

An-Najah National University

Faculty of Graduate Studies

**Professional Difficulties Facing Secondary
School English Language Teachers and It's
Effect In Classroom Performance in Northern
Governorates of Palestine**

by

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Dedication

To the soul of my father, who used to encourage me continue my study and to work hard so as to keep in touch with the book and to have a seat among the best. To my dearest mother, who helped me through her simple potentials and limited resources.

To my beloved well-understanding wife the most important person in my life and who patiently took care of our children and of my most urgent needs. She provided me with love and relaxation. To all my dearest friends. Who provided me with all kind of encouragement, motivation and help to improve my standard of education and culture.

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The researcher

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**Professional Difficulties Facing Secondary
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Abstract

The present study attempted to investigate the professional difficulties facing secondary school English language teachers in Northern Governorates of Palestine. It also aimed at answering the following questions:

1. What are the professional difficulties facing secondary school English language teacher and thier effect in classroom performance in the northern governorates of Palestine?
2. Are there any differences related to the effect of gender on teachers' professional difficulties?
3. Are there any differences related to the effect of academic qualification on teachers' professional difficulties?
4. Are there any differences related to the effect of years of teaching experience on teachers' professional difficulties?
5. Are there any differences related to the effect of place of work on teachers' professional difficulties?
6. Are there any differences related to the effect of number of in-service training courses on teachers' professional difficulties?

The population of the study consisted of all English language teachers in the Northern Governorates of Palestine (1132) teachers in the scholastic year 2003-2004. The sample of the study was 25.6% from the whole population, which was chosen randomly.

The researcher used means, standard deviations, percentage, T-value, P-significant and post-hoc (LSD) in order to answer and test the above-mentioned questions at ($\alpha = 0.05$) level of significant.

The findings of the study were:

1. Most of secondary school English language teachers in the Northern Governorates of Palestine suffered a great professional difficulties in all study domains.
2. There were no statistically significant differences at ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers between male and female teachers in the following domains: B, D, F, G, H. While there were a clear statistically significant differences in the following domains: A, C, E.
3. There were clear significant differences at ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to academic qualification in the following domains: A, B, D, E, G, H. While there were no significant differences in the following domains: C, F, I.
4. There were significant difference at ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to years of teaching experience in the following domains: D, E, I. While there were no significant difference in the following domains: A, B, C, F, G, H.

5. There were significant differences at ($\alpha = 0.05$) in professional difficulties due to place of work in the following domains: C, F, H . While there were no statistically significant difference in the following domains: A, B, D, E, G, I .
6. There were significant differences at ($\alpha = 0.05$) in professional difficulties due to number of in-service training courses in all study domains.

On the basis of the results of the study, the researcher recommended that teachers should be provided with adequate working conditions, salary, health benefits, professional development, specialized in-service training course and with respectable job security as well as special facility-related equipment . Teachers also should show moral incentives to help them in improving themselves for the benefit of learning-teaching process in Palestine under the bad condition made by Israeli occupation as best as they can.

Chapter One

Professional Difficulties Facing Secondary School English Language Teachers And It's Effects In Classroom Performance in Northern Governments of Palestine

Chapter One

Professional Difficulties Facing Secondary School English Language Teachers And It's Effects In Classroom Performance in Northern Governments of Palestine

Historical Background:

The Palestinian school system, inherited by the Palestinian National Authority (PNA), consists of three sectors: governmental, United Nations Relief and Works Agency (UNRWA) and private schools. In 1967, the government schools were taken over by the Israelis from the Jordanians and Egyptians governments and now constitute 79% present of schools were totally financed and controlled by the Israeli occupation authorities with a military appointed director of education responsible for all key decisions relating to the hiring and training of teachers, the content of curriculum, and the construction of a new schools. Since its inception in 1950, UNRWA began to set up additional schools to meet the growing need for education at the elementary and preparatory levels.

These schools now make-up 8 percent the school system in the West Bank and 43% percent in the Gaza Strip. Where there is a much heavier concentration of refugees.

Private schools run by Muslim and Christian institutions make-up the remaining 7% percent of schools in the West Bank and 4% percent in the Gaza Strip. Educational Network,(1990). By 1992, UNICEF estimated that there were 487,029 Palestinian school children in 1.282 schools in the west Bank and Gaza Strip.

The teachers role in the Palestinian school has changed dramatically from the Ottoman Period. During the late Ottoman Period of 1869 to 1917, teachers enjoyed a privileged status within the community. They were engaged in the clarification of legal and religions questions through their writing and teaching (Mazawi, 1994, p497-514).

Under the British mandate, 1917-1948, with the teachers active participation in the national movement for Palestinian independence, the teachers role become more politicized (Tibawi, 1956, p497-514).

In response to the British mandate, teachers become a catalyst for comprehensive change within the local community.

Although teachers in private schools received slightly higher salary than teachers in government and UNRWA Schools, Nasru (1993) added that Salaries were not adequate to Sustain the economical cost of living in Palestine.

Mahshi & Rihan (1980) cited in Wahbi (2000) described the teaching profession as poorly paid and tough job. Compared the neighboring countries, low salaries discouraged Palestinian University graduates from teaching locally. In 1991, A bachelor degree holder in a government school earned a salary of US \$ 380 while the cost of living of a Palestinian family of 4 to 6 members was Us \$ 891.

He added current salary scales have not improved since then. With Such financial restrictions, and no longer able to enjoy for supplementary income. Often teachers became menial Laborers in construction, which further drained the physical and creative energy needed for the classroom (UNESCO report 25/August / 1989: 132 EX / 12). The need to find

additional income leaves no time for teachers to attend the afternoon training programs offered by the Ministry of Education for professional development. With the current low salaries, the majority of young male graduate, no longer see teaching as an attractive career option. As men leave the teaching profession, women begin to fill their option.

Teachers currently have to cope with extremely stressful classroom conditions. Students may be rebellious or traumatized as a consequence of disruptions and violence experienced during the Intifada. Dealing with added pressure without professional support and special training had left teachers deeply demoralized. The only obvious reason why most teachers continue to stay in their jobs apart from personal commitment, is the lack of viable employment alternatives in a situation of economic instability punctuated by periodic crises such as acclimate in the teaching profession makes for depressed staff, reduced effectiveness and satisfactory performance. There is an urgent need to upgrade teacher training, improve teachers status and bring salaries in line with acceptable living standards.

(Ramsden & Semker, P.110) cited in Wahbi (2000).

Furthermore, (Wahbi, 2000) concluded that despite the changes made by the Ministry of Education, the Palestinian education system still suffers from complicated bureaucracy, rigid centralization, over-crowded class rooms, adversarial supervisory system, and low quality of the educational training programs, These difficulties obviously impinge on the strained professional relationships inside the schools, and produce a lack of confidence, skill, and creativity among teachers.

Palestinian teachers face new challenges with over crowded class rooms containing multicultural students. After the signing of the Oslo

Agreement, returnee students (the sons and daughters of returning PLO cadres) from various parts of the Arab world and Specially from the United States entered the Palestinian classrooms with their different socio-linguistic backgrounds. Teachers now have to deal with the diversity of students from rural and urban areas. Palestinian teachers also resent the new supervisory system, which they perceive as a source of tension. Supervisory duties involve a yearly two-day evaluation visit, which negatively affects the teachers' motivation. Supervisors are viewed more as inspectors rather than supportive agents in the process of education.

Statement of the problem:

During the researcher's work in the field of teaching English language for the secondary school in Nablus, the problem appeared to the researcher as the following what are the "Professional difficulties facing secondary school English teachers' in the Northern Governorates of Palestine? This is a challenging issue that should be cleared and modified. The existence of the problem stated by the researcher's observations of the problem and according to the opinions of many English language teachers of this stage.

Moreover, the researcher noticed that there were some studies that investigated the professional difficulties facing secondary school English teachers and their effect in class room performance. In this regard the researcher noticed that there was a real need to carryout this study to focus on this issue. Hoping and wishing that this study to focus on this article issue. Hoping that this study will be an indicator of clarifying the professional difficulties facing secondary School English teacher and putting these difficulties as a critical criteria of developing the teaching process as a whole.

Purpose of the Study:

The main purposes of this study are:

- To investigate the professional difficulties facing secondary school English teachers' and their effect in classroom performance in the Northern Governorates of Palestine.
- To find out the effect of gender towards professional difficulties facing secondary school English teachers.
- To identify the effect of academic qualifications towards professional difficulties facing secondary school English teachers.
- To identify the effect of years of teaching experience towards professional difficulties facing secondary school English teachers.
- To analyse the effect of place of work towards professional difficulties facing secondary school English teachers.
- To analyse the effect of number of in-service training courses towards professional difficulties facing secondary school English teachers.

Research Questions:

This study attempted to answer the following research questions:

1. What are the professional difficulties facing secondary school English and their effects on classroom performance in Northern Governorates of Palestine?
2. Are there any differences related to the effect of gender on teachers' professional difficulties?

