

# Obstacles to the Professional Development of School Principals and Their Impact on Their Performance from Their Point of View in the Education of the Southern Shouneh

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## Abstract

The current study aimed to reveal the obstacles to the professional development of school principals and their impact on their performance from their point of view in the Southern Shouneh education. The study used the descriptive survey method, and to achieve this the researcher designed a questionnaire consisting of (44) items It was applied to the study sample, which included all members of the community, which numbered (35) directors. The results indicated that the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh, in the field of material obstacles came to a medium degree, and in The field of administrative obstacles, personal obstacles, and obstacles related to trainers and obstacles related to evaluation came to a large degree, and the results showed that there were no statistically significant differences in the obstacles to professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh due to the variables of gender, educational qualification and years of experience.

**Keywords:** professional development, school principals, obstacles, Southern Shouneh education.

**DOI:** 10.7176/JEP/13-31-03

**Publication date:** November 30<sup>th</sup> 2022

## INTRODUCTION

Our contemporary world is witnessing many amazing unprecedented developments and changes in knowledge, science and technology, the most prominent of which are the rapid accumulation of knowledge, the tremendous growth in scientific discoveries, and the revolution in which the world has become a small global village, this growing in information and communication technology, all changes had repercussions Influential in the educational context has led to many revisions of the functions of educational and educational institutions to assume broad and dangerous responsibilities more than ever before.

The principal of the school is the important element and the main pillar in the modern educational system, as he is the effective element in the educational process, and with it the movements of development and reform begin in many educational fields, but he faces many difficulties that affect his performance, which requires attention to him, upgrading his level and raising his professional efficiency. So that he can perform his multiple roles and be able to follow all that is new in his field of work.

Although the interest during the previous years was based on the professional development of teachers and principals because of their direct role within the school in enriching the educational process for students, the professional development of school principals is of double importance, as the efficiency of the educational process of any educational institution depends in the first place. The extent of the success of its management, represented in the personality and style of the administrative manager, and the extent of his understanding and awareness of the correct administrative methods, and the developments and successive changes in his administrative field (Al-Hamid and others, 2005)

The professional development of school principals has become an issue that concerns those interested in education issues. As it is considered one of the challenges of professional development during the coming period, and the school principal, wherever he is, is required to live with the developments and successive changes in all fields, arm himself with information, experience the revolution of science and knowledge and technological progress, and be informed and follow up on everything that is new, and develop his expertise through courses, concerns and training workshops. (Ahmed, 2002)

Despite the efforts made by the Ministry of Education in Jordan in an effort to develop the educational system, raise the level of skills and knowledge for administrative and educational competencies, and raise the level of their functional and skill performance in line with the current and successive global developments in various fields, especially in the field of administrative work, development programs Professionalism has not received enough attention (Garcia, Breeze Dearer, 2015), and therefore it is necessary to study the reality of professional development for school principals according to modern administrative approaches to provide them with various skills, knowledge and experiences, including basic concepts, and scientific administrative principles. Therefore, this study was chosen to find out the obstacles to the professional development of school principals

and their impact on their performance from their point of view in the education of the Southern Shouneh.

### **STUDY PROBLEM AND QUESTIONS:**

The current era is witnessing many rapid changes in the fields of life, and their accumulation poses many challenges that it faces. The researcher also believes that these methods are characterized by repetitive routine, rigidity of the systems followed, adherence to strong centralization, and strong adherence to laws and regulations that limit the abilities and skills of the school principal in administrative performance in order to develop work and achieve the expected results. There are also obstacles faced by managers in all fields, the most severe of which are those related to professional development. The pressures and administrative factors facing school principals affect their performance due to the large number of administrative responsibilities, the delay in the arrival of some educational bulletins and instructions, and the lack of powers granted to them. Through the researcher's work as an administrator in government schools in the Southern Shouneh District Education Directorate, she saw that there are many obstacles that prevent principals from allowing access to the professional development they desire, to raise the level of performance for them, which in turn directly affects the school performance as a whole, including teachers and students. Hence, the problem of the study is the obstacles to professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh, by answering the following questions:

The first question: What are the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh?

The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the obstacles to professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh due to the gender variable: (male, female), and the educational qualification variable: (high diploma) Postgraduate studies), and the variable of experience: (less than 10 years, more than 10 years?)

