

Problems Facing Public School Teachers in the Directorate of Education of the Southern Shouneh District from the Teachers' Point of View

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ABSTRACT

This study aimed to identify the problems facing public school teachers in the Southern Shouneh District Education Directorate and to identify the significance of the differences in the level of problems facing public school teachers according to the variable of gender or experience. The study sample consisted of (265) male and female teachers in government schools affiliated to the Southern Shouneh Directorate of Education, and the study tool was represented by a questionnaire consisting of (23) items that represent the problems that teachers may face in public schools. The education of the Southern Shouneh district is high from the point of view of the study members. The results also showed that there were no significant differences due to the variable of gender or experience in determining the difficulties faced by the teachers of public schools affiliated with the Southern District. The study came out with a set of recommendations to reduce student overcrowding in classrooms, and to provide training courses for teachers.

KEYWORDS: TEACHERS' PROBLEMS, PUBLIC SCHOOLS, SOUTHERN SHOUNEH DISTRICT.

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INTRODUCTION

Contemporary life is characterized by rapid change, accumulation of demands and increased burdens. This is reflected in all aspects of the personality of the individual, his social life, and his psychological and physical health, as the human being is an integrated psycho-physical and social unit. The individual's roles have multiplied, the pressures have increased on him and his relations with others have weakened, and psychological disorders and factors of anxiety and tension occupy an important place in his life. Contemporary man has also become vulnerable. He suffers from many disorders and mental and physical diseases, as a result of his weakness in the domain of adaptation to his problems, and his inability to deal with the crises of this era, its pressures and fluctuations, and to successfully confront them.

The individual's problems are represented in his continuous quest to meet his demands on the one hand and respond to the demands of the surrounding environment and the many changes that occur in it on the other hand, in addition to his great effort represented in his quest to reconcile his demands and needs, and between the conditions and pressures of the environment, and in his attempt to find a kind of balance between him and the environment. . The human being is in a process of permanent and active interaction with his external and social surroundings with the aim of maintaining his equilibrium, or returning himself to equilibrium when any imbalance occurs, by satisfying the demands of his growth and needs and relieving his tension (Al-Subaiy, 2011).

The teacher is the basis of the education process as it is the cornerstone of it, and it is the focus of light from which the light of science and knowledge radiates, so the state has taken care of preparing, training and raising its efficiency to prepare a constructive generation that takes the reasons for development, and to create a strong society capable of keeping pace with the scientific revolution sweeping the world. It is from the teacher to achieve his hopes and aspirations through the manufacture of thought and knowledge leaders to contribute to innovation and innovation, and to purify the culture from the impurities of cultural friction, and to find personalities who behave in acceptable behaviors that are consistent with the concept and values of the different society, and in the areas of work and production, the teacher is required to strike a balance between all aspects of life The learner, and the learner in turn, expects the teacher to be able to meet his needs and answer his questions (Al-Qatati, 2009).

Everyone affirms that teachers are the focus of progress and regression in the educational process, so it is scientific objectivity to list some of their problems that all specialists may know and may only be known by those who have experienced pain in teaching in schools. There is no reform in the educational process, without the real reform of the teacher and solving his problems. (Al-Rashidi, 2011).

Hence, this study came to shed light on the reality of the problems facing public school teachers in the Southern Shouneh District.

THE STUDY PROBLEM:

The teacher is the backbone of the educational process, and the main factor upon which the success of education depends in achieving its role in the economic and social domains. The aspects of learning and teaching have changed radically, which had an impact on the expected roles of teachers, and teachers are exposed to many problems and difficulties that negatively affect the educational process. Hence, the idea of this study came to shed light on the reality of the problems facing public school teachers in the Southern Shouneh Education Directorate.

STUDY QUESTIONS:

The study attempted to answer the following questions:

- The first question: What is the level of problems facing public school teachers in the Southern Shouneh Education Directorate?
- The second question: Are there statistically significant differences in the level of problems facing public school teachers in the Southern Shouneh Directorate of Education due to the gender variable?