3. Are there any differences related to the effect of academic qualification on teachers' professional difficulties?
4. Are there any differences related to the effect of years of teaching experience on teachers' professional difficulties?
5. Are there any differences related to the effect of place of work on teachers' professional difficulties?
6. Are there any differences related to the effect of number of in-service training courses on teachers' professional difficulties?

Research Hypotheses:

The researcher proposes the following hypotheses that will be tested empirically in the coming parts of the thesis.

1. There are no significant differences at the ($\alpha = 0.05$) on professional difficulties facing Secondary school English teachers due to gender variable.
2. There are no significant differences at the ($\alpha = 0.05$) on professional difficulties facing Secondary school English teachers due to academic qualification variable.
3. There are no significant differences at the ($\alpha = 0.05$) on professional difficulties facing Secondary school English teachers due to years of teaching experience variable.
4. There are no significant differences at the ($\alpha = 0.05$) on professional difficulties facing Secondary school English teachers due to number of in-service training courses variable.

5. There are no significant differences at the ($\alpha = 0.05$) on professional difficulties facing Secondary school English teachers due to place of work variable.

Significance of the study:

This study is the first in this topic; it will raise this issue critically, deeply objectively and thoroughly so that the Ministry of Education may take these points and problems seriously into their consideration in order to bring the teaching process, as a whole, out from its unacceptable conditions to a hoping ones.

In addition, the Palestinian educational process faces many problems related to the nature of the Palestine society, one of these problems is the bad conditions of teachers in the west bank and Gaza strip (Palestine report, 2002).

Therefore, there is a need from the Palestinian National Authority presented by Ministry of Education to work hard towards filling the gap between the current educational reality and the desired situation.

Limitation of the study:

The study was conducted in the following limitations:

Place: The northern Governorates of Palestine (Nablus, Qabatia, Jenin, Tulkarm, Salfit and Qalqilya....

Population: Secondary school English language teachers who were registered with the Ministry of Education. The population at this study distributed on six Governorates in Northern of Palestine. The estimated number of population is 1132teachers in 282 schools.

Time: this study was conducted at the beginning of scholastic year (2003-2004) of November-December 2003.

Definition of terms:

- **Profession:** the occupation which one professes to be skilled in and to follow. A vocation in which a professed knowledge of some department of learning or art is used in its application to the affairs of others or in the practice of an art founded about it. (Oxford English dictionary, 1975).
- **Professional:** Pertaining to, proper to, or concurred with or one's profession or calling. (Oxford English Dictionary, 1975).
- **Difficulty:**
 1. The condition or quality of being difficult, something not easily done, accomplished, comprehended, or solved. The American Heritage Dictionary (1985).
 2. The fact or condition of being difficult. Encyclopedia world Dictionary (1979).
- **Performance:** the actual linguistic behavior of particular memory lapses, slips of tongue or processing difficulties arising long or complex structures Brown (2000)
- **Northern Governorates:** all Governorates which situated in the north of Palestine including: Nablus, Jenin, Tulkarm, Salfit, Qalqilya, Tubas and Qabatia. (The Researcher)
- **Secondary school:** The stage which contains of three levels started from 10th –12th grades. (The Researcher)

Summary:

This chapter presented and stated a general and a theoretical background about the fundamental professional difficulties facing secondary School English Teachers and their effect on classroom performance. In this regard, the research highlighted on these difficulties in order to provide a comprehensive idea about the study topic.

Finally, the chapter concludes by discussing the general problems of professional difficulties facing secondary school English teachers, and clarifying the fundamental bases of the study specifying its problem, purpose, significance, questions, hypotheses, limitations and definitions.

Chapter Two

Review of Related Literature

Chapter Two

Review of Related Literature

Introduction:

This chapter reveals some of the studies related to the use of professional difficulties facing Secondary school English teachers and their effect in the classroom performance. These studies, researches and articles may enrich this study with some good ideas and results.

TESL-EJ Forum (2000) in “On the Status of Adjunct Teachers A round the World” pointed out three serious problems that face teachers:

1. Less job security.
2. Fewer if any benefits (such as paid vacation, health care, pension, and sick leave).
3. A low or pay rate.

Mitova (2002) outlined the following important problems facing teachers in their lives:

1. Social (Financial, living).
2. Health.
3. Psychological.

The aim of this survey is to establish the more important socially significant problems of teachers. Mitova reported that to overcome the problems of the teaching staff; problems connected with the moral and material stimulation, with the standard of living and recreation. It is

absolutely necessity to take active measures for granting the teachers their deserved Status as a major figure in the restructuring and reorganization of the educational system and as a decisive factor in the education of the pupils, for the enhancement of the social function and social prestige of the teaching profession.

This survey (2002) concluded that despite the opportunity to own a dwelling place, the rest of the social and economic problems (payment, insufficient family budget, lack of means to satisfy the needs of children, difficulties to meet their cultural need, etc.) are quite alarming.

These problems predispose teachers to a readiness to give up their profession for a higher social and economic status.

Tommy (2002) in his survey “teaching in china” categorized three main problems that face teacher and affect their performance in the class room:

1. Finances: the pay is very low compared with other jobs. And the salary is enough to live on, but not to travel or buy expansive artifacts. If you want to travel and explore, plan to bring extra money.
2. Living conditions.
3. The culture.

Word Education Forum (WEF) (2000) in “Enabling Teachers to Enable Learners” emphasized that teachers at all levels of Education system should be adequately trained, respected, remunerated, and be able to participate in decisions affecting their professional lives and teaching environment.

It is clear that the vast majority of teachers believe that they do not receive the moral support and material recognition appropriate to their level of qualifications and responsibilities.

Moreover, real salary rates in low-income countries have deteriorated in recent years. In many countries salaries are not paid regularly, with delays often several months. Consequently, many teachers are forced to look for other jobs in addition to teaching and are driven to leave teaching altogether. According to reports from some African countries, it has become almost impossible to convince good students to choose teaching career, as the respect of job security and adequate income are too uncertain.

(WEF) concluded five strategies to improve the conditions of teachers:

1. receive the moral and material recognition appropriate to their level of qualifications and responsibilities.
2. Have a salary comparable with other professions requiring a similar level of qualifications and responsibility, making it possible for them to live with dignity on the salary from their work and not be forced to take on additional jobs.
3. Have an adequate working environment, including the technology and resources necessary today for good teaching, as well as real protection in terms of occupational health and safety.
4. Can do their work in adequately equipped school buildings.
5. Receive in-service training and professional development within the profession in order to keep in touch with new research findings in

their subjects and to obtain continuous support for the improvement of their teaching methods.

Teachers in the Middle East face many difficulties not shared by their colleagues in the West or in most other parts of the world. The recent increase in hostility in the occupied Territories in addition to the regional instability that was magnified by the September 11th attacks on New York and Washington, have added to the difficulties that teachers in the Middle East face. Teachers in countries that are in conflict Zones such as the west Bank & Gaza and Iraq, face daily physical hardships. In other countries in the area, teachers suffer from limited resources and physical challenges brought about by general poverty and poor economies. However, a common and growing challenge faced by teachers in the Middle East whether from crises areas or from countries at a safer distance; whether from poor or wealthy schools, is the challenge of motivating their student. (Me-Schools, 2002).

Teachers at all levels of education system should be adequately trained, respected, remunerated, and able to participate in decisions affecting their professional lives and teaching environment. Also if teachers are to provide quality education, then they must be paid fairly and regularly and be able to feed, clothe and house themselves and their family without doing another job.

As mentioned above teachers need to be given the training, the time and opportunity to plan and implement evaluation activities. By offering Self-evaluation as a complement to test and school inspections the teacher can be active contributor within education policy. (Education For All, 2002).

In addition, the professional freedom of teachers is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he or she likes, but that the teacher, who knows student, is the person best equipped to decide which methods to use in order to create an optimal learning situation. Teachers working conditions are also closely related to their students' learning conditions. A school environment allowing teachers to do a good job will automatically improve conditions for the students. (World Education Forum, 2000).

When you enter the teaching profession, you will be entering into a working relationship with other professionals like your self. The concerns you will share with them will relate directly to the role of the individuals within the profession and to the conditions under which all members of the profession work. You will be responsible for helping to maintain professional standards, for establishing cooperative and productive relationships with other school personnel, and for monitoring working conditions to gather with your fellow teachers. (Grant, 1982).

The reflection of effects from the exploding change & evaluation in the fields of science, culture and technology on the individuals, as well as their actions has caused them to suffer from certain conditions of tension. This matter has led a few scientists to describe this age in term of “*the age of pressures & psychological crises*”, (Al-Rashdan, 1995).

The current societies are witnessing a distinct, multiple increase in the number & size of industrial, commercial, agriculture, educational & technological establishments. It is a noticeable increase in the volume and number of educational foundations already being run be a large sector of

educated and specialized personal who work in them as well. The future of civilization and development lie on the shoulders of the those people due to the immense and important role already played by such educational institutions in the investment of human fortunes whose most important pivots in conclusion is considered to be the teacher Al-Tahayneh, (1996).

