

# Obstacles Facing the Teachers of the First Three Grades in the Schools of the Southern Shouneh District from Their Point of View

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## Abstract

This study aimed to reveal the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh district from their point of view, and to achieve the objectives of the study the descriptive approach was used, and the study sample consisted of (131) male and female teachers in government schools in the Southern District, and the study found that The degree of obstacles facing teachers of the first three grades in the schools of the Southern Shouneh District, from their point of view, came to a high degree in the areas of content, teaching methods, educational activities, and the teacher. The results also showed that there were no statistically significant differences at the significance level ( $\alpha = 0.05$ ). In the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District, from their point of view, according to the difference in educational qualification, and the presence of differences in years of experience in favor of a group of more than (11) years.

**Keywords:** Obstacles, teachers of the first three grades

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## INTRODUCTION

The educational process is a process through which many elements participate, such as the educational teacher, educated people, educational materials and tools, the prescribed curricula, and the methods and methods used during the educational and teaching process, which occur within the classroom environment, and the success of the educational process depends on the level of interaction All these elements that make up it and the level of its progress and development.

The teacher faces many difficulties during the educational and teaching process, which have a negative impact on the progress of the educational and teaching process, and prevents him from achieving the educational goals behind them. Educated persons, as well as during the classroom environment, and in the laws and regulations applied in educational and educational institutions. (Siegel, 2000).

The lack of attention to the teacher's requirements may negatively affect his performance, and this is reflected on all the elements of the educational process and leads to weak outputs that are hoped to be achieved, and because the teacher plays a vital role in the school and as one of the effective elements that the Ministry of Education depends on to reach its planned goals. It was necessary for him to perform his duties in accordance with the requirements of the laws and regulations governing the conduct of the educational process, and in line with the objectives of the educational institution. On the other hand, the management of the educational institution must be concerned with caring for it, providing all its requirements and satisfying them, and overcoming all the obstacles it faces. In addition to paying attention to the development of the teacher through rehabilitation courses that improve the level of his performance, all of this will lead to making the teacher feel job satisfaction and raise the level of belonging to his institution and this is reflected in the level of improving his performance in the institution, so this study came to examine the obstacles facing teachers of the stage Elementary schools in the Southern Shouneh Brigade from their point of view.

## STUDY PROBLEM:

The problem of the study crystallized through the researcher's work in the field of education for the basic stages, and for the multiplicity of tasks and duties required of the teacher at this stage. In addition to his inability to find and create a good relationship with his students, colleagues and administration, all of this causes him obstacles that negatively affect his performance and the level of students. Based on these justifications and the lack of studies - to the knowledge of the researcher - that focused on the obstacles facing primary school teachers in the schools of the Southern Shouneh District from their point of view . This study, whose problem can be identified in the following main question: What are the obstacles facing the teachers of the three grades The first in the schools of the Southern Shouna Brigade from their point of view?

## STUDY OBJECTIVE AND QUESTIONS:

This study aims to identify the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view, by answering the following questions:

1. What are the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view?
2. Are there statistically significant differences at the level ( $\alpha = 0.05$ ) of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view due to the variables (educational qualification, years of service).

#### **THE IMPORTANCE OF THE STUDY:**

The theoretical importance of this study lies in providing sufficient information and enriching the theoretical aspect related to the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view. The importance of the practical and applied study comes through its results and recommendations in providing data that serves teachers, supervisors and officials in the education directorates, and the Ministry of Education, in identifying the obstacles faced by the first three grade teachers in their teaching in the Southern Shouneh District, which helps in taking appropriate measures and decisions to develop The educational process, overcoming these obstacles in the Kingdom, and developing appropriate solutions to them.