OBJECTIVES OF THE STUDY:

The current study aimed to:

- Identifying the problems facing public school teachers in the Southern Shouneh Education Directorate.
- Contribute to providing suggestions and solutions to the problems facing public school teachers in the Southern Shouneh Education Directorate.

THE IMPORTANCE OF STUDY:

The importance of this study stems from several things:

1. Its importance stems from the importance of the teacher, who is the essence of the educational process and a cornerstone of its success.
2. Presenting the officials of the Ministry of Education and Learning an objective conception about the problems facing public school teachers in the Southern Shouneh Education Directorate.
3. The importance of this study also emerges due to the lack of studies that dealt with the problems facing public school teachers in the Southern Shouneh Education Directorate.
4. This study is one of the first studies [according to the researcher's knowledge], which diagnoses the reality of the problems faced by public school teachers in the Southern Shouneh Education Directorate.

TERMINOLOGY OF STUDY:

TEACHERS' PROBLEMS: they are the situations that the teacher faces while he is in the teaching process, and that prevent the achievement of the objectives of the educational process (Jbara and Jabara, 2016).

The researcher defines it procedurally: the set of challenges and obstacles that faced the study sample members during the educational process.

THE TEACHER: He is the person who acts on behalf of the group in raising and educating the children, and he is an employee and organized by the state that represents the interests of the group, and he receives a fee for doing so. (Akeshi, 2014).

STUDY LIMITATIONS:

SPATIAL LIMITS: This study was limited to male and female teachers in the Directorate of Education of the Southern Shouneh District.

TEMPORAL LIMITS: This study was applied in the second semester of 2021-2022.

OBJECTIVE LIMITS: The study is limited to studying the problems facing public school teachers in the Southern Shouneh Education Directorate.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

Education is the strategic tool that countries rely on to develop themselves, and the stick on which they rely on their march towards development and technology. The interest in education and its systems has become a reality that all developed and even developing countries emulate, including the Arab and Islamic countries, where attention to their educational systems and their continuous development and modernization helps them prepare their children the appropriate preparation to ascend the platform Science and knowledge, which ultimately leads to changing the situation for the better, and hence the Arab countries are seeking to improve the reality of education in them, and reduce its problems and obstacles that prevent it from developing and achieving its goals (Shehadeh, 2012).

The world is also witnessing enormous challenges in the domain of technology and information, and this is reflected in the various economic, social and political sectors in general, and on the educational system in

particular. And facing the problems and workers in the domain of education, especially those working in schools, including primarily the teacher (Zamel, 2012).

Where the school is an educational institution to achieve societal goals, and in order to achieve these goals, it is based on several components, and the teacher is the most important of these components, through what he exercises in the leadership and administrative role at the school and classroom level, as the teacher is professionally responsible for taking the role as a leader in teaching by means of certain verbal or non-verbal methods that affect the behavior of his students, either negatively or positively, and as many problems occur in the school and are diverse in form, type and content, including those related to objectives and the problems may be traced back to the teacher himself. Salih (2010) indicated that the most important problems facing the teacher in general are:

- Problems related to the profession: Is education a craft or a profession?
- The low economic and social status of the teaching profession among other professions, which led to the distance from the teaching profession.
- School-related problems: the teacher's problems with parents due to a misunderstanding of the nature of their shared responsibility towards raising children.
- Problems of the teacher with the school principal: when each of them interferes in the affairs of the other, especially when the principal of the school interferes with the work of the professional teacher.
- The teacher's problems with his colleagues due to the use of socially or educationally unacceptable methods and poor school management.
- Problems in the classroom with students: the source may be the teacher, the students, or the school's administrative climate, including: students' misunderstanding of the teacher's good treatment, the increase of students in the classroom, and the disparity in the students' social and economic levels.

Working in the domain of education is a humanitarian and arduous work at the same time, which requires a great effort from those in charge of the work, especially the teacher, as he faces various difficulties, problems and pressures, which affects his performance, output and communication with others, hence the need for this study to identify the problems facing teachers. Where the teacher plays a key role in the educational process, he is the main axis in the school and is able to achieve educational goals in its various domains. (Mohammed, 1996).