As much as the importance acquired by the profession of teaching, it is considered to lie among the other tough, hard careers whose personnel must endure and toil very laboriously, simply because it is a human job, where as the administrative and educational though related with the management of individuals and the administrative psychology refer to the people working in human profession are more likely to be exposed for problems and psychological pressure due to their functioning under various circumstances of work, as well as the suites and burdens that force them to do their best for the sake of realizing the outlined goals for them; Maslach, 1982 cited in AL-Tahayne (1996). This phenomenon has turned out to be mostly common and already used among the scholars and researchers in the sphere of administering individuals who have been concerned within their works and topics of research due to the negative impacts on the workers, as well as their performance and productivity. (Touq, 1989). cited in AL-Tahayne (1996)

Richard (1990), Said that the profession of teaching is not an easy one. It is true that the daily hours of working for the teachers are less than those at any other job or post. And its vacations are longer than those granted by the system for further posts and occupations. Yet, the change that has occurred in the behavior of students in our evolving generations, as well as the variation that has happened in the out look of the society towards teaching career; and the prospects from it in the shade of the hasty

evaluation & vast technology we are living in; have made the business of teaching a hard one for sure. And this is the reason for the rejection by so many people to the vacation of pedagogy, as well as their conversion from it to other occupations.

Many great theoretical and field studies in the Arab and Western environments, as well as the administrative and educational domains; (Humari, 1985. Aqili, 1997; Abu-Eisheh, 1997; Cox, 1996; Mouton, 1989) cited in AL-Tahayne (1996) have affirmed that the practitioners in versatile human, productive jobs are being exposed to a state of tension simply because of the psychological, professional pressures already encountered during their functional practicing, the formal and informal relations with the peer colleagues of work as well as – the issues of professional, psychological development, side by side to the physical, administrative practices, in addition to the pressure of working, and besides to the burden of the role and its ambiguity.

All these alterations and further other ones of the like have played a major role in the existence of the symptom for tension and psychological consumption.

A large number of experts and psychologists have referred to the symptom of tension, such as, Cheeriness, 1996; Maslach, 1982; in Tahayneh, 1995. They set out to study it and perform a research on its symptoms; on its Kansas, and its components, as well as the administrative, psychological necessary procedures to put an end for it; of just even lessen formats danger; and the negative impacts of it, to the least extent (what over). Assaf, 1996; emphasizes that the phenomenon of psychological pressure & exhaustion on the individual; not only from the personal and

familial; not on his scientific and academe turn out; as well as on his relations with his colleagues of work and students; besides, there are the members of the teaching and administrative staffs in the association that he works with.

There are a lot of causes that lead to the occurrence of stress and vocational problems. These reasons vary from a person to another in accordance with its psychological impact on him due to the difference in the ability pertaining to the psychological endurance from person to person; as well as the approach of the individual dealing with the motives and sources of these problems; besides which, there are the individual differences among people, the past experience of the individual, the nature of his personality and his understanding for himself, the abilities and social support he gets from the surrounding environment of that person. Yet, most psychologists perceive that the foremost of these causes are the difficulties of work, the physical; the administrative; and the human ones; Abu Eisheh (1997).

If the pressure used to form a condition of exhaustion and tension that result from the errands, responsibility, and burdens of tension that surpass the energy of the individual; besides which they continue on the account of his physical and psychological capacity; and are already affected by the various pressures of work, then that will be shown apparently throughout the insistence on realizing the objectives inclined to him; as well as his absolute desire in the idealism of the work he is functioning whether it were willingly, or by the effect from the environment he is working at; or just the domineering, social values; capel (1987).

The process of psychological exhaustion in the way that Cherniss looks at; Cherniss (1986) cited in Tahayneh (1995) passes through three stages; the first of which results from the symptom of imbalance begotten from the incessant pressures of working.

The second stage certainly comes from the impact of what the individual is obliged to do as a direct reaction for the pressures he is facing. With the effects of the first and second stages, the third stage looms out brilliantly throughout the negative out comes as well as the alternations that exhibit within the individual; besides which they are reflected very clearly on his vocational behavior.

If it were agreed that the pressure and tension resemble a psychological phenomenon that befall the individual throughout his performance to his professional performance which his job and business demand him do, yet there are various, great many reasons and factors of versatile kinds that play a major, outstanding role in the survival of this phenomenon so as to be quite remarkable. Therefore, the scholars of psychology tend to ascertain that the psychological pressures which the workers are exposed to in various businesses, careers and professions stand in the vanguard of the reasons that cause for the psychological exhaustion.

The case studies of Hawthorn (1982) cited in Al-Aqili (1997) have proven that if the material circumstances of work & the physiological condition of the worker were combined with social, psychological factors, they will lead to a weakness in productivity and discontent by workers towards work. The results of studies called for considering the individuals as social human beings; not just economical creatures. The study has manifested as well that there is a direct correlation among the

psychological state of affairs, the moral spirit, and production Oudeh (1998).

Freeman (2002) outlined many motivators which were founded in determining why teachers seriously considered leaving the profession of teaching:

(1) excessive workload; (2) pressure and lack of support and respect from administrators; (3) regular and special education student behavior problems; (4) disruptive and disrespectful parents; (5) salary and (6) personal situations. Stress was an overarching theme discovered throughout the data and discussed in relation to all of the motivations.

Identification of problems and difficulties:

A: Difficulties in Educational Supervision

English language teachers differ in their opinions towards supervision practiced in their school. However most of them find that the supervision of English language is not handled properly by supervision of that language, and in the most cases it is inspection rather than supervision. This belief is almost common among the majority of English language teachers who usually claim that there is no clarity in the term of educational supervision, which is always confused with inspection. This is not to say that teachers of English language have a clear-cut demarcation line between supervision and inspection. “the lack of school reform in the theory of educational supervision is due to the existence of different educational philosophies as well as to the extending scope of supervisory practices and purposes. Wolf (1997)

Ormstn (1995) stated that most teachers complained about not being provided with feed back during and after the supervisor’s visit. In the same

vein, Issa (1999) found that English language teachers ranked the role level of English language supervisor as “middle” which means that they were not so satisfied with that role. Accordingly, the daily instruction in English language topics is totally affected by the misconception of supervision and inspection.

Glanz (1994) raised the following critical questions about supervision: “should supervision be abolished? Do teachers benefit from supervision? Has the field of supervision enveloped to a point that it should be called something else? In fact. These questions touch the major points about the issue of supervision.

Building upon the previous brief studies, one can conclude that English language teachers viewed English supervision as a challenging matter that should be modified. To be more sincere, there is no exact model of supervision which teachers of English language seemed to favor, but most of the previous brief studies indicated that teachers of English language showed a great desire towards a type of supervision that satisfies their needs in term of respect, mutual trust and cooperation. As Agnew (1999) suggested, real supervision should measure human as well as educational qualities. That is to say, the supervisor should be tactful when he / she visits teachers in order to make any judgment.

Thomas et al (1979) cited in AL-Tahayne (2000) viewed that the human organization of the school was considered as the connecting link (in the synthesizing theory, the set of imediating variable) between how supervisors think, believe, and behave, and school progress towards the achievement of its goals. The highly motivated teacher was listed as a high-priority concern of supervisors, and it was argued that quality education is largely dependent upon the presence in schools of competent

administrators, teachers, and students who are internally committed and motivated to work.

Also, Palestinian teachers face new challenges with new supervisory system, which they perceive as a source of tension, supervisory duties involve a yearly two-day evaluation visit, which negatively affects the teachers' motivation. Supervisors are viewed more as inspectors rather supportive agents in the process of education. Wahbi (2000).

B: Difficulties in professional Development:

Acker (1999) cited in AL-Tahayne (2000) indicated that teachers must take a greater role in developing their own teaching methods and introducing new classroom curricula and management skill. Acker writes that the development of teachers involves more than giving them new tricks. She added that educators are beginning to recognize that, for teachers, what goes on inside the classroom is closely related to what goes on outside it, insisting on the relevance of the curriculum and the training programs to teachers social realities.

The quality of teachers classroom work is closely tied to their professional development and with the way they mature as people and professionals. Moreover, Word Education Forum (2000) in "Enabling teachers to enable learners" outlined that, teachers begin their duties without proper or sufficient pedagogical and psychological training. Some studies of factors affecting the academic achievement of school children conclude that the influence of classroom variables, like the education of teacher, is of greater importance in developing countries than in other countries.

Moreover, Sinkinson (1997) said that in her study “teachers in to lectures: an agenda for change the Universities Council for Education of Teachers (UCET) “regards the sharing of information, experiences and problems as one strategy for staff development...