#### **TERMINOLOGY OF STUDY:**

**THE BASIC STAGE:** Comprehensive education that constitutes the basic basis for education and the formation of the citizen. It is a general education directed to all children who reach the age of six, and teaches them for a period of eight years, free and compulsory education. The state undertakes to provide, organize, and spend on it. Basic knowledge and helps to complete their cultural, professional and social growth within the framework of continuing education and sustainable education (Al Far, 2002) .

**Teachers of the first three grades:** They are the teachers of the Southern Shouneh District, who work in public schools and teach first, second, and third grades.

**Obstacles:** The problems and challenges facing the teacher during teaching, whether they are material, moral, or related to the instructions, and which prevent the achievement of the lesson outcomes.

#### **THE LIMITS OF THE STUDY:**

The study was limited to the following limits:

- Human Borders: teachers of the first three grades in the Southern Shouneh Brigade.
- Spatial boundaries: Directorate of Education, Southern Shouneh District.
- The temporal limits: the academic year 2021/2022.

#### **STUDY LIMITATIONS:**

The results of the study were determined by the degree of validity and reliability of the tool used to collect data, the accuracy of the sample members' answers to the paragraphs of the tool, and their objectivity, and that the results of the study can only be generalized to the community from which the sample was drawn, and other similar communities.

#### **THEORETICAL LITERATURE:**

The teacher represents the cornerstone of the educational process. He is a human engineer who plans, designs, implements and performs the work and level of learners; The teacher is the supervisor, the guide, the facilitator and the facilitator, and he is the role model that the learners follow in everything, so he should be a model for him. After providing them with thinking tools that enable them to lead their lives and craft their own destinies, instead of being led and their destinies presented to them prepared by the other (DerWesthuizen, 2000).

#### **TEACHER CONCEPT:**

The teacher plays an important role in achieving the desired educational goals, and the success of any educational plan or any educational system depends on the teacher because he is the cornerstone who implements this plan or this educational system, and the key to the success of any school program. Hence, the importance of the teacher, who is considered one of the most important active elements in the educational process, must be emphasized, as he bears the great burden of raising young children and preparing them for a decent life. Muhammad, 2008).

Muhammad Al-Sara'ini defines the teacher as: "That person who acts on behalf of the group in raising and educating their children, and he is employed by the state that represents the interests of the group in return for a wage as a result of carrying out this task (Sofi, 2010). Thus, the primary school teacher can be seen as that person who performs his role within the educational institution, and has the responsibility to educate students and direct their behavior in order to achieve the goals and aspirations of society. This stage is one of the sensitive stages in building the personality of learners and their upbringing.

#### **THE POSITION OF THE TEACHER IN THE EDUCATIONAL PROCESS:**

The change of social conditions and conditions in the Jordanian society due to external and internal influences has affected all fields, especially the educational field, as the educational sector has a strategic nature that must be taken care of, and its problems should be taken care of due to its pivotal and sensitive peculiarities, as it is the lifeblood of any society that wants development and advancement, and in this Frame Cooper said, "If you want to know the culture of a country in the country, look at its schools." In this regard, Abdul Hamid bin Badis also said: "Muslims will not be reformed until their scholars reform. Scholars are like the heart. But it reaches them

through their scholars (Mawash, 2011).

And if the teacher has this importance in the educational process, it is necessary that he receive the care that is commensurate with the role he plays in preparing and forming young people, and therefore societies, no matter how varied they are, are interested in preparing teachers within the framework of philosophy is great for what characterizes the formation of an entire generation, because the teacher has from Attributes that help him to perform this task, hence it was necessary to pay close attention to the professional development of the teacher.

#### **SOME OF THE PROBLEMS FACING THE SCHOOL ADMINISTRATION:**

The primary school administration is currently facing a number of difficulties, which can be addressed as follows:

1. The large number of students in one school and even in one class.
2. The lack of material facilities and equipment in the school or their non-existence.
3. Parents' unwillingness to cooperate with the school administration in managing its affairs (Rushdi, 2010).
4. Weak incentives to attract qualified and capable teachers to work in schools.
5. The unnatural spread of violence and fear in schools and the emergence of **UNDESIRABLE BEHAVIORS BY STUDENTS AND PROBLEMS OF ORDER IN THE CLASSROOM (MAHMOUD, 2008).**

1. Lack of awareness and awareness among management personnel of the importance and feasibility of planning, and the absence of a culture of planning in general.