### **SEARCH OBJECTIVE:**

The main objective of the current research is to try to identify the most important obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh.

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

The importance of the research stems from its handling of an important issue represented in the professional development of government school principals in the Southern Shouneh Directorate of Education in Jordan. In light of some modern administrative approaches; Proceeding from the fact that the educational administration in educational institutions is the main entrance to raise the efficiency and effectiveness of the educational system in the educational system in any society, through:

1. The possibility of benefiting from it in developing professional development programs in light of some modern administrative approaches for school principals.
2. It may contribute to assisting those in charge of planning training programs in selecting and preparing educational programs, in order to develop the professional development of school principals in the Jordanian Ministry of Education.
3. It represents a response to what was recommended by many previous studies of the necessity of paying attention to the professional development of school principals in the light of some modern administrative approaches.

### **TERMINOLOGY OF STUDY:**

The terminological definition of professional development: It is the process of the principal acquiring skills, information and educational methods in a way that leads to the development of his level inside and outside the school, through self-effort from them, or through training programs or meetings and the like (Shakhshir, 2010).

Procedural definition of professional development: It is to provide managers with the knowledge, skills and qualifications necessary to improve their performance to practice their profession efficiently and skillfully, to raise their career level and to prepare them for the preparation that suits the roles assigned to them, through qualifying programs and developmental training projects.

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

-Objective limit: This study determines the identification of obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh.

- Temporal limit: The study was conducted on public school principals in the Southern Shouneh Directorate of Education during the first semester of the year (2022/2023).
- Spatial limit: The field steps of this study were applied in the secondary and basic government schools of the Ministry of Education in the Southern Shouneh Education Directorate.
- Human Limit: The study was limited to the category of principals in government schools affiliated to the Ministry of Education in the Southern Shouneh Education Directorate.

## **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:**

### **PROFESSIONAL DEVELOPMENT:**

Professional development is one of the training methods that aim to advance the educational process through the development of school principals in educational institutions, raising their level and developing their skills and experiences to be compatible with the technological developments and changes that are reflected in the performance of the educational institution.

Al Hariri and Abdel Hamid (2017) defined knowledge and skills related to concepts and theoretical aspects; For general purposes, professional development is a long-term educational process that uses a structured and prepared program through which employees can learn at the level of the organization.

While Al-Shakhshir (2010) defined it as the process of providing education sector workers with the skills and professional values that support their work as a whole, regardless of specialization in reality. Al-Sharman (2018) defined professional development as a continuous and comprehensive training process that aims to provide the organization's workers with new knowledge that is related in some way or form. in their professional work.

The research defines professional development for school principals procedurally as: the process through which school principals are provided with information, skills and new methods in administrative work necessary to develop their performance, which makes them able to deal with all developments and global variables in the educational system.

### **PROFESSIONAL DEVELOPMENT GOALS:**

The goal of professional development for school principals is one of the main pillars of the educational sector. Being a continuous improvement process; To meet the needs required by the nature of the role, mission and job they perform in order to achieve the goals of the educational institution and the goals of education. They express future visions that the Ministry of Education seeks to achieve; In order to develop and improve the performance of school principals in order to fit with the ongoing global developments and developments in all fields. Therefore, professional development aims to provide school principals with intellectual and creative capabilities that enable them to complete work in the shortest possible time. It also aims to bring about change and adjustment in performance, taking into accounts the changes and developments. Modern (Al-Shamri and Al-Loqan, 2015)

Professional development represents an important and basic input of the educational process, as it works on developing the professional skills of the educational institution's employees, including administrators and teachers, which enhances their concepts of cooperation and teamwork in the educational sector, and makes them able to carry out their roles and work requirements efficiently and effectively (Nasr, 2007).

Professional development aims to:

- Improving the knowledge and skills of employees in the educational institution at all different levels.
- It works to increase the expertise of school principals that contribute to the development of the educational institution's performance; Thus, achieving the goals set.
- It works to increase the development of skills, knowledge and theories of school principals.
- It works to create a kind of job satisfaction for school principals and their sense of positive value.
- It works on the optimal preparation of school principals in order to face any recent changes and developments, and it also clarifies the general policy of the educational institution in general (Khalil, 2007)

The researcher concludes that the professional development of managers has many goals, all of which fall under the goal of achieving professional faculties in all aspects of behavior, knowledge and specialization, in order to keep pace with the successive changes in the educational field and the ongoing global developments in all fields, which leads to providing him with the necessary expertise and skills. To develop its performance for the better and thus improve the level of work efficiency