On the other hand, Tall et al (1997) have shown in their study a major obstacle and restriction which is the financial support available to teachers wishing to study long award bearing courses occurred with the advent of the Local Management of Schools (LMS). Amongst other things, this has involved the devolution of funding for professional development from local authorities to the budgets of individual schools. They added. The limits amounts of money available to individual schools has meant that this money has often been used to pay for a small number of statutory training days for all staff within a school, rather than for more extended, personal, professional development for some of them.

Similarly, Bell (1991) argues that there are possible benefits for professional development to be based on the needs of school policy rather than a model based on courses selected to meet individual needs, but there has clearly been a change in practice in favor of support for what Oldroyd & Hall (1991, P.4) describe as “School-based on-the-job learning”. Also Bell emphasizes the importance of choice and progression and such longer term qualities clearly and rarely evident in the short-term focus on immediate problems which is characteristics of most school-based, or school-focused approaches to in-service training.

Because teaching is a life-long process of learning (Word Education Forum, 2000) assumed that continuous professional development through in-service training to up-date the teachers’ knowledge and teaching

methods is of crucial importance in providing quality education. Moreover, in several countries there has been a debate about the importance of in-service training. Some time it has even been argued that resources should better be shifted from pre-service to in-service training.

Wanger (2000) said that the professional development of administrators, directors, teachers, and tutors is an going and critical process for program improvement in literacy and adult education. Teachers and administrators should have more opportunities to investigate local problems and to invent local Solutions.

C: Difficulties is Material and Moral incentives:

Arab educational establishments have stressed quantity over quality. The have striven to expand educational establishments throughout the country even when this had led to poorly-equipped, over crowded classrooms staffed by poorly-paid teachers. Brown (2000).

In TESOL-EJ (2000) outlined that salary increments, whether based on seniority, years of service, results of compition, importance of the district, grade or type of school, studies under taken, subjects taught, or the result of selection, should be sufficiently frequent to ensure that the maximum shall be reached before retirement and be the basis for pensions.

In the same sense, Palestine report: Part 11(2000) proposed that to improve living conditions of teachers and their functional performance through intensive in-service training Sessions, a special attention will be given to the transfer of teaching techniques, from instruction to the guidance of students towards participation and active learning.

John, et al (1997) said that teachers are reeling from the effects of poorly conceptualized reform policies that have literally torn the heart out of their work. Oddly, the most salient point we make at the outset is that the exclusion of teachers from participating in the changes to their work has not only been extremely disappointing, but will probably have devastating long-term consequences for the future of schools.

Further more, World Education Forum (WEF) (2000) pointed out that the financial remuneration is one of the factors affecting teacher motivation and commitment to teaching. Real Salary rates in low-income countries have deteriorated in recent years

Wanger (2000) proposed that there is a major need to develop systems and capacities that enable a demonstrators, teachers, and tutors to engage in professional staff training and development as going process programs and to link staff development more closely with service improvement and evaluation / monitoring. Teachers and administrators should have more opportunities to under stand and learn from local problems and to invent local solutions.

However, Mitova (2000) added in his study “Socially-Significant problems of teachers at the end of the xx century” the following social and economic problems: (1) the low labor payment is a major social problem for teachers. (2) the low family budget. (3) teachers are extremely depressed because they lack the necessary budget to meet their children’s needs. (4) Teachers claim difficulties in Satisfying their cultural needs.

D: Equipment and Facility-Related Difficulties:

Elhajiri (1989) have shown that the problems of teachers are among the chronic and branched problems due to the nature of teachers' work. Such problems are not limit just to the extent of controlling the studying classroom or not, or the presentation of the scientific material as well as a hat may be branched to it from the methods of evaluation. Yet, there is as well the manner of performing the educational job as well as the requirements of using the optimal teaching aids, or the audio-visuals that might increase the possibility of students to comprehend whatever that might be involved with to learn. But, in spite of the fact that a few of researchers have tried) their best determine the causes for the problems of teaching as Bruner (1983) has refereed to; yet, a little research has tackled the influence of using the means and teaching aids in alleviating the pressures already laid upon the teacher.

He added as Olander & Farrel (1970) who determined that the non-availability of teaching aids is from the problems of the teachers as these are from the most important problems being faced by the teachers in this aspect.

Furthermore, Veenman (1980), has Stated that the most important problems, already faced by the teachers, is the non-availability of and or even the scarcity of them. This statement has been seconded by (Bruner A¹) who has noted that from the most important problems faced by teachers are the decayed tools and devices at school; as well as the increase of density at school classes; which is a thing that impedes the usage of those aids; especially, if they were from the type that should manipulated by all students of the classroom; or if they were from the ting type in its size. This

matter, such as, the non-availability of aids or the inability of their usage be cause of the density of class room, certainly force the teacher to use the methods of aids that are not suitable for teaching as Bruner refers to.

However, Mackintosh (1982) refers to the high pressure being suffered by the teachers due to their need for removing their illiteracy and ignorance to their usage of educational techniques, such as, the educational computer; as well as the outcome of their necessity for suitable financing that the such techniques might need. The researcher directs attention, too, to the dire lacking in training teachers in using such modern educational techniques a thing that leads to their fright from using them in a practically. This fright is increasing by the sophistication of these techniques.

Also, he added in Chandra (1987) who concluded that the aids virtually used by teachers are those which are merited to be less sophisticated from the technical way which do not require an immense preparation for use he pinpoints that the most important problems in this aspect is the in-qualifying & preparing of teachers for using the usage, as well as more preparation after graduation and the non-availability of aids and their considerable costing; besides to the non-availability of enough time for using aids; and the non-availability at time for the teacher to work on their preparation due to the scholastic duty he is obliged with.

Moreover, he mentioned in Motorolla and Vasu (1987) who denote to the need of schools for the presence of specialists in educational technology; as well as the necessity for establishing faculties and institutes for the preparation of teachers on the developing of programs for the usage of the educational techniques and computer in teaching.

Champion (1982) believes that the hasty technical change at school has affected the personal and professional life of the users to the educational techniques.

Zimmerman (2000) reported that training teachers and addressing a schools' needs in term of professional development is a complex proposition. Moreover, the researcher used qualitative methodology in order to seek to understand how different schools go about the process of educational transformation as their teachers adopt technology. Technophobes and technophiliacs, he founded that some teachers have even reported being forced by their administrators in one way or another to use technology in their classrooms when they otherwise would not choose to do so. Consequently, adoption of technology tools has been limited.

E: Difficulties with colleagues:

Acker (1999) cited in Wahbi (2000) draws attention to the need to look at teacher motivation, relationships with colleagues, and to provide a supportive environment where they can work together on the common goal of their continuous improvement.

Smyth (1997) Stated that team work and membership, which will sometimes be glorified with terms like “collegiality”, “partnerships”, and “collaboration”, will reside very much at the operational and implementation level, for to involve teachers in strategic decision-making might be to threaten the wider mission of the school.

Craft (1997) outlined that “being in relationship” extends to interaction with all constituencies involved in fostering creative action (i.e. other colleagues, learners, parents, other agencies). A local education

authority (LEA) adviser talked of her relationship with colleagues thus: “we have a kind of informal contract to both kind of give encouragement but also to challenge each other and that really fascinates me as a process because that’s very creative”. Craft added a major implication for teacher development is about creating for professional judgment. An important aspect of being a potent creative educator for the educators in her study, was being trusted by colleagues. This was expressed particularly strongly by educators in schools. A tension was described by several between externally imposed control and pressure, and the capacity to act creatively: as one person put it, “under my own terms I create in a situation in which I am under pressure. But if somebody else creates the pressure then I can’t do it really”.

F: Difficulties with students:

Brophy (1986) cited in Barqawi (1995) Conclude in a research conducted on typical elementary and secondary school classes observed under normal conditions that any attempt to improve student achievement must be based on the development of effective teaching behavior. The research links teacher behavior to student achievement. It links student achievement to their opportunity to learn the material, and to the degree to which teachers carry the content to them personally through active instruction and move them through the curriculum at a brisk pace.

Cushing (2002) in her study outlined that social interest appears to have an effect on the cognitive appraisal of stress. The findings suggest the possibility of using life style to alert teachers to the potential for stress during interpersonal conflict with students, and lifestyle to understand the dynamics of teacher-student interpersonal conflict and the stress associated with such conflict.

Ntiforo (2001) provided in the resulting data evidence that teachers experience difficulties in many aspects of teaching. Classroom management presented the most difficulty followed by curricular, instructional, and collegial issues.

Jefferson (2001) findout teachers may encounter students who engage in behaviors that interfere with their education and that of other students in the classroom. Although systems are in place to assist teachers with problem resolution in these cases, little effort is made to further teacher's problem-solving prior to system-level in evolvment.

He added, teachers simply are not taught problem-solving skills that are generally applicable to many challenging situations.

Brooks (2002) said that teachers who correctly identified the behaviors as problematic were also likely to refer the children to professional teachers generally considered depressed and overtly aggressive behaviors to be more problematic and in need of referrals to a professional than relationally aggressive and normative-type behaviors. Gender of student was not an influential factory in forming impressions and msking referrals. However, teachers need more education on relational aggression to provide help to these at-risk children.