PREVIOUS STUDIES:

The researcher reached a set of these studies that are indirectly related to his study, and they are arranged according to their relevance to the study, from the most recent to the oldest.

Al-Hedmi and Al-Qiq (2021) conducted a study aimed at identifying the difficulties that school teachers faced in distance education during the Corona pandemic. As well as identifying the tools that teachers used in distance education, and the tools that were used to follow up on students' implementation of their duties. The study community consisted of all private and public school teachers in the Directorate of Education in the suburbs of Jerusalem. The sample consisted of (289) male and female teachers, and the study tool was represented by a questionnaire consisting of four fields comprising (39) items. The results of the study showed that the degree of difficulties that school teachers faced in distance education during the Corona pandemic came to a medium degree.

Khan, Jameel&Nabeel (Khan, Jameel&Nabeel, 2021) conducted a study that aimed to explore the difficulties that special education teachers face during remote teaching in emergency situations through online learning for students with special needs during the Corona pandemic and discuss their views. The study community was of special education teachers who were teaching students with special needs in Pakistan, and the sample consisted of (15) special education teachers who were chosen randomly. The phenomenological method was used as a research method. The interview was used. The results clearly showed that almost all special education teachers were eager to provide emergency remote teaching to their special students through the online learning system. They practiced a variety of strategies to provide online education to their students that special education teachers face significant difficulties during the distance learning period.

Al-Qattan (2019) conducted a study aimed at monitoring the most important difficulties that science teachers face while teaching science courses in special education schools in the State of Kuwait. For this purpose, a tool for the study was prepared, which is a questionnaire, which consisted of (45) phrases, and distributed into (5) axes; they are: difficulties related to objectives, content, teaching methods, time plan, and classroom environment. It was applied to a sample of (94) male and female teachers' equivalent to (78.3%) of teachers who teach science in special education schools, in the first semester of the 2016/2017 academic year. The results revealed that teachers in special education schools face a number of difficulties while teaching science courses in those schools to a large extent (75.4%). Their estimates of the existence of these difficulties were in descending order: the difficulties related to the time plan, and then the difficulties related to the content of the courses, followed by the difficulties related to teaching methods and means, then the difficulties related to the objectives, and finally the difficulties related to the classroom environment. The results also revealed that there were no

differences between the sample estimates for the presence of these difficulties depending on the variables of gender and number of years of experience.

Ibrahim (2019) conducted a study aimed at identifying the teaching difficulties facing the teaching of biology at the secondary level in the State of Kuwait from the point of view of teachers and the relationship of those difficulties to gender, educational qualification, and years of teaching experience. The sample consisted of (54) male and female teachers, and the study tool was represented by a questionnaire to measure the teaching difficulties in teaching biology (difficulties related to the educational objectives of lessons and planning, difficulties related to the textbook, difficulties related to the biology teacher, and difficulties related to the use of modern technology and technical guidance and biology training). The results showed that the most difficult areas were related to the biology teacher, followed by difficulties related to the textbook. The results of the study indicate that there are statistically significant differences between the averages of difficulties due to gender and educational qualification, and the absence of significant differences due to years of experience.

Al-Qassimi (2019) conducted a study aimed at knowing the level of difficulties faced by primary school teachers according to teaching competencies according to the level of planning, implementation, and evaluation. The sample consisted of (64) male and female teachers who were chosen randomly and the descriptive approach was used. The study tool was a questionnaire that measures the difficulties that teachers face in teaching with competencies. The results of the study revealed that the degree of difficulties faced by teachers according to teaching with competencies is medium in all stages of the teaching process (the planning stage, the implementation stage and the evaluation stage).