### **PRINCIPLES OF PROFESSIONAL DEVELOPMENT:**

Professional development is the most important modern administrative approach that helps in the development of directors of educational institutions. In order to achieve professional development for the needs of managers, it must have several advantages through the following foundations and principles:

1. Continuity: This is due to the fact that developments in the educational sector are constantly changing;

Because educational institutions are closely linked to society, as it is an open system and the society is constantly changing, and this requires a continuous change in the nature and methods of development programs, and the focus on continuous professional development for school principals contributes to making the director able to keep pace with developments and developments in the educational sector.

2. **Comprehensiveness:** It averages that development should be inclusive of all aspects of the educational process, including teachers, administrators, school buildings and other elements of the educational process.

3. **Planning:** professional development is highly dependent on good planning that ensures the achievement of the desired goals of the programs prepared for the development of directors of educational institutions.

4. **Realism:** effective professional development is the one that is integrated into daily functional life, and in which the directors of educational institutions feel its importance; because there is a direct relationship between their experiences and their daily responsibilities.

5. **Diversity:** professional development with multiple dimensions, so that it is innovative, enriching, and rehabilitative, and uses different training patterns from direct or indirect (remote) training, as well as diversity in the evaluation process and its forms, in order to suit the trainees and their training needs. , Amalia, 2015).

6. **Participation:** It averages the participation of the beneficiaries in drawing up the professional development programs and policies for the directors of educational institutions in light of the actual needs (Mohammed, 2014, Al-Boushi, 2015).

It is noticeable that the professional development of in-service managers aims scientifically, professionally and culturally, and improves their professional performance by providing them with new and upgrading managers with information, experiences and trends that increase their production capacity, renew and update their information, and achieve their ambition and satisfaction with their profession.

#### **PREVIOUS STUDIES:**

Kanyimba, Katewa& Claassen (2015) conducted a study that aimed to investigate how ESD is used for sustainable professional development to promote principles of transformational leadership among principals of primary schools, integration schools, and transformational secondary schools. Schools on integrating statistical and pedagogical education as averages of transformational leadership in Namibian schools. The study relied on the research approach; The researchers chose the Phenomenological Design and Interpretation Scale for its focus on awareness and understanding criteria as active determinants of action, using a questionnaire consisting of open-ended questions. The study reached many results, including: that education for sustainable professional development is a tool for promoting transformational leadership; It provides opportunities to share responsibilities, open channels of communication and achieve change, and stressed the need for training and awareness programs through the development of education for sustainable professional development.

Coton (2017) conducted a study that aimed to identify the theoretical foundations of professional development for those working in educational planning in the Ministry of Education in the Sultanate of Oman, to identify the most important global trends, to know the professional features of its employees, and to develop a vision for development. The researcher used the descriptive approach, and used the questionnaire as a tool distributed on six axes, namely (the current reality of professional development, methods of professional development, obstacles to professional development, the cognitive and technical field, the field of trends and values, and development proposals), and the study reached many results, including: Professional development programs and their reliance on the traditional method, weakness in identifying training needs, and lack of training opportunities in the Sultanate are among the most important obstacles facing professional development.

Al-Sharman (2018) conducted a study aimed at identifying the role of informatics in the professional development of school principals in the Education Directorate of the Northern Mazar District in Irbid Governorate. The researcher used the descriptive approach, and the questionnaire was used as a tool for the study, and the study sample was from school principals, and their number was (54) principals. The study reached many results, including: The necessity of developing and training school principals to use the skills and approaches that rely on informatics in the field of professional work for them in their jobs.

Hamad (2014) conducted a study aimed at revealing the degree of practice of the school principal as a resident supervisor in the professional development of its teachers. The private schools in the West Bank from the teachers' viewpoints defined the degree of the school principal's practice as a resident supervisor in development Objectives of the study: The study aimed at securing private schools in the West Bank from the teachers' viewpoints, as well as the professionalism of the teachers in them aimed at knowing the effect of the study variables (Gender, educational qualification, experience, educational stage, governorate).