Meadow (2002) in his study "Teacher, parent and student assessment of social, have examined three types of aggression as determined by peer ratings in a sample of 115 suburban schools: Internalizing. Externalizing and social problem behavior data as determined by parents, teachers and self-ratings. Results found significant differences between male and female students in the physical and direct verbal types of aggression, but no differences were found between gender or grade on indirect aggression.

Lastly, he added, teacher prediction of the aggressive ratings assigned by fellow students were significantly correlated with the corresponding and indirect aggression.

G: Difficulties with school administrators:

Researchers have found the building of collegiality to be essential to the creation of a more professional cultures in schools Little (1986) They have also documented that harms of collaborations are built through the interaction, created by the principal's facilitation of Collegial work. (Jossy-Bass, 2000)

We think of principals as sense markers for their schools. Their success at leading hinges, to a great degree, on their ability to see clearly the schools core functions, to evaluate events in light of those functions, And to help the members of the school community conduct their work and their relationship in way that serve these core functions.

Richard et al (1996) Erklens and Michelle (2001) Claimed that teacher's relationship with administrator were influenced by discourses of efficiency and scientific management, that were further supported, especially for female elementary teachers, by a gendered discourse in which those in authority are seen as more knowledgeable than them selves.

H: Difficulties in the nature of work:

Focusing on the feelings of obligation and guilt which underpin the teaching profession, Hargraves & Tucker (1991) Commented that to the never-ending nature of the job: "there are always more book to mark, more assignments to prepare-and more care to give to one's pupil's'. To this extent, they arguer, the guilt and care ethics can compel teachers into

action, but also may result in negative behaviors such as a commitment to unrealistic production, burnout, cynicism, and through over Linacre on the care ethic, a lack of both analysis and proactivity.

World Education Forum (WEF) (2000) summarized that the working conditions of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the student. So, there is an obvious and close relation between the infrastructure of the school system and the quality of education. In many countries investment in school equipment has been neglected during recent years. It is essential to provide at least the basic teaching equipment and materials in each school. Studies have reported a consistent relationship between pupil achievement and the availability of book- (WEF) added and asured to the importance of teacher motivation for effective learning. The obvious relation between motivation and good working conditions of teachers. Another factor affecting motivation is the ability to influence one's working conditions. Redrawing to the class size (WEF) added also, thrse is a trend in several countries to increase the numbers of students in each class. Class sizes have reached unacceptable levels in many developing countries. Many teacher organizations report class sized exceeding 50 pupils. Obviously, learning suffer under such conditions. Smaller classes allow teachers to use more personalized instructional techniques and develop and apply new teaching methods. Furthermore, teachers with smaller classes report less stress and higher morale, and turnover rates among these teachers are also lower.

On the other hand, the effects of high density of class room size were Summarized by Wohlwill and Vliet (1985). "it appears as though the

consequences of high density conditions that involve either too many children or too little space are: excess levels of stimulation; stress and arousal; a drain on resources available, considerable interference, reductions in desired privacy levels; and loss of control (PP. 108-109)".

H: Difficulties in School Text Book:

In the eyes of critics, Brown (2000) proposed that Arab education is design to build subjects more that citizens. Yet these common features can be portrayed in some cases (especially the Palestinian) as an out come of democratic politics: the current Palestinian educational system operates under the auspices of a democratically-elected leadership and works to hew closely to the national consensus.

Moreover, today's teachers don't merely the curriculum. They develop, define it and reinterpret it too. It was teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people, get.. For some reformers, improving teaching is mainly a matter of developing better teaching methods, of improving instruction.... These things are important, but we are increasingly coming to understand that developing teachers and improving their teaching involves more than giving them new tricks ... for teachers, what goes on in the classroom is closely related to what goes outside it. The quality, range and flexibility of teacher's classroom work are closely tied up with their professional growth-with the way in which they develop as people and professionals. (Hargreves, 1994).

Erklenz and Michelle (2000) found that teachers saw the curriculum as unproblematic and not to be questioned. Consequently, the task for

teachers was to know and accept the prescribed curriculum and transmit it to students.

De Bonenfant (2001) addressed a language barrier encountered by a target group of 35 limited English proficient student. He assumed that the linguistic barrier exists because of (1) the lack of specific curriculum materials for teachers in order to tailor appropriate teaching materials for students, (2) the need to develop guidelines for the development of linguistic materials that would response to the interests and Cultural needs of students.

Barqawi (1995) concluded that the Ministry of Education emphasized the importance of using educational media that help the pupil to learn the language more quickly, accurately and meaningfully, thus simply the task for both the teacher and the learner. They can be of three categories:

1. Conventional media, such as the teacher, the learner, the chalkboard, the text book, and the classroom.
2. Other non-technical media, such as pictures, drawing charts, flash cards, word and picture, pocket board, and realia.
3. Technical media, such as radio, tape recorder, television and films.

Wahbi (2000) said that: today's teachers face the challenges of an irrelevant curriculum. Teachers complained about the intensive subjects in the curriculum that had to be completed by the end of the year.

In short, the current Palestinian curriculum has few defenders. The Israeli government denounces it as hostile to peace, the Palestinian leadership regards it as undermining any sense of a Palestinian national identity,

and many Palestinian educators regard it as outmoded and exhibiting the worst features of Arab educational systems. However, the Palestinian National Authority (PNA) immediately affirmed the continuity between the educational system and that which existed on the eve of the occupation by restoring those subjects and textbooks that the Israeli civil administration had not allowed. However, the pre-1967 system education in some ways denied a Palestinian national identity by subjecting Palestinians to Egyptian and Jordanian national curricula. Thus the question for Palestinians was not whether to reform the system but how.

Summary

Professional difficulties facing secondary school English teachers is one of the most problematic issues for both Palestinian Society and teachers. during the last decades these difficulties have witnessed a great focus, teachers, educators and decision makers realized that there is a need to work hard towards filling the gap between the current educational reality and the desired situation .

It seems to the researcher that there is a wide gap between teachers who worked hard under great these difficulties with those who worked without any educational and professional difficulties.

This present study is an attempt to decrease this gap

Chapter Three

Methodology

Chapter Three

Methodology

This chapter includes the methodological procedures involved in this study. These procedures include a description of the population of the study and the sample of study, the instrument of the study, the validity and reliability, the variables of the study, and summary of the official procedures.

Population of the study:

The population of this study consists of all male and female secondary school English teachers in the northern governorates of Palestine for first semester of the scholastic year (2003-2004) which includes (Nablus-Jenin-Qalqilya-Tulkarm-Salfit-and Qabatia).

The whole population is (1132) teachers as shown in table (1).

Table 1. Distribution of secondary school English teachers according to directorate

No.	Directorate	Number of teachers
1	Nablus	343
2	Jenin	165
3	Tulkarm	195
4	Qalqulya	131
5	Salfit	108
6	Qabatia	100
Total		1132

Source: General Administration for planning and Educational Development (2003).

The Sample of the study:

The Sample of the study consisted of (290) male and female teachers from different high schools. The sample was selected randomly.

The researcher distributed the questionnaire to each directorate according to the number of teachers in each one. The name of school was selected randomly. After collecting the questionnaires, which were (261), only were valid for statistical analysis.

Variables of the study:

This descriptive study included (5) independent variable: gender, academic qualifications, years of teaching experience, in-service training courses, and place of work. The dependent variables consist of the professional difficulties domains.

The following is a description of the independent variables:

- Gender.
- Academic qualification.
- Years of teaching experience.
- In-service training courses.
- Place of work.

Table 2. Sample distribution according to gender

Gender	Frequency	Percent
Male	131	50.2
Female	130	49.8
Total	261	100.0

Table 3. Sample distribution according to academic qualification

Academic level	Frequency	Percent
Diploma	58	22.2
B.A	140	53.6
Higher Diploma	25	9.6
M.A	38	14.6
Total	261	100.0

Table 4. Sample distribution according to years of teaching experience

Years of teaching experience	Frequency	Percent
Less than 5 years	39	14.9
6-10 years	31	11.9
More than 11 years	191	73.2
Total	261	100.0

Table 5. Sample distribution according to the No. of training Courses

Number of training courses	Frequency	Percent
Less than 5	77	32.5
5-10	144	60.8
More than 11	16	6.8
Total	237	100

Table 6. Sample distribution according to place of work

Place of work	Frequency	Percent
City	104	39.8
Village	157	60.2
Total	261	100.0

The instrument of the study:

The researcher used and developed a questionnaire used by Al-Qadomi (1996). The questionnaire consisted of 61 items in nine domains:

1. Difficulties in professional developments of 6 items.
2. Difficulties in material and moral incentives of 7 items.
3. Equipment and facility-related difficulties of 5 items.
4. Difficulties with colleagues of 5 items.
5. Difficulties with students of 8 items.
6. Difficulties with school administrators of 7 items.
7. Difficulties in the nature of work of 6 items.