#### **PROBLEMS FACING THE TEACHER IN THE CLASSROOM:**

During the performance of his duties, the teacher was exposed to a number of problems, including:

1. Difficulty in understanding the students through their different emotions and their social and mental abilities.
2. Difficulty in identifying the weaknesses of each student or determining the extent of his comprehension, willingness and ability to achieve.
3. The difficulty of choosing effective and purposeful teaching methods and methods. (Siegel, 2003).
4. Class density and overcrowding of students in class.
5. Lack of flexibility in choosing the course content.
6. The degree of motivation or its absence among students (Abdul-Sami', 2005).
7. Problems of a psychological nature such as introversion, isolation, hesitation, and manifestations of lack of self-confidence.
8. Developmental characteristics of the various aspects of the learner's personality and needs. and its characteristics (Al-Mafraj, 2000).

The teacher suffers during the stages of his education with a set of problems that affect and obstruct the educational process.

#### **PREVIOUS STUDIES:**

Helal (2018) conducted a study aimed at identifying the difficulties that science teachers face in the sixth intermediate grade in teaching the competency-based curriculum in the State of Kuwait. The lesson included in the teacher's book, while the second axis dealt with the teacher's evaluation of the learners' achievement. The study sample consisted of (104) female teachers and (101) science teachers in the phase, they were randomly selected. The study found that one of the most important obstacles that teachers faced in implementing the lesson plan is the difficulty of planning adding appropriate educational activities that help achieve special competencies and be an alternative to the activities proposed in the lesson plan in the competencies curriculum, due to the presence of repetition in educational activities with difficulty in controlling time for each activity by teachers. As for the second axis, which is represented in the obstacles to teacher evaluation and the achievement of learners, it came from the most important obstacles that teachers faced (the structural evaluation calculating mechanism, which requires a great effort on their part).

Al-Qasimi (2019) conducted a study aimed at knowing the degree of difficulties faced by primary school teachers according to the teaching competencies of planning, implementation, and evaluation. The study followed the descriptive approach, where the questionnaire was used as a tool for collecting responses from the participants in the study, and the sample consisted of (64) male and female teachers at the primary level. The study reached several results, including: The degree of competencies teaching difficulties of teachers participating in the study in all stages of the teaching process came to a medium degree with an arithmetic mean (2.01), the arithmetic mean in the planning stage was (92.1), while the arithmetic mean in the implementation stage was (09.2 In the evaluation stage, the arithmetic mean was (03.2), but these results will be negatively reflected on the educational process in general and the level of learners in particular.

Al-Hamoud and Kahil (2019) conducted a study aimed at identifying the obstacles faced by science teachers in the second cycle of basic education. The study followed the descriptive approach, where the questionnaire was used as a tool to collect the responses of its participants. The questionnaire consisted of five main axes, which are explained as follows: obstacles related to the learner, obstacles related to the teacher, obstacles related to administration, obstacles related to teaching methods and means, and obstacles related to books. The study sample consisted of (110) male and female teachers of the science course in the second cycle

of basic education. The study reached the following results: The axis of obstacles related to educational methods and techniques is one of the highest axes in the rank average, reaching (17.2), which is a medium degree, followed by the axis of obstacles related to management, as the rank average reached (2.00), which is a medium degree, followed by the axis of obstacles related to management. By the teacher, where his rank average reached (1.88), which is a medium degree, then followed by the axis of obstacles related to science books, where his rank average reached (1.83), which is a medium degree, and in the last rank came the axis of obstacles related to the learner, where his rank average reached (1.56) ) which is a low grade. The results indicated that there were no statistically significant differences between the averages of the study sample members in the total score of the questionnaire in relation to the gender variable and years of experience.