#### **STUDY TOOLS:**

The researcher used the descriptive analytical method to achieve the objectives of his study, where the questionnaire was used as a tool for the study. The study sample consisted of (584) male and female teachers, and the study reached many results, including: the absence of statistically significant differences in the degree of

practice of the school principal as a resident supervisor in the professional development of the school due to the variables (gender, educational qualification, educational stage), and the presence of differences Statistically significant in the degree of practice of the school principal as a resident supervisor in the professional development of the teacher due to the variables (experience, governorate) in favor of less than five years for experience, who and in favor of the middle for the governor.

**METHOD AND PROCEDURES:**

Curriculum :The descriptive survey method was used to suit the nature of the study.

**STUDY COMMUNITY:**

The study population consisted of (35) principals of public schools in the Southern Shounch Education.

**THE STUDY SAMPLE**

The study sample consisted of all members of the study community due to the small number of (35) male and female managers, and table No. (1) shows the characteristics of the study sample.

**TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO ITS INDEPENDENT VARIABLES**

Variables	variable levels	Frequency
Gender	Male	10
	Female	25
Experience	10 years	6
	More than 10 years	29
Qualification	Diploma	23
	Postgraduate	12
Total		35

**STUDY TOOL:**

After reviewing the educational literature and school curricula, a questionnaire was designed for the subject and presented to a number of experienced specialists. The final questionnaire was reached in the current situation after making the required modifications by the arbitrators.

**VALIDITY OF THE TOOL:**

The validity of the tool was verified by presenting it to a group of arbitrators specialized in the field of educational management and supervision, and the opinions of the arbitrators were taken into account in the arbitration process of the paragraphs of the questionnaire, so that in its final form it became composed of (5) fields and distributed over (44) paragraphs.

**STABILITY OF THE STUDY TOOL:**

To ensure the stability of the study tool, Cronbach's alpha equation was used, where the total stability coefficient reached (0.89), which is a good value for the study's objectives.

**TABLE NO. (2): RELIABILITY COEFFICIENT VALUES FOR THE STUDY TOOL DOMAINS**

Domain	Number of paragraphs	Cronbach's alpha
material obstacles	10	0.86
Administrative Obstacles	10	0.89
personal obstacles	10	0.87
Obstacles related to training	9	0.84
Obstacles related to evaluation	5	0.88
Total marks	44	0.87

It is clear from the results of Table No. (2) that the values of the reliability coefficient of the resolution domains ranged between (0.84 to 0.89), and these values are considered good to achieve the purposes of the study.

**STUDY VARIABLES:**

Independent variables:

- Gender has two levels: (male, female).
- Experience has two levels: (10 years, more than 10 years).
- The academic qualification has two levels (higher diploma, postgraduate studies).

Dependent variable: It is the response of the study sample to the study tool (the questionnaire).



**PRESENTATION AND DISCUSSION OF RESULTS:**

Results related to answering the study questions: What are the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh? To answer this question, the arithmetic averages and standard deviations of the responses of the sample members were calculated, and Table (3) shows the results.

**DOMAIN: MATERIAL OBSTACLES**

**TABLE (3) THE ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE SAMPLE MEMBERS**

#N	Paragraphs	Arithmetic average	standard deviation	Rank	Degree
9	The difficulty of finding an electronic system to know the progress of the trainee.	2.80	1.00	1	Med
10	Absence of a system that requires managers to enroll in professional development programs	2.68	1.04	2	Med
1	Lack of adequate equipment in training centers	2.68	1.01	2	Med
6	Not counting the number of hours of training programs for the manager as points in promotion and promotion	2.67	1.05	3	Med
7	The manager bears the training expenses	2.63	1.12	4	Med
8	Delay in issuing the ranks system for managers	2.63	1.15	4	Med
5	The scarcity of well-equipped places in schools that help with the application	2.54	1.07	5	Med
4	Failure to hold meetings to determine the training needs of managers	2.51	1.07	6	Med
2	the training center is far from the place of residence	2.50	1.03	7	Med
3	No incentives for trainee managers	2.51	1.04	8	Med
	The overall degree of the field	2.71	2.87		Med

Table (3) shows that the arithmetic averages ranged between (2.80-2.71), where paragraph No. (9) came, which states "the difficulty of finding an electronic system to know the progress of the trainee..." came in the first place with an average of (2.80), and they attributed The researcher pointed out that the training programs related to the professional development of managers are not directly linked with an advanced electronic system that helps to evaluate managers on a permanent basis to reach the stage they are in. , instead of the infrastructure and the problems it suffers in the various training centers, while Paragraph No. (3) stated, "No incentives were given to the trainee managers in the last rank, with an average of (2.51), and the researcher attributed this to the weakness of the financial allocation for such courses, which are In most cases, theoretical courses lack real training, and are not supported by the directors of education and the ministry, which leads to a low turnout by principals.

