An Empirical Investigation into the Problems of Public School Teachers in Irbid District, Jordan.

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by

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ABSTRACT

The main purpose of the study was to identify the problems of teachers and examine the nature and scope of the problems across various groups of teachers. On the bases of sex, teaching experience (5 years or less, more than 5 years), stage taught (compulsory, secondary), and area of school location (urban, rural) 16 groups were defined. Problems questionnaire was developed following the grounded theory approach. Final data were obtained by questionnaire from a stratified random sample of 420 teachers teaching in the public schools of Irbid district in 1982-83.

After the preliminary descriptive statistical procedures, data were analysed by linear correlations, and regression model of the factorial analysis of variance. Problems were classified into 14 categories and each category was treated as a dependent variable. From the results of 14 separate 4-way (Sex X Experience X Stage X Area) analyses of variance. Some interesting main as well as interaction effects were discovered. Some of the most prevalent problems were found to be related to low salaries, socio-economic conditions, strenuous work, inadequate buildings and teaching materials, lack of school community cooperation and inadequate health and social benefits. Both western and Jordanian studies were reviewed and some of the crosscultural similarities and differences in teacher problems were noted.