Muhammad (2020) conducted a study aimed at revealing the degree of teaching performance obstacles facing primary school teachers in the light of the new national curriculum (competencies) in the State of Kuwait, and to identify the impact of demographic variables (educational region, years of experience, training) in revealing the degree of obstacles to teaching performance. The study also aims to identify the proposals of the participants in the study to reduce the obstacles to teaching performance that face primary school teachers in the light of the new national curriculum (competencies). The sample reached (3,674) teachers. The researcher used a questionnaire consisting of (55) A phrase that is divided into four axes: lesson planning, learning environment, teaching strategies, and evaluation. Competencies) came to a medium degree from the point of view of the primary school teachers participating in the study.

**COMMENTING ON PREVIOUS STUDIES:**

The current study agreed with most of the previous studies that aimed at addressing the obstacles faced by teachers of the basic stage in teaching, as it was similar with its method used, which is the descriptive approach, and its use of the questionnaire as a study tool. The researcher benefited by reviewing these studies in the theoretical framework, the adopted methodology, the development of the study tool and the discussion of the results. The current study was distinguished from previous studies as it was one of the few studies in Jordan - to the researcher's knowledge - that dealt with the issue of obstacles facing primary school teachers in the schools of the Southern Shouneh District from their point of view.

**METHOD AND PROCEDURES:**

This part included a description of the research method used, the study population and its sample, the study tool, its validity and reliability, the statistical treatment and the study application procedures.

**RESEARCH METHOD USED:**

The descriptive approach was used in this study, and the questionnaire was used as a means of collecting data from the study sample members.

**STUDY COMMUNITY:**

The study population consisted of (136) basic school teachers for the first three grades in the Southern Shouneh District for the academic year 2021/2022.

**THE STUDY SAMPLE:**

The sample of the study consisted of the teachers of the first three grades in the Southern Shouneh District, who numbered (131) teachers and principals . Table No. (1) shows the characteristics of the study sample.

**TABLE NO. (1): DISTRIBUTION OF THE SAMPLE OF PUBLIC SCHOOL PRINCIPALS IN THE SOUTHERN SHOUNEH DISTRICT BY GENDER AND YEARS OF SERVICE .**

Variable	Categories	Repetition	Percentage
Academic qualification	BA	131	100
	postgraduate studies	0	0.00
Service years	Less than 5 years old	15	0.12
	From 6 to 10 years	45	0.34
	11 years or more	71	0.54
Total		131	100

**STUDY TOOL:**

The researcher developed the current study tool, which is a questionnaire, after reviewing the educational literature and studies related to the study.

**VALIDITY OF THE TOOL:**

The study tool in its initial form consisted of (30) paragraphs, which were presented to (10) arbitrators, and structural and linguistic modifications were made based on the referees' observations, so that the tool became in its final form of (22) paragraphs.

**THE STABILITY OF THE TOOL:** The stability of the tool was verified by applying it to a sample of (10) teachers of the basic stage, from outside the study sample, by giving them sequential numbers from (1-10), and after three weeks the questionnaire was applied to the same sample. With the same numbers that were given in the first time, then (PERSON)coefficientwas calculated between the relationships obtained in the two times.

**TABLE NO. (1): CRONBACH'S ALPHA COEFFICIENT VALUES FOR INSTRUMENT FIELDS**

Obstacle	Stability coefficient	Number of paragraphs
Obstacles related to the content	0.89	6
Obstacles related to teaching methods	0.90	5
Obstacles related to educational activities	0.91	5
Obstacles related to the teacher	0.88	6

**STUDY VARIABLES:**

The study included the following variables:

**INDEPENDENT VARIABLES:**

the study sample's perceptions of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view.