**DOMAIN: ADMINISTRATIVE OBSTACLES**

**TABLE (4) THE AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE SAMPLE MEMBERS**

#N	Paragraphs	Arithmetic average	Standard deviation	Rank	Degree
12	Not involving managers in choosing the professional development programs they need	3.47	.45	1	Big
13	Weak relationship between the content of development programs and the educational reality	3.45	.47	2	Big
19	The scarcity of establishing professional development programs in schools	3.43	.49	3	Big
11	Professional development programs are characterized by repetition	3.30	.52	4	Big
18	Wasting training time in side discussions that are not related to the training program	3.27	.54	5	Big
14	There is no clear program for evaluating professional development programs	3.26	.57	6	Big
15	Shortcomings in the field follow-up of managers to ensure the transmission of the impact of training	3.23	.59	7	Big
20	The large number of trainees in the training halls	3.20	.61	8	Big

# N	Paragraphs	Arithmetic average	Standard deviation	Rank	Degree
16	Lack of clarity on the criteria for nomination for professional development programs for trainees	3.09	.63	9	Big
17	Poor qualification of trainees in professional development programs	3.08	.67	10	Big
	The overall degree of the field	3.15	.63		Big

Table (4) shows that the arithmetic averages ranged between (3.47-3.08), where paragraph No. (12) which states "not involving managers in choosing the professional development programs they need" came in the first place with an average of (3.47), and they attributed The researcher pointed out that the nature of the regulations and instructions in force regarding the training material come from the ministry and are circulated in official books to the directorates and then to the schools, and the type of trainees who are selected is determined by the directorate or the ministry. While paragraph No. (17) and its text "weak qualification of trainees in professional development programs" came in the last rank, with an average of (3.08). The researcher attributed this to the fact that the people who provide and supervise the training programs are mostly educational supervisors, with primitive experience and have no experience in training, and some trainers are not aware of the importance of the training material and do not have any prior background about it.

### THIRD DOMAIN: PERSONAL OBSTACLES

**TABLE (5) THE AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE SAMPLE MEMBERS**

#N	Paragraphs	Arithmetic average	Standard deviation	Rank	Degree
29	Managers rarely have the spirit of innovation	4.11	.34	1	Big
27	Some managers were negligent in attending professional development programs	3.94	.36	2	Big
21	The manager's low level of job satisfaction, which weakens his interest in professional development	3.82	.39	3	Big
22	Excessive family burdens for managers	3.80	.41	4	Big
28	The managers were not informed of the time plan for professional development programs	3.78	.45	5	Big
26	Managers lack positive communication with others	3.75	.48	6	Big
30	Lack of managers' interest in exchanging experiences with each other	3.73	.51	7	Big
25	Weak use of modern technology by managers	3.60	.53	8	Big
23	The manager feels inferior when he is nominated for a professional development program	3.57	.56	9	Big
24	Some managers believe that the more years of experience, the less need for professional development	3.54	.58	10	Big
	The overall degree of the field	3.55	.59		Big

Table (5) shows that the arithmetic averages ranged between (4.11-3.54), where paragraph No. (29) Which states "the scarcity of managers possessing the spirit of renewal" came in the first place, with an arithmetic average of (4.11), and the researcher attributed this to the fact that most of the managers They stick to the traditional administrative work, believing that it is the best and indispensable. Also, there are some managers who refuse to change and renew. Some of them do not have computer knowledge and training. While paragraph No. (24), which reads, "Some managers believe that the more years of experience the less need for professional development" came in the last rank with an average of (3.54), and the researcher attributed this to the fact that the training courses for managers may be held for them later, This gives managers a perception that they do not need it after a while, because experience in the field is able to gain them a lot of skills and knowledge without undergoing special courses in professional development.