8. Difficulties in educational supervision of 9 items.
9. Difficulties in school textbook of 8 items.

Likert scale of five options was used to measure the teachers' responses to each item, as follows:

Strongly agree: 5points; Agree: 4 points, Neutral, 3 points; Disagree: 2 points; Strongly Disagree: 1 point.

Validity and Reliability of the study:

A. Validity:

The questionnaire took from Al-Qadomi (1996) and developed by the researcher to suit the study objectives. However, the researcher administered the questionnaire in its final shape to jury of highly-qualified referees who approved its validity. Following the comments of the referees, the researcher modified the questionnaire as it appear in Appendix (A). the researcher thinks that the comments of the referees are adequate enough for the appropriateness of the instrument.

B. Reliability:

To determine the reliability of the modified questionnaire, the researcher used Chronpach for Reliability. The total value is as shown in table (8) which fitted the purpose of the study.

Table 7. The Reliability of the questionnaire as measured by Alpha Formula

No.	Dominos of questionnaire	Reliability
1	Difficulties in professional development	0.91
2	Difficulties in material and moral incentives	0.90
3	Equipment and facility-related difficulties	0.85
4	Difficulties with colleagues	0.94
5	Difficulties with students	0.84
6	Difficulties with school administrators	0.89
7	Difficulties in the nature of work	0.62
8	Difficulties in the educational supervision	0.94
9	Difficulties in school text book	0.73
Total		0.91

A summary of the procedures:

- The researcher took a letter from the faculty of Graduate studies at An-Najah University headed to the ministry of Education in Ramallah. Accordingly, the researcher got a permission from the Northern Governorates of Palestine on order to Carry out his study at these schools (see Appendices, A and B).
- The researcher got the data related to teachers and schools from the office of the General Administration for planning and Educational Development in Ramallah.
- The researcher distributed the questionnaire in each Governorate according to the teachers' number of each one.

Statistical Instruments:

After collecting the questionnaires, the researcher used the following statistical means:

1. Means.
2. Frequency.

3. Percentage.
4. Independent Sample T-test.
5. One-Way ANOVA.
6. LSD Method.

Summary:

In this chapter, the researcher has presented the methodology of the study. He has also identified the population of the study, the sample of the study, the instrument of the study, the validity and reliability.

Chapter Four

Results

Chapter Four

Results

The purpose of this study is to investigate and analyze the professional difficulties facing secondary school English teachers in the Northern Governorates of Palestine. Furthermore , to determine the effect of gender, academic qualification, years of teaching experience and place of work on it .

1- For answering the first question: What are the professional difficulties facing secondary school English teachers and their effect in classroom performance in Northern Governorates of Palestine?

The researcher used means, standard Deviations and percentages . The five levels of responses were used as the following:

- Less than 50% very low degree of difficulties.
- From 50 - 59% low degree of difficulties.
- From 60 -69% moderate degree of difficulties.
- From 70 - 79% high degree of difficulties.
- From 80% and more very high degree of difficulties.

The following tables present the statistical analysis for each question of the nine domains. Means, standard deviations, percentages and degree of responses were used to measure the thesis domains.

A: Difficulties in professional development:**Table 8.** Means, standard deviations and percentages of the first domain items (1-6)

No	Item	M	Std. Dev.	%age	Degree
1	Professional development opportunities offered by ministry of education are insufficient.	4.07	0.85	81.4%	V. high
2	In-service training courses organized by ministry of education are insufficient.	3.95	1.85	79%	High
3	The ministry of education has no interest in securing periodicals related to English language teaching.	4.50	1.09	90%	V. high
4	Opportunities to keep abreast of development in English teaching are non-existent.	3.95	1.04	79%	High
5	I have not been given an opportunity to continue my graduate study because the ministry of education system is an impediment.	3.33	1.06	66.6	Moderate
6	I haven't been given the opportunity to participate in specialized courses.	4.33	1.19	86.6%	V. high
Total		4.0223	0.8301	80.4%	V. high

It appears from the above table that items (1.2.3.4.6) have obtained of the highest degree while item (5) has obtained on high degree according to the levels of responses. In addition, the means of the third question is the highest (4.50), while the means of the fifth question is the lowest (3.33). The total means of the difficulties in professional development domains is (4.02).

B: Difficulties in Material and Moral incentives:**Table 9.** Means, standard deviations and percentages of the second domain items (7-13):

No	Item	M	Std. Dev.	%age	Degree
7	My monthly salary from my teaching career is insufficient.	4.59	0.82	91.8%	V. high
8	Annual increases on my salary are not satisfactory.	4.57	0.93	91.4%	V. high
9	My monthly salary is less than salaries of colleagues in other professions.	4.80	0.44	96%	V. high
10	Promotion and scale system in the ministry of education is unsuitable.	4.16	1.10	32%	V. low
11	There is no link between promotion and scale system and level of efficiency in performance.	4.38	0.89	76%	High
12	Working in teaching doesn't offer a suitable social system.	4.36	1.19	87.2%	V. high
13	There are no certificates of recognition of value from the ministry of education for distinguished teachers.	4.61	0.88	92.2%	V. high
Total		4.4943	0.6923	98 %	V. high

It is very obvious from the above table that the teacher's difficulties in the material and moral incentive domain are very high in item (7.8.9.11.12.13), but in item (10) is very low. The means of the ninth item is the highest (96%), while the means of the tenth item is the lowest (32%), and the total means of the domain is (4.49).

C: Equipment and Facility-Related Difficulties:**Table 10.** Means, standard deviations and percentages of the third domain items (14-18).

No	Item	M	Std. Dev.	%age	Degree
14	English language audio-visual aids and equipment are is short supply.	4.48	0.87	89.6%	V. high
15	The equipment available is not appropriate to great numbers of students.	4.38	0.64	87.6%	V. high
16	Equipment available is not appropriate to nuber of school students.	4.35	0.57	87%	V. high
17	School libraries have a shortage in English language references.	4.40	0.71	88%	V. high
18	The resources available don't help teachers in applying school text book.	4.15	0.83	83%	V. high
Total		4.3525	0.83	87 %	V. high

Looking at the above table, it is easily to observe that secondary school English teachers have got very high degree of difficulties in this domain. All items (14,15,16,17,18) have got very high degree. The total means of the domain is (4.35).

D: difficulties with colleagues:**Table 11.** Means, standard deviations and percentages of the fourth domain items (19-23)

No	Item	M	Std. Dev.	%age	Degree
19	There is no coordination between my colleagues and me.	3.38	1.14	76%	High
20	There is negative attitude of teachers (of other disciplines) towards English language.	3.64	1.04	72.8%	High
21	My colleagues at school don't appreciate my efforts.	3.64	1.14	72.8%	High
22	My colleagues don't motivate first-rate students in English.	3.74	1.10	74.8%	High
23	My colleagues mock all my events related to English language.	3.60	1.15	72%	High
Total		3.60	0.973	72 %	High

It is clear from this table that items (19,20,21,22,23) have got very high degree, the whole items indicated clear difficulties facing secondary school English teachers. The total means is (3.60), which is indictable.

E: Difficulties with students:**Table 12.** Means, Standard deviations and percentages of the fifth domain items (24-31).

No	Item	M	Std. Dev.	%age	Degree
24	Many students fail to bring their English textbooks to class.	3.01	1.27	60.2%	Moderate
25	The large number of students in classes doesn't allow full application of school textbook.	4.29	0.99	85.8%	V. high
26	Students generally don't receive English well.	3.92	0.99	78.4%	High
27	Lack of incentives for students make them uninterested in English.	4.62	0.82	92.4%	V. high
28	Low grades in English makes students more interested in other disciplines.	4.62	0.91	92.4%	V. high
29	Limited interest in English by only a small number of students makes others lose spirit of perseverance.	4.60	0.91	92%	V. high
30	The majority of student abstain from class participation for fear of making mistakes.	4.21	0.88	84.2%	V. high
31	There is no interest in developing the abilities of slow learners to understand the material.	4.07	1.04	81.4%	V. high
Total		4.16	0.557	83.2 %	V. high

It is very obvious from the above table that all the domains items got very high degree. The means of the items range between (60.2-92.4), the total means is (4.16) which is indictable.

F: Difficulties with school Administrators:**Table 13.** Means, standard deviations and percentages of the sixth domain items (32-38).

No	Item	M	Std. Dev.	%age	Degree
32	School administration is not convinced of the significance of English as an essential part of students' development in all aspects.	3.27	0.89	65.4%	Moderate
33	School administration considers English as less important than other disciplines.	3.05	0.96	61%	Moderate
34	School administration does not respect the English teachers' opinions.	2.21	0.70	44.2%	Low
35	School administration has failed in holding activities relevant to English language development.	2.98	0.78	59.6%	Low
36	School administration intervenes in putting students' grades regardless of their level.	2.83	0.73	56.6%	Low
37	School administration does not offer rewards to distinguished students.	3.65	0.97	73%	High
38	School administration shows no interest in fair distribution of English teachers' lessons.	3.58	0.88	71.6%	High
Total		4.16	0.557	83.2 %	V. high

It appeared from the above table that items (32,33,37,38) have obtained a very high degree and the items (35,36) have obtained a moderate degree, while item (34) obtained the lowest degree. In addition, the mean of the thirty-seven item is (73%) which is the highest, while the means of the thirty-four item is (44.2%) which is the lowest, the total means of the domain is (3.08) which is acceptable.