**MEDIAN INDEPENDENT VARIABLES:** The study included the following median variables.

A - Teaching experience: It has three levels (less than 5 years), (6 to 10 years), and (more than 11 years).

B - Academic qualification: It has two levels (Bachelor's, Postgraduate).

**DEPENDENT VARIABLES:** The study included one dependent variable, which is the obstacles facing teachers of the first three grades in the schools of the Southern Shouneh District from their point of view.

**STATISTICAL PROCESSING:**

1. Person correlation factor: To calculate the validity of the internal consistency of the questionnaire.

2. Cronbach's alpha equation: To calculate the stability of the resolution.

3. Frequencies and percentages to describe the study sample according to the variables: (educational qualification, years of experience).

4. Descriptive statistics represented by the arithmetic mean and standard deviation; To identify the obstacles facing primary school teachers in the schools of the Southern Shouneh District from their point of view.

5. The terms were arranged according to the highest arithmetic mean and the lowest standard deviation.

The following is a presentation of the results of the current study by answering its questions, as follows:

First: The results related to the first question, which states: What are the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view?

**THE FIRST DOMAIN : OBSTACLES RELATED TO THE CONTENT**

**TABLE NO. (2) :THE ARITHMETIC AVERAGES AND PERCENTAGES OF RESPONSE TO THE PARAGRAPHS OF THE CONTENT OBSTACLES DOMAIN FACING TEACHERS OF THE FIRST THREE GRADES IN THE SCHOOLS OF THE SOUTHERN SHOUNEH DISTRICT WERE CALCULATED FROM THEIR POINT OF VIEW?**

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
1	Not taking into account the gradual content in the presentation of information from ease to difficulty	4.06	81.2	1	Very high
2	Poor coherence of course content with other courses	4.19	1.1	2	Very high
5	The content of the course is not appropriate to the teaching time	3.96	1.08	3	High
3	Non-covering of the planned content of the topics covered in the achievement and aptitude tests	3.83	1.14	4	High
5	The content does not achieve the emotional side goals of the student	3.80	.97	5	High
6	The content does not achieve the skill goals of the students	3.81	1.01	6	High
	Dimension as a whole	3.52	70.4		High

Table (2) shows that the arithmetic averages ranged between (3.81-4.06), where paragraph No. (1) which states that "content does not take into account the gradualness in presenting information from ease to difficulty" came in the first place, with an arithmetic average of (4.06), While paragraph No. (6) and its text "content does not achieve the goals of the skill side of the students" came in the last rank, with an average of (3.81). The arithmetic mean of the domain of content obstacles as a whole was (3.52).

**THE SECOND DOMAIN: OBSTACLES RELATED TO TEACHING METHODS**

**TABLE NO. (3): ARITHMETIC AVERAGES AND PERCENTAGES OF RESPONSE TO THE PARAGRAPHS OF THE “TEACHING METHODS OBSTACLES” DOMAIN FACING TEACHERS OF THE FIRST THREE GRADES IN THE SCHOOLS OF THE SOUTHERN SHOUNA DISTRICT WERE CALCULATED FROM THEIR POINT OF VIEW?**

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
8	Teaching requires teaching methods that the teacher has not received training in such as (investigation, exploration)	4.02	31.2	1	Very high
9	Teaching methods require educational techniques that are not available in the school	4.19	1.14	2	Very high
7	The time allotted to teach does not help the teacher to use teaching methods	3.95	1.12	3	High
10	Some basic school teachers are not convinced of the feasibility of the teaching methods required by the course	3.73	1.25	4	High
11	The increasing number of students in the classroom prevents them from applying the teaching methods prescribed for them	3.70	.89	5	High
	Dimension as a whole	3.55	73.4		High

Table (3) shows that the arithmetic averages ranged between (3.70-4.02), where Paragraph No. (8) States, “Teaching requires teaching methods that the teacher did not receive training on, such as (inquiry, exploration)” came in the first place, with an arithmetic average of (4.02), while paragraph No. (11) And its text "The increasing number of students in the classroom prevents the application of the teaching methods prescribed for them" came in the last rank, with an average of (3.70). And the arithmetic mean of the domain of obstacles 'teaching methods as a whole' was (3.55).