**FOURTH DOMAIN: OBSTACLES RELATED TO TRAINERS**

**TABLE (6) ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE SAMPLE MEMBERS**

#N	Paragraphs	Arithmetic average	Standard deviation	Rank	Degree
32	The lack of publications necessary for professional development programs, such as training packages and books	3.80	.46	1	Big
33	Lack of use of an expert trainer specialized in training topics	3.78	.48	2	Big
37	The scarcity of trainers using modern methods that lead to achieving goals	3.74	.50	3	Big
38	Weakness in the formation of human relations between him and the trainees to know what difficulties the trainees face during training	3.73	.53	4	Big
31	Weakness of the necessary competencies for professional development program implementers in light of modern administrative approaches	3.71	.55	5	Big
36	The inability of the trainers to take into account the individual differences among the trainees	3.68	.57	6	Big
34	Lack of awareness among trainers of the training needs of managers	3.64	.58	7	Big
39	The inability of the trainers to activate the dialogue and discussion with the training groups		.59	8	Big
35	The negative view of the participants by the trainers, who ignored their ideas and opinions	3.62	.62	9	Big
	The overall degree of the field	3.47	.61		Big

Table (6) shows that the arithmetic averages ranged between (3.80, -3.62), where Paragraph No (32) states that “the lack of availability of publications necessary for professional development programs such as training bags and books” came in the first place, with an average of (3.80), and they attributed The researcher pointed out that the financial resources allocated to the courses are weak and sufficient money is not allocated to them to cover all aspects of training such as photography, pens, etc., and the training material is not distributed to the trainees in most cases because it is not available on paper. While paragraph No. (35), which reads, “the negative view of the participants by the trainers, where their ideas and opinions were ignored,” came in the last place, with an arithmetic average of (3.62). It is due to lack of time or lack of a satisfactory answer to it, which is due to the inability of the trainee to obtain the scientific material for training.

**FIFTH DOMAIN: OBSTACLES RELATED TO EVALUATION**

**TABLE (7) ARITHMETIC AVERAGE AND STANDARD DEVIATION OF THE RESPONSES OF THE SAMPLE MEMBERS**

#N	Paragraphs	Arithmetic average	Standard deviation	Rank	Degree
41	The lack of a written calendar design to identify the impact of the programs on the participants	3.72	.43	1	Big
43	Lack of objectivity in the process of evaluating training programs	3.70	.46	2	Big
44	The scarcity of adopting the feedback evaluation of the effectiveness of programs	3.68	.48	3	Big
42	The lack of use of the final calendar to ensure that the objectives of the program are achieved	3.64	.51	4	Big
40	The limitations of the methods used in the evaluation process	3.63	.55	5	Big
	The overall degree of the field	3.64	.53		Big

Table (7) shows that the arithmetic averages ranged between (3.72-3.63), where paragraph No. (41) which states “the lack of a written evaluation design to identify the impact of programs on the participants” came in the first place with an average of (3.72), and they attributed The researcher refers to the evaluation process that occurs upon the completion of the training program and is not subject to a comprehensive and purposeful evaluation process in order to identify the strengths and weaknesses of the training program, and most evaluations occur randomly. While paragraph No. (40), which states "the limitations of the methods used in the



evaluation process", got the last rank with an arithmetic average of "(3.63). The researcher attributes this to the fact that evaluation in most training programs is limited to a paper evaluation in an unstudied and purposeful manner. Evaluation is a modern evaluation according to known and specific criteria and bases.

The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) in the obstacles to professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh due to the gender variable: (male, female), and the educational qualification variable: (high diploma) Postgraduate studies), and the variable of experience: (less than 10 years, more than 10 years)?

Gender variable (male, female)

To answer this question, a t-test was used for two independent groups (Independent-Samples-T-Test) to indicate differences according to the variable (sex), and the results of Table (8) show that.

**TABLE NO. (8): THE RESULTS OF THE T-TEST FOR TWO INDEPENDENT GROUPS TO INDICATE THE DIFFERENCES IN THE OBSTACLES TO PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPALS AND THEIR IMPACT ON THEIR PERFORMANCE FROM THEIR POINT OF VIEW IN THE EDUCATION OF THE SOUTHERN SHOUNEH ACCORDING TO THE GENDER VARIABLE.**

Gender	Number	Arithmetic average	Standard deviation	"T" value	Indication level
Male	10	3.32	.45	.067	.102
Female	25	3.45	.56		

The results in Table (8) indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) in (in the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh due to the gender variable: (male, female), The researcher attributed the reason for the absence of statistically significant differences that the quality of training programs for the professional growth of managers are the same, whether in terms of content or application, without distinguishing between them by gender, whether male or female.

