration in solving the students' problems in schools of Bedouin inside the Green Line due to the variables (gender, scientific qualification, years of experience, and job title) as shown in table (3).

Table (3): means and standard deviations for the role of the school administration in solving the students' problems in the Bedouin schools within the Green Line due to the variables (gender, scientific qualification, years of experience, and job title)

Variables	Categories	M. & St. D	Academic problems	Emotional problems	Behavioral problems	Social problems	Total degree
Gender	Male	M.	3.63	3.45	3.26	3.32	3.42
		St. D	.790	.848	1.117	1.110	.904
	Female	M.	3.74	3.63	3.45	3.48	3.58
		St. D	.772	.885	1.082	1.097	.907
Scientific qualification	Bachelor	M.	3.61	3.45	3.20	3.24	3.38
		St. D	.792	.885	1.137	1.171	.934
	Post-graduate studies	M.	3.78	3.65	3.56	3.61	3.65
		St. D	.760	.822	1.016	.953	.836
Years of experience	Less than 5	M.	3.60	3.41	3.12	3.13	3.31
		St. D	.661	.792	1.078	1.213	.866
	5-10	M.	3.66	3.55	3.41	3.41	3.51
		St. D	.785	.825	1.126	1.069	.901
	More than 10	M.	3.72	3.57	3.40	3.49	3.55
		St. D	.838	.921	1.099	1.060	.926
Job title	Principal	M.	3.61	3.52	3.34	3.26	3.43
		St. D	1.013	1.045	1.353	1.364	1.151
	Teacher	M.	3.66	3.53	3.34	3.40	3.48
		St. D	.757	.821	.975	.998	.822
	Academic adviser	M.	3.77	3.53	3.51	3.47	3.58
		St. D	.607	.813	1.205	1.250	.921
	Psychologist	M.	3.88	3.78	3.66	3.72	3.76
		St. D	.739	.827	.986	.921	.808
	By-drama therapist	M.	3.50	3.21	2.79	2.98	3.12
		St. D	.842	.951	1.385	1.323	1.084

M= Mean, St. D= Standard Deviation

Table (3) shows a variance in the means and standard deviations of the role of school administration in solving student problems in the Bedouin schools within the Green Line because of the different categories of variables of gender, scientific qualification, years of experience, and job title. To indicate the significance of statistical differences between the means, analysis of multi-variance was applied to the domains (Table-4) and analysis of quadruple variance for the total questionnaire (Table-5).

Table (4): Analysis of multi-variance of the impact of gender, scientific qualification, years of experience, and job title on the role of school administration in solving student problems in the Bedouin schools within the Green Line in Palestine

Source of variance	Domains	Sum of squares	Degree of freedom	Mean of Squares	F-value	Statistical significance
Gender Hotellin=.010 H=.593	Academic problems	.802	1	.802	1.302	.255
	Emotional problems	1.708	1	1.708	2.301	.130
	Behavioral problems	1.105	1	1.105	.933	.335
	Social problems	1.034	1	1.034	.863	.354
Scientific qualification Hotellin=.017 H=.298	Academic problems	.770	1	.770	1.250	.265
	Emotional problems	1.101	1	1.101	1.482	.224
	Behavioral problems	4.222	1	4.222	3.564	.060
	Social problems	4.131	1	4.131	3.449	.064
Years of experience Wilks=.980 H=.680	Academic problems	.098	2	.049	.080	.923
	Emotional problems	.095	2	.048	.064	.938
	Behavioral problems	.513	2	.256	.216	.805
	Social problems	1.413	2	.706	.590	.555
Job title Wilks=.943 H=.403	Academic problems	1.364	4	.341	.553	.697
	Emotional problems	3.594	4	.899	1.210	.307
	Behavioral problems	9.019	4	2.255	1.904	.110
	Social problems	5.595	4	1.399	1.168	.325
Error	Academic problems	177.462	288	.616		
	Emotional problems	213.886	288	.743		
	Behavioral problems	341.110	288	1.184		
	Social problems	344.931	288	1.198		
Total	Academic problems	183.577	299			
	Emotional problems	223.987	299			
	Behavioral problems	365.166	299			
	Social problems	365.552	299			

Table (4) reveals that there are no statistically significant differences ($\alpha = 0.05$) due to the impact of gender, scientific qualification, years of experience, and job title on all the domains for the role of school administration in solving student problems in the Bedouin schools within the Green Line in Palestine.