**THE THIRD DOMAIN: OBSTACLES RELATED TO EDUCATIONAL ACTIVITIES**

**TABLE NO. (4): THE ARITHMETIC AVERAGES AND PERCENTAGES OF RESPONSE TO THE PARAGRAPHS OF THE “OBSTACLES OF EDUCATIONAL ACTIVITIES” AREA FACING THE TEACHERS OF THE FIRST THREE GRADES IN THE SCHOOLS OF THE SOUTHERN SHOUNEH DISTRICT WERE CALCULATED FROM THEIR POINT OF VIEW.**

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
15	Incompatibility of educational activities with academic courses	4.11	1.15	1	Very high
16	The lack of a teacher's guide to help him implement these activities in the classroom	4.10	3.11	2	Very high
13	Class time limits the implementation of educational activities	3.85	1.15	3	High
14	Lack of tools to carry out educational activities	3.71	1.52	4	High
12	Lack of interest in educational activities with individual differences between students	3.60	1.58	5	High
	Dimension as a whole	3.59	1.78		high

Table (4) shows that the arithmetic averages ranged between (3.60-4.11), where paragraph No. (15) which states “the educational activities are incompatible with academic courses)” came in the first place with an average of (4.11), while the paragraph came No. (12) and its text "Lack of interest in educational activities in individual differences between the female student" ranked last, with an average of (3.60). And the arithmetic mean of the domain of obstacles 'Teaching Methods as a whole' was (3.59).

**THE FOURTH DOMAIN: OBSTACLES RELATED TO THE TEACHER**

**TABLE NO. (5): THE ARITHMETIC AVERAGES AND PERCENTAGES OF RESPONSE TO THE PARAGRAPHS OF THE “TEACHER’S OBSTACLES” DOMAIN FACING TEACHERS OF THE FIRST THREE GRADES IN THE SCHOOLS OF THE SOUTHERN SHOUNA DISTRICT WERE CALCULATED FROM THEIR POINT OF VIEW.**

Paragraph No.	Paragraphs	Arithmetic average	Standard deviation	Rank	Score
22	Lack of material and moral incentives that help the teacher to advance professionally	4.22	70.2	1	Very high
21	Lack of clarity of the general philosophy from which the basic stage curricula are based in the minds of teachers	4.20	68.8	2	Very high
19	Weakness of the effectiveness of the training programs provided to teachers about the basic stage curricula(Edited)Restore	3.68	67.2	3	High
20	Lack of training courses to develop teachers' performance	3.65	65.6	4	High
17	Weakness of the teacher’s focus in teaching as a result of being assigned to other work	3.60	64.2	5	High
18	Weak participation of primary school teachers in course design and evaluation	3.59	68.6	6	High
	Dimension as a whole	3.50	1.78		High

Table (5) shows that the arithmetic averages ranged between (3.59-4.22), where paragraph No. (22) Which states the lack of material and moral incentives that help the teacher to advance professionally) came in the first place with an average of (4.22), while Paragraph No. (18) And its text “weak participation of primary school teachers in the course design and evaluation” came in the last rank, with an average of 3.59, and the arithmetic mean of the area of “ obstacles” domain of teaching methods as a whole was (3.50).

The answer to the second question, which states: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) for the obstacles facing teachers of the first three grades in the schools of the Southern Shouneh District from their point of view due to the variables (educational qualification, years of service).

**ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE:**

The arithmetic averages and standard deviations of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh

**TABLE NO. (6): DISTRICT WERE CALCULATED FROM THEIR POINT OF VIEW ACCORDING TO THE EDUCATIONAL QUALIFICATION OF THE EDUCATIONAL QUALIFICATION VARIABLE, AND TABLE (6) SHOWS THAT.**

Domain	Academic qualification	Number	Arithmetic average	Standard deviation
Obstacles related to the content	BA	131	3.60	.30
	postgraduate studies	0	0	0
Obstacles related to teaching methods	BA	131	3.56	.41
	postgraduate studies	0	0	0
Obstacles to the educational activities	BA	131	3.49	.49
	postgraduate studies	0	0	0
Obstacles related to the teacher	BA	131	3.44	.56
	postgraduate studies	0	3.41	0
	Total	BA	131	3.40
	postgraduate studies	0	0	0

The results in Table (6) indicate that the holders of a bachelor's degree are the holders of the total degree, as all the members of the study sample are holders of a bachelor's degree.

**DEPENDING ON THE VARIABLE YEARS OF EXPERIENCE:**

The arithmetic means and standard deviations of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District were calculated from their point of view of the variable years of service, and Table No. (7) Illustrates this:

Domain	Academic qualification	Number	Arithmetic average	Standard deviation
Obstacles related to the content	Less than 5 years	15	2.26	.996
	From 6 to 10 years	45	2.20	.954
	More than 10 years	71	2.17	.988
Obstacles related to teaching methods	Less than 5 years	15	2.14	.969
	From 6 to 10 years	45	2.09	.960
	More than 10 years	71	2.08	1.072
Obstacles to the educational activities	Less than 5 years	15	2.08	.977
	From 6 to 10 years	45	2.04	.947
	More than 10 years	71	2.02	.955
Obstacles related to the teacher	Less than 5 years	15	2.00	.974
	From 6 to 10 years	45	2.26	.966
	More than 10 years	71	1.87	.859
Total	Less than 5 years	15	2.00	.591
	From 6 to 10 years	45	1.87	.859
	More than 10 years	71	2.22	.947

The results in Table (7) indicate that there are apparent differences between the standard arithmetic averages of the obstacles facing teachers of the first three grades in the schools of the Southern Shouneh District from their point of view regarding the variable years of experience. (2.22) In order to determine whether the differences between the averages are statistically significant at the level ( $\alpha = 0.05$ ), a one-way analysis of variance was applied, and the results of the analysis of variance came as shown in Table (8).

**TABLE NO. (8):** The results of the arithmetic one-way analysis of variance test for the standard estimates of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view of the variable years of service.

Dimension	Contrast source	Sum of squares	average squares	The calculated 'F' value	Indication level
Obstacles related to the content	Between groups	16.4	16.4	2.14	.081
	within groups	12.9	13.95		
	Total	15.4			
Obstacles related to teaching methods	Between groups	.55	.624	2.96	.080
	within groups	.42	.414		
	Total	.83			
Obstacles to the educational activities	Between groups	.49	.276	1.32	.211
	within groups	3.15	.78		
	Total	7.92	3.89		
Obstacles related to the teacher	Between groups	2.11	.631	2.42	.067
	within groups	26.22	.252		
	Total	27.43	.875		

The results in Table (8) showed that there were no statistically significant differences at the level ( $\alpha = 0.05$ ) of the obstacles facing the teachers of the first three grades in the schools of the Southern Shouneh District from their point of view of the variable years of service, and the reason may be that the district schools are the same, and that School teachers stay in their schools for several years without change, and there are no training courses by educational supervisors and adequate support for teachers of the first three grades.

**RECOMMENDATIONS:**

1. Reducing the burdens placed on the teachers of the first three grades.
2. Reducing the number of subjects and their quantity in the first three grades, in order to focus on reading proficiency and writing.
3. The school administration should work to organize the distribution of students within the classroom in proportion to the available capabilities.
4. Paying attention to preparing the teacher before the service in cooperation and training him during the service



on the use of modern methods and diversification in them and activating the use of modern educational methods.

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