G: Difficulties in the nature of work:**Table 14.** Means, standard deviations and percentages of the seventh domain items (39-44).

No	Item	M	Std. Dev.	%age	Degree
39	There is no feeling of full independence in work.	3.71	0.79	74.2%	High
40	Iam not proud of the English teaching profession.	2.25	0.97	45%	V.low
41	Classes are overcrowded.	4.51	1.16	90.2%	V. high
42	English teachers are assigned to teach other disciplines to complete their load of classes.	4.56	0.95	91.2%	V. high
43	There are so many writing tasks given to English teachers.	4.46	0.78	89.2%	V. high
44	Some teaching methods used are traditional.	4.28	0.84	85.6%	V. high
Total		3.95	0.487	79 %	High

It is obvious from the above table that items (39,41,42,43,44) have obtained of very high degree, while item (40) obtained of the lowest one. Moreover, the means of the forty-two item is (91.2), while the means of the forty item is (45%), the total means of whole domain is (3.95) which is good and acceptable.

H: Difficulties in Educational Supervision:**Table 15.** Means, standard derivations and percentages of the eighth domain items (45-53).

No	Item	M	Std. Dev.	%age	Degree
45	Educational supervisor often concentrates on abrupt visits in his/her evaluation of teachers' performance.	3.89	0.68	77.8%	High
46	Educational supervisor does not encourage the use of modern methods of teaching.	3.57	1.03	71.4%	High
47	Educational supervisor does not consider the schools' physical resources available for teacher evaluation.	3.98	1.06	79.6%	High
48	The educational supervisor often evaluates the English teacher on the basis of class observed and ignore other aspects of evaluation.	4.14	0.86	82.8%	V. high
49	Supervision visits are not enough.	4.00	1.19	80%	V. high
50	Educational supervisor dose not contributes of finding solution for professional problems facing English language teachers.	4.00	1.11	80%	V. high
51	Educational supervisor doesn't respect teachers' opinions and suggestions. Rather, he impose his own or them.	4.23	1.14	84.6%	V. high
52	Educational supervisor does not have the potential to research or promote it.	4.30	0.987	86.1%	V. high
53	Educational supervisors' qualification doesn't qualify him to work as a supervisor	4.13	1.20	82.6%	V. high
Total		4.02	0.840	84 %	V. high

It is clear from the above table that all the items of this domain obtained of very high degree. It arranges between (71.4% - 86.1%), the total means of the domain is (4.02), which is very acceptable.

I: Difficulties in school textbook:**Table 16.** Means, standard derivations and percentages of the nine domains item (54-61).

No	Item	M	Std. Dev.	%age	Degree
54	The school textbook doesn't suit all governorates schools due to differences in their potentials.	3.28	0.811	65.6%	Moderate
55	English languages to teachers' suggestions are not taken in to consideration when introducing changes on the school text book.	4.36	0.784	87.2%	V. high
56	The school textbook often restricts English teachers and doesn't allow a room for choice according to school reality.	4.09	0.466	81.9%	V. high
57	The school textbook largely concentrates on theoretical side at the expense of other side.	3.60	0.770	72.1%	High
58	The school textbook is not in harmony with the Palestinian society's traditions and customs.	4.18	1.02	83.6%	V. high
59	An excess of vocabulary in the school textbook does not match the number of classes allocated for English.	3.39	0.828	67.9%	Moderate
60	The school textbook doesn't have clear criteria to give English language grades.	3.85	0.984	77.1%	High
61	The School textbook doesn't often take into consideration individual differences among student.	4.09	1.05	81.9%	V. high
		3.86	0.467	77.2%	High
Total		3.95	0.503	79 %	High

It is very obvious from the above table that items (55, 56, 57, 58, 60, 61) have obtained of very high degree while items (54, 59) have obtained

of high degree. The means of the item (55) got (87.2%) while the means of the item (54) have obtained (65.6%), the total means of this domain is (3.95).

2- For answering question two: There are no significant differences at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to gender variable.

The researcher used means, standard deviations, T-value and p-significant. The following table shows the results.

Table 17. Independent sample T-test regards to gender

No	Domain	Males (n=131)		Females (n=130)		T-value	P-sig
		M	Std. Dev.	M	Std. Dev.		
1	Difficulties in professional development.	4.16	0.829	3.87	0.807	2.85	0.005
2	Difficulties in Material Moral incentives.	4.51	0.711	4.46	0.674	0.581	0.562
3	Equipment and Facility-Related Difficulties.	4.46	0.570	4.24	0.476	3.39	0.001
4	Difficulties with colleagues.	3.74	1.00	3.46	0.925	2.36	0.019
5	Difficulties with students.	4.19	0.540	4.13	0.574	0.814	0.416
6	Difficulties with school administrators.	3.01	0.569	3.14	0.679	1.64	0.101
7	Difficulties in the nature of work.	3.98	0.519	3.92	0.452	0.958	0.339
8	Difficulties in Educational supervision.	4.08	0.797	3.97	0.880	1.05	0.293
9	Difficulties in school textbook.	3.98	0.437	3.73	0.466	4.36	0.000
Total		4.01	0.498	3.88	0.501	2.12	0.035

It is obvious from the above table that there is no statistically significant differences at the ($\alpha = 0.05$) in professional difficulties facing

secondary school English teachers due to gender variable in the domains (2,5,6,7,8), while there are a clear significant difference in the domains (1,3,4,9) and the total degree in fauout of males because the mean of males is higher than females. However, the total mean of males is (4.01) while the total means of females is (3.88).

3- For answering question three: There are no significant difference at the $(\alpha = 0.05)$ in professional difficulties facing secondary school English teachers due to academic qualification variable.

The researcher used means and standard deviations. The following tables show the results.

It is clear from the above table that there are significant differences in professional difficulties facing secondary school English teachers due to academic qualification variable in the domains (1,2,4,5,6,7,8) and the total degree, while there are no significant differences in the domains (3,9).

To determine the results between the four levels of academic qualification (diploma, B.A, higher diploma and M.A) post-hoc (LSD) were used to show that as the following tables.

A: Difficulties in professional development:

Table 20. Post-hoc (LSD) to the difficulties in professional development.

Domain (A)	Diploma	B.A	High Diploma	M.A
Diploma		0.003	-0.50*	0.20
B.A			-0.50*	0.19
High Diploma				0.70*
M.A				

It is obvious from the above table that there is a clear statistically differences between the four levels of academic qualifications as the following: (Diploma, high diploma) in favour of high diploma, (B.A, high diploma) for the benefit of high diploma, (M.A, high diploma) in favour of high diploma.

B: Difficulties in Material and moral incentives:

Table 21. Post-hoc(LSD) to the difficulties in material and moral incentives

Domain (B)	Diploma	B.A	High Diploma	M.A
Diploma		0.023	-0.28	0.27
B.A			-0.30*	0.25*
High Diploma				0.56*
M.A				

It is clear from the above table that there is significant differences between the four levels of academic qualification as the following: , (B.A, high diploma) for the benefit of high diploma, (B.A, M.A) for the benefit of B.A and (high diploma, M.A) in favour of high diploma.

D: Difficulties with colleagues:

Table 22. Post-hoc(LSD) to the difficulties with colleagues

Domain (D)	Diploma	B.A	High Diploma	M.A
Diploma		0.10	-0.22	0.44*
B.A			-0.33	0.33
High Diploma				0.67*
M.A				

Looking at the above table, it is easily to notice that there is clear significant differences between the four levels of academic qualification as the following: (Diploma, M.A) for the benefit of diploma and (high diploma, M.A) in favour of high diploma.

E: Difficulties with students:

Table 23. Post-hoc(LSD) to the difficulties with students

Domain (E)	Diploma	B.A	High Diploma	M.A
Diploma		-0.11	-0.28*	0.21
B.A			-0.61	0.33*
High Diploma				0.49*
M.A				

It is clear from the above table that there are clear significant differences between the four levels of academic qualification as the following: (diploma, high diploma) in favour of high diploma, (B.A, M.A) for the benefit of M.A and (high diploma, M.A) for the benefit of high diploma.

F: Difficulties with school Administrators:**Table 24.** Post-hoc(LSD) to the difficulties with administrators

Domain (F)	Diploma	B.A	High Diploma	M.A
Diploma		0.15	-0.03	0.33*
B.A			-0.19	0.17
High Diploma				0.36*
M.A				

The above table shows that there are clear significant differences between the four levels of academic qualification as the following: (diploma, M.A) in favour of diploma and (high diploma, M.A) in favour of high diploma.