Al-Jassar (2019) conducted a study aimed at identifying the teaching and class problems facing student teachers in the two majors of social studies and mathematics at the College of Education at Kuwait University during the field training period, in light of the variables of gender (male/female) and specialization. The study tool consisted of a questionnaire that consisted of (53) items divided into two areas: teaching problems and classroom problems. The tool's veracity and reliability were verified and applied to a total sample of (90) student-teachers. The results of the study showed the unanimity of student teachers on facing descriptive teaching problems during the field training period while they were practicing the teaching profession. The field of classroom problems came in the first order with an arithmetic mean (3.04) with a moderate degree of severity, while the field of teaching problems came in the second order with an arithmetic average (2.48) with a slight degree of severity. It was found that there were statistically significant differences between student teachers according to the gender variable in the field of teaching problems in favor of male students, and according to the specialization variable (social studies and mathematics) in the field of teaching problems in favor of the mathematics major.

Al-Omrani, Mustafa and Salama (2018) conducted a study aimed at identifying the problems facing teachers in the Negev secondary schools from the point of view of school principals and teachers themselves. The descriptive survey method was used, and the study sample consisted of (37) principals, and (451) teachers. The questionnaire was used as a study tool after ensuring its veracity and reliability. The results of the study showed that the problems facing teachers in the Naqab secondary schools from the point of view of the school principals and the teachers themselves were (medium), and the results of the study showed that there were no statistically significant differences attributed to the different variables: (educational qualification, years of experience), while there are differences statistically significant due to the effect of the gender variable, and the differences were in favor of males, as well as differences on the job title, and the differences were in favor of the teachers category.

Al-Momani (2018) conducted this study to identify the teaching difficulties facing the students of the Department of Educational Sciences at Ajloun University College of the Jordan Al-Balqa Applied University from their own point of view. The study sample consisted of (75) male and female students enrolled in the various educational disciplines affiliated with the department, which are the specializations (Child Education, Special Education, and Psychological and Educational Counseling). The study tool was represented by a questionnaire, and the results showed that the difficulty that states that teachers are not interested in students' academic problems on an arithmetic average of (4.82) where this was the greatest difficulty for students. And the difficulty that states On the crowding of classrooms with students on a mean of (2.28), as this was the least difficulty for the students.

Hussein's study (2018) aimed to identify the difficulties facing teaching art education and the proposed solutions to overcome these difficulties. The sample consisted of (60) male and female teachers of art education. The study tool was represented by a questionnaire that consisted of (31) difficulty distributed over six areas (the capabilities, the student from the lesson, management, faculty members, curriculum, society), as it appeared that the first place was for the potentials field, the second for the student's attitude towards the lesson and the third the position of the tool and members. The teaching staff, the fourth is the preparation of the art education teacher, the fifth is the curriculum, and the sixth is the position of the community on the subject of art education.

Retnawati and ect, (2017) conducted a study aimed at identifying the difficulties that teachers face in

applying substantive learning in primary schools. The qualitative approach (phenomena analysis) was followed. The study tools were interviews and focus group discussion; The focus group discussion involved 15 primary school teachers from eight districts who implemented the 2013 curriculum. The results showed that teachers faced obstacles in selecting appropriate problems and topics within objective and scientific problem-based learning and in time management for project-based learning. The availability of learning facilities was still limited. The problems found in the assessment phase were teachers' ability to choose appropriate techniques, to create good tools and to formulate clear assessment criteria.

A study (Jaafar and Ibrahim, 2014) aimed at identifying the educational difficulties facing science teaching at the intermediate stage in the capital region in the State of Kuwait as seen by teachers and the relationship of these difficulties to the teacher's gender, educational level and number of years of teaching experience. The sample consisted of (125) male and female teachers, and the study tool was represented by the questionnaire that consisted of (46) items in the following areas: formulation of educational objectives and daily planning, general objectives for science teaching, curricula and textbooks, methods of science teaching, student evaluation, and training of the science teacher during service. Self-development and implementation of practical activities. The results showed that the most difficult areas for teachers are in the field of in-service training, followed by the field of implementing practical activities for the curricula.