Table (5): Analysis of quadruple variance to the impact of gender, scientific qualification, years of experience, and job title on the role of school administration in solving student problems in the Bedouin schools within the Green Line in Palestine

Source of variance	Sum of squares	Degree of freedom	Mean of squares	F-value	Statistical significance
Gender	1.106	1	1.106	1.371	0.243
Scientific qualification	2.298	1	2.298	2.847	0.093
Years of experience	.245	2	.123	0.152	0.859
Job title	4.113	4	1.028	1.274	0.280
Error	232.415	288	.807		
Total	245.919	299			

Table (5) resulted that:

- There are no statistically significant differences ($\alpha = 0.05$) due to the impact of the variable of gender on the role of school administration in solving student problems, where F-value is (1.371) and significant level (0.243.)
- There are no statistically significant differences ($\alpha = 0.05$) due to the impact of the variable of scientific qualification on the role of school administration in solving students' problems, where F-value is (2.847) with statistically significant level of (0.093).
- There are no statistically significant differences ($\alpha = 0.05$) due to the impact of years of experience on the role of school administration in solving student problems, where the value of F is (0.152) and significance level of (0.859).
- There are no statistically significant differences ($\alpha = 0.05$) due to the impact of job title variable on the role of school administration in solving student problems, where F-value is (1.274) with significance level (0.280).

6. Discussion

The results showed that the mean for the total questionnaire of the role of school administration in solving students' problems is (3.48), a standard deviation (0.91) and got moderate level. Consequently, the school administration plays a moderate role in solving the problems of student in the Bedouin schools within the Green Line of Palestine. This may be attributed to the attention paid by principals of the Bedouin schools to their roles of being leaders representing the school, which means that they have to deal with student problems that represent a threat to students and school environment.

In light of the results of literature review, the current study is consistent with the results of Walter and Pickands (2000) and Cryer (2009), which showed that the role of school administration in solving student problems was moderate level, while the current study is inconsistent with Al-Zaki & Khattab (2012), which showed that the role of school administration in facing Dropout has got high level, it is inconsistent with the study Al-Shehab (2013), which revealed that the role of the principal in preventing the willingness of committing suicide among students was in a high level. It also disagreed with the study of Hamadneh (2014), which revealed that the role of school administration in reducing the phenomenon of violence in schools ranked a high level.

In terms of the domains of the tool, the role of school administration in solving academic problems ranked the first place with the highest mean (3.67) and moderate level. This may be attributed to the significance of academic problems that teachers and psychologists, as well as therapists, have an easy access to academic records for students or to monitor their daily lessons, which requires the principal of the school to confront these problems and get rid of them. The principals were interested in the academic problems more than other problems due to lack of motivation for achievement and lower academic achievement that negatively affect the teaching and learning process and consume teachers and students' time.

The author assures that the role of school administration in solving behavioral problems ranked the fourth place (the final one) with a mean (3.34) and moderate level because behavioral problems are varied among students, and require different training and educational programs in which various local community institutions and parents or family participate; resulting in the preset which may take time and effort from the principal, in addition to funding. This may be attributed to the Palestinian communities that kept interested in the important role of the family in addressing the problems of the students.

Results showed no statistically significant differences due to the impact of variables of gender, scientific qualification, years of experience and job title upon all domains of school administration role in solving the students' problems in the Bedouin schools within the Green Line and upon the total tool. This is because of the same policies and procedures of school discipline used by principals for dealing with student problems and that these problems are common, to the same extent, in the schools of males and females, and this was due to the similarity and convergence of perceptions and self-perceptions among the study sample about the importance of the role of school administration in solving student problems.

The current study is consistent with Al-Jadi (2008), which showed no differences in the role of the school administration in addressing the problems faced by the students due to the variables of years of experience and scientific qualification, as well as Al-Sharari study (2008) and the study of Al-adawi (2008), which revealed that there were no statistically significant differences in the role of principals to limit the problems of students due to the variables of years of experience and scientific qualification, and the current study is also consistent with Al-

Zaki & Khattab (2012), which showed no differences in the role of school administration in confronting dropout due to the variable of years of experience.

While the current study differed with the study of Walter and Pickands (2000) which showed the existence of statistically significant differences in the level of the perceived problems among principals due to variable of gender in favor of males and variable of experience in favor of those who are less experienced. It is also inconsistent with Al-Zaki and Khattab (2012), which indicated that there were statistically significant differences in the role of the school administration in facing dropout according to gender in favor of females; and the study of Hamadneh (2014), which showed that there were statistically significant differences in the role of the school administration to reduce the phenomenon of school violence attributed to the Job Title in favor of principals.

7. Recommendations

In light of the results of the current study, the author made the following recommendations:

- The need to activate the role of the school administration in solving the students' problems and reduce them for the dangers that threaten the school environment and the community.
- Organizing the training courses about how to deal with student problems, and should be attended by teachers, psychologists and therapists, community and parents of students.
- Future studies can be conducted on the role of school administration in solving student problems in the Bedouin schools within the Green Line of Palestine for larger communities and other variables, such as, school location, and the nature of the school.
- Qualitative future studies can be conducted about school administration strategies in solving the students' problems, and overcoming them, in the Bedouin schools in Palestine.

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