Qualification variable (higher diploma, postgraduate studies)

**TABLE (9) ARITHMETIC AVERAGES AND DEVIATIONS IN THE OBSTACLES TO PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS AND THEIR IMPACT ON THEIR PERFORMANCE FROM THEIR POINT OF VIEW IN THE EDUCATION OF THE SOUTHERN SHOUNEH, ATTRIBUTED TO THE EDUCATIONAL QUALIFICATION VARIABLE**

Domain	Qualification	Number	Arithmetic average	Standard deviation
Material obstacles	higher diploma	23	2.40	.61
	postgraduate studies	12	2.51	.62
Administrative Obstacles	higher diploma	23	2.62	.57
	postgraduate studies	12	2.44	.59
Personal Obstacles	higher diploma	23	2.57	.57
	postgraduate studies	12	2.34	.51
Obstacles related to trainees	higher diploma	23	2.53	.34
	postgraduate studies	12	2.57	.49
Obstacles related to evaluation	higher diploma	23	2.48	.75
	postgraduate studies	12	2.65	.43

The results in Table (9) indicate that there are apparent differences between the arithmetic averages in the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh, due to the variable of academic qualification, and to determine whether the differences between the averages are statistically significant at the level ( $\alpha = 0.05$ ) The one-way analysis of variance was applied and the results of the analysis of variance were as shown in Table (10).

**TABLE (10) THE RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE TEST IN THE OBSTACLES TO PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS AND THEIR IMPACT ON THEIR PERFORMANCE FROM THEIR POINT OF VIEW IN THE EDUCATION OF THE SOUTHERN SHOUNEH, ATTRIBUTED TO THE EDUCATIONAL QUALIFICATION VARIABLE, DUE TO THE EDUCATIONAL QUALIFICATION.**

Domain	Contrast source	sum of squares	average squares	The calculated 'F' value	Indication level
Material obstacles	between groups	0.10	.054	.158	.65
	Inside groups	117.822	.345		
	Total	117.997			
Administrative Obstacles	between groups	.431	.469	1.352	.36
	Inside groups	104.383	.347		
	Total	107.320			
Personal Obstacles	between groups	.321	.261	1.008	.39
	Inside groups	50.581	.259		
	Total	63.502			
Obstacles related to trainees	between groups	45.12	.653	.341	.52
	Inside groups	57.13	.154		
	Total	77.82			
Obstacles related to evaluation	between groups	.008	.004	.016	.76
	Inside groups	72.678	.264		
	Total	74.143			

The results in Table (10) showed that there were no statistically significant differences at the level ( $\alpha = 0.05$ ) in the obstacles to professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh, attributed to the educational qualification variable, due to the educational qualification variable.

Variable years of experience (less than 10 years, more than 10 years)

To answer this question, a t-test was used for two independent groups (Independent-Samples-T-Test) to indicate differences according to the variable (experience), and the results of Table (11) show that.

**TABLE NO. (11): THE RESULTS OF THE T-TEST FOR TWO INDEPENDENT GROUPS TO INDICATE THE DIFFERENCES IN THE OBSTACLES TO PROFESSIONAL DEVELOPMENT OF SCHOOL PRINCIPALS AND THEIR IMPACT ON THEIR PERFORMANCE FROM THEIR POINT OF VIEW IN THE EDUCATION OF THE SOUTHERN SHOUNEH ACCORDING TO THE VARIABLE YEARS OF EXPERIENCE.**

Experience	Number	Arithmetic average	Standard deviation	"T" value	Indication level
10 years	6	3.11	.48	.032	.121
More than 10 years	29	3.02	.59		

The results in Table (11) showed that there were no statistically significant differences at the level ( $\alpha = 0.05$ ) in the obstacles to the professional development of school principals and their impact on their performance from their point of view in the education of the Southern Shouneh according to the variable years of experience.

#### RECOMMENDATIONS:

1. Setting professional development programs in accordance with the quality system based on the school's vision and objectives.
2. Diversifying the methods of providing professional development programs in line with comprehensive quality standards.
3. Emphasis on comprehensive quality concepts, principles, objectives and standards in educational work within professional development programs.
4. Providing a computerized database for the school's professional development programs.
5. Professional development programs strive to make work proficiency a goal for all.

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