COMMENTING ON PREVIOUS STUDIES:

Previous studies differed in their approach to studying the problems facing teachers. Some studies dealt with the identification of teaching difficulties during the destructive and Qiq distance learning process (2021), and the study of Khan, Jameel and Nabeel (Khan, Jameel&Nabeel, 2021). Among the studies, which dealt with the teaching difficulties that school teachers face for specific academic subjects, such as the Al-Qattan study (2019), the Sabra study (2019), the Ibrahim study (2019), and the Jaafar and Ibrahim study (2014).

The researcher noted from the previous studies the lack of studies that dealt with the study of the problems facing public school teachers, as this study differed from the previous studies with the sample, the limits, and the study tools. .

METHOD AND PROCEDURE

STUDY METHODOLOGY:

In order to achieve the objectives of the study, the study used the descriptive analytical approach as it is the most appropriate to achieve the study objective, which is describing the problems facing public school teachers in the Southern Shouneh Education Directorate.

THE STUDY COMMUNITY AND ITS SAMPLE:

The study community included all public school teachers in the Southern Shouneh Directorate of Education. A random sample was selected from the research community, and it consisted of (265) demographic variables that include gender and experience because of the impact of these factors on the study axes in determining the problems facing public school teachers. Table (1) shows the distribution of study sample members according to their demographic variables.

TABLE (1): DISTRIBUTION OF STUDY SAMPLE MEMBERS ON DEMOGRAPHIC VARIABLES

Number	Variable	Category	The number of sample members	Percentage%
1	Gender	Male	150	57%
		Female	115	43%
		Total	265	100.0%
2	Experience	Less than 5 year	53	20%
		5-10 years	150	57%
		More than 10 years	62	23%
		Total	265	100.0%

It appears from Table (1):

1. As for the gender variable, the number of males was 150 with a percentage (57%), while the number of females was 115 (43%).
2. As for the experience variable, the frequencies (less than 5 years) amounted to 53 with a percentage (20%), and the frequencies b (from 5-10 years) reached 150 with a percentage (57%), while the frequency (more than 10 years) was 62 percentage (23%).

STUDY TOOL:

The questionnaire was prepared in its initial form by referring to the theoretical literature and previous studies related to the study and it was designed to achieve the purposes of the study. The questionnaire in its final form

consisted of (23) items. It consists of two parts:

The first part: includes the characteristics of the sample according to demographic information.

THE SECOND PART: It is related to the objectives of the study and included (23) paragraphs describing a group of problems that teachers may face in government schools in the Southern Shouneh Education Directorate.

Scales used in designing the questionnaire:

Each item was given a weight according to the five-point Likert scale, using the following expressions:

Very much agree (5 points), strongly agree (4 points), agree to a moderate degree (3 points), slightly agree (2 points), agree very little (1 point).

STUDY TOOL CORRECTION

The cut-off point or a certified criterion divided into three levels was determined in the study through three levels. The value of the difference between the highest value on the scale (3) and the lowest value on the scale (1) was calculated divided by three levels $(1-5)/3 = 1.33$ Then this value is added to the lowest value in the scale, which is (1) in order to determine the upper limit of the category, and to determine the importance of the category, and Table (2) shows this.

VERACITY OF THE TOOL:

To verify the internal veracity of the study tool, the researcher used Cronbach's alpha coefficient in order to calculate the internal veracity coefficients for the study variables in order to measure the internal veracity of the tool's paragraphs. The critical and acceptable value for the purposes of the current study, and the internal veracity coefficient is equal to (0.89) and is considered good because it is greater than (0.70)

STUDY RESULTS AND DISCUSSION

The results were reached according to the research questions as follows:

First: the results related to the first question: What is the level of problems facing public school teachers in the Southern Shouneh Education Directorate?

In order to answer these questions through the following: The arithmetic means and standard deviations were extracted for each of the following:

TABLE (2): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND ORDER OF THE FIRST AXIS ITEMS (PROBLEMS FACING PUBLIC SCHOOL TEACHERS)

Number	Paragraphs	Arithmetic average	standard deviation	Evaluation level	RII% Importance Indicator
1	Increasing the number of teaching lessons per day.	3.87	1.086	High	0.79
2	Assigning teachers to teach disciplines other than their own.	3.94	1.012	High	0.92
3	Difficulty taking into account individual differences among students.	4.60	0.698	High	0.92
4	Training courses do not provide teachers with the skills they need to teach.	4.59	0.852	High	0.87
5	Lots of administrative work required of the teacher.	4.35	0.749	High	0.76
6	The school's lack of some advanced educational means.	3.82	1.05	High	0.75
7	The school library lacks some modern and important books.	3.75	1.14	High	0.75
8	Lack of facilities for school activities.	3.73	1.10	High	0.74
9	The school building is not subject to scientific conditions and specifications.	3.72	1.08	High	0.74
10	The size of the curricula has increased compared to the number of school days.	3.71	1.08	High	0.73

Number	Paragraphs	Arithmetic average	standard deviation	Evaluation level	RII% Importance Indicator
11	Failure to provide up-to-date evidence for some subjects in light of the change of curricula.	3.63	1.09	High	0.71
12	School administration is governed by personal relationships with some teachers.	3.56	1.12	Medium	0.77
13	Lack of educational aids to support the study materials.	3.85	1.06	High	0.76
14	Increasing the academic burden on teachers in terms of assigning them additional work in terms of occupancy quotas, shifts, class education and others.	3.78	1.01	High	0.74
15	Failure to observe fairness in distributing lessons on the schedule.	3.72	1.05	High	0.74
16	Not benefiting from the educational directives provided by the school principal.	3.72	1.08	High	0.74
17	Inability to pay attention and focus in giving the study material.	3.72	1.11	High	0.74
18	Poor communication and communication between teachers in the school.	3.71	1.08	High	0.74
19	Inability to prepare daily for lessons.	3.71	1.11	High	0.75
20	Poor classroom management.	3.77	1.06	High	0.75
21	Parents' lack of interest in following up on students.	3.76	1.13	High	0.75
22	Low academic level of students.	3.73	1.17	High	0.74
23	Overcrowding of students in the classroom	3.71	1.64	High	0.77
	Total	3.84	1.67	High	0.73

Table (2) shows that the arithmetic averages and standard deviations of the problem items facing teachers in the schools of the Southern Shouneh District range between (3.56-4.6). "School administration is governed by personal relationships with some teachers." Paragraph (4) is one of the most difficult problems among the sample members, which states "the difficulty of taking into account individual differences among students." Therefore, the level of problems facing teachers in the Southern Shouneh Directorate of Education was high.

The researcher may attribute this result to the many pressures that teachers are exposed to in schools, such as shifts, occupancy and teaching loads, and may be attributed to the classroom conditions in government schools represented by overcrowding in the number of students, and the large size of the curricula.

Third: The results related to the second question: Are there significant statistically significant differences between teachers' responses in the level of problems they face in the schools of the Southern Shouneh Directorate of Education due to the variables of demographic factors, gender and experience?

A - THE GENDER FACTOR.

TABLE (3): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE SAMPLE MEMBERS THAT ARE ATTRIBUTED TO THE GENDER FACTOR

Domains	" T " tests values	Degree of freedom Df	Statistical Significance Level	average difference	standard error of difference	trust period	
						min	Max
Problems facing teachers in the Southern Shouneh District	-0.866	263	0.769	0.5345	-0.2156	- 0.72256	0.25589

Through table (3) it is clear that the level of statistical significance is greater than (0.05), therefore it is not statistically significant, that is, there are no significant statistically significant differences in determining the problems facing public school teachers in the Southern Shouneh District that are attributed to the gender variable. The result is that public school teachers, whether male or female, suffer from problems in their schools due to the similar conditions.

RECOMMENDATIONS

Through the findings of the study, the researcher recommends the following:

- Work to reduce overcrowding in the classroom.
- Upgrading the process of monitoring the progress of the educational process.
- Focusing on meeting the training needs of teachers so that they can give better.
- Providing material and moral incentives for teachers.
- Working to provide educational aids that help the teacher during the educational process.

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