G: Difficulties in the nature of work:**Table 25.** Post-hoc(LSD) to the difficulties in the nature of work.

Domain (G)	Diploma	B.A	High Diploma	M.A
Diploma		0.009	-0.24*	0.14
B.A			-0.25*	0.14
High Diploma				0.39*
M.A				

It is clear from the above table that there are clear significant differences between the four levels of academic qualification as the following: (Diploma, high diploma) for the benefit of high diploma, (B.A, high diploma) in favour of high diploma and (high diploma, M.A) for the benefit of high diploma.

H: Difficulties in educational supervision:**Table 26.** Post-hoc(LSD) to the difficulties in educational supervision.

Domain (H)	Diploma	B.A	High Diploma	M.A
Diploma		0.20	-0.22	0.63*
B.A			-0.49*	0.43*
High Diploma				0.92*
M.A				

The above table shows that there are clear significant differences between the four levels of academic qualification as the following: (diploma, M.A) in favour of diploma, (B.A, high diploma) in favour of high diploma, (B.A, M.A) for the benefit of B.A and (high diploma, M.A) in favour of high diploma.

Total Degree:

Table 27. Post-hoc(LSD) to the professional difficulties total degree.

Domain	Diploma	B.A	High Diploma	M.A
Diploma		0.01	-0.24*	0.25*
B.A			-0.26*	0.23*
High Diploma				0.49*
M.A				

The total degree of the four levels of academic qualification shows that there are clear significant differences as the following: (Diploma, high diploma) in favour of high diploma, (diploma, M.A) in favour of diploma, (B.A, high diploma) in favour of high diploma, (B.A, M.A) for the benefit of B.A and (diploma, M.A) for the benefit of high diploma.

4- For answering the fourth question: There are no significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to years of teaching experience variable.

The researcher used means and standard deviations. The following tables show the results.

Table 28. Means, and standard deviations to the professional difficulties regards to years of teaching experience.

No	Domain	1	N	M	Std. Dev.
1	Difficulties in professional development.	Less 5	39	3.83	0.895
		6 – 10	31	3.90	0.871
		More 11	191	4.07	0.806
		Total	261	4.02	0.830
2	Difficulties in Material and moral incentives.	Less 5	39	4.56	0.518
		6 – 10	31	4.44	0.781
		More 11	191	4.48	0.710
		Total	261	4.49	0.692
3	Equipment and facility Related difficulties.	Less 5	39	4.28	0.526
		6 – 10	31	4.23	0.406
		More 11	191	4.38	0.555
		Total	261	4.35	0.536
4	Difficulties with colleagues.	Less 5	39	3.18	0.960
		6 – 10	31	3.64	0.644
		More 11	191	3.67	1.002
		Total	261	3.60	0.973
5	Difficulties with students.	Less 5	39	3.94	0.727
		6 – 10	31	4.20	0.350
		More 11	191	4.20	0.536
		Total	261	4.16	0.556
6	Difficulties with school Administrators.	Less 5	39	3.05	0.880
		6 – 10	31	3.02	0.666
		More 11	191	3.09	0.561
		Total	261	3.08	0.6288
7	Difficulties in the nature of work.	Less 5	39	3.97	0.479
		6 – 10	31	4.03	0.413
		More 11	191	3.94	0.500
		Total	261	3.95	0.487
8	Difficulties in educational supervision.	Less 5	39	3.84	1.035
		6 – 10	31	3.94	1.130
		More 11	191	4.07	0.734
		Total	261	4.02	0.840
9	Difficulties in school Textbook.	Less 5	39	3.59	0.575
		6 – 10	31	3.68	0.351
		More 11	191	3.94	0.432
		Total	261	3.86	0.467
Total		Less 5	39	3.81	0.601
		6 – 10	31	3.90	0.527
		More 11	191	3.98	0.473
		Total	261	3.95	0.503

Table 29. One-Way (ANOVA) to the professional difficulties regards to years of teaching experience.

No	Domain		Sum of sqs	Df	M. sq.	F- value	P-sig
1	Difficulties in professional development	Between Groups	2.39	2	1.196	1.746	1.777
		Within Groups	176.1	258	0.685		
		Total	179.1	260			
2	Difficulties in Material and moral incentives.	Between Groups	0.247	2	0.123	0.256	0.775
		Within Groups	124.3	258	0.482		
		Total	124.6	260			
3	Equipment and Facility- Related Difficulties.	Between Groups	0.821	2	0.410	1.430	0.241
		Within Groups	74.03	258	0.287		
		Total	74.8	260			
4	Difficulties with colleagues.	Between Groups	7.80	2	3.902	4.221	0.016 *
		Within Groups	238.5	258	0.924		
		Total	246.3	260			
5	Difficulties with students.	Between Groups	2.19	2	1.099	3.615	0.028 *
		Within Groups	78.4	258	0.304		
		Total	80.6	260			
6	Difficulties with school Administrato rs.	Between Groups	0.169	2	8.458 E-02	0.213	0.809
		Within Groups	102.6	258	0.398		
		Total	102.8	260			
7	Difficulties in the nature of work.	Between Groups	0.234	2	0.117	0.491	0.613
		Within Groups	61.4	258	0.238		
		Total	61.6	260			
8	Difficulties in Educational supervision.	Between Groups	1.901	2	0.950	1.350	0.261
		Within Groups	181.5	258	0.704		
		Total	183.4	260			
9	Difficulties in school Textbook.	Between Groups	4.97	2	2.490	12.38 8	0.000 *
		Within Groups	51.85	258	0.201		
		Total	56.8	260			
Total		Between Groups	1.101	2	0.551	2.193	0.114
		Within Groups	64.7	258	0.251		
		Total	65.8	260			

The analysis of means and standard derivations has indicated obviously that there are clear significant differences in the domains (4,5,9),

while there are no significant differences in the domains (1,2,3,6,7,8) and the total degree.

The following tables shows the results of the post-hoc (LSD) to the years of teaching experience variable in the third, fourth and nine domains.

C: Equipment and Facility-Related Difficulties:

Table 30. Post-hoc (LSD) to equipment and facility-related difficulties.

Domain (C)	Less than 5 years	6 – 10	More than 11 years
Less than 5 years		-0.45	-0.48*
6 – 10			-0.03
More than 11 years			

It is clear from the above table that there is clear statistically significant differences in the Equipment and facility-related difficulties as the following: (less than 5 years – more than 11 years in favour of (more than 11 years)).

D: Difficulties with colleagues:

Table 31. Post-hoc (LSD) to difficulties with colleagues.

Domain (D)	Less than 5 years	6 – 10	More than 11 years
Less than 5 years		-0.25	-0.25*
6 – 10			-0.005
More than 11 years			

The above table clear significant differences in the “difficulties with colleagues” domain as the following: (less than 5 years- more than 11 years) in favour of more than 11 years.

I: Difficulties in school Textbook:

Table 32. Post-hoc (LSD) to difficulties in school textbook.

Domain (I)	Less than 5 years	6 – 10	More than 11 years
Less than 5 years		-0.09	-0.34*
6 – 10			-0.25*
More than 11 years			

The above table shows clear significant differences in the “difficulties in school textbook” domain as the following: (less than 5 years – more than 11 years) in favour of more than 11 years and (6-10 years – more than 11 years) in favour of more than 11 years.

5- For answering the fifth question: There is no significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to place of work variable.

The researcher used means, standard deviations, T-value and P-value. The following table shows the results.

Table 33. Independent sample T-test to professional difficulties regards to place of work.

No	Domain	Mean		Std. Dev.		T-value	P-value
		Village	City	Village	City		
1	Difficulties in professional development.	3.9	4.0	0.779	0.902	-0.889	0.37
2	Difficulties in material and moral incentives.	4.4	4.5	0.699	0.684	-0.579	0.56
3	Equipment and Facility-related Difficulties.	4.2	4.4	0.540	0.521	-2.07	0.03
4	Difficulties with colleagues.	3.5	3.6	0.841	1.147	0.316	0.75
5	Difficulties with students.	4.2	4.1	0.424	0.709	1.43	0.15
6	Difficulties with school Administrators.	3.1	2.9	0.561	0.706	2.39	0.01
7	Difficulties in the nature of work.	3.9	4.0	0.515	0.437	-1.64	0.10

No	Domain	Mean		Std. Dev.		T-value	P-value
		Village	City	Village	City		
8	Difficulties in Educational supervision.	4.1	3.8	0.767	0.923	2.28	0.02
9	Difficulties school Textbook.	3.8	3.8	0.459	0.479	0.867	0.38
Total		3.9	3.9	0.442	0.585	0.275	0.78

The analysis of means, standard deviations, T-value and P-value has indicated that there is an obvious significant differences between village and city in the domains (3,6,8) in favour of village in the sixth and eighth domains, while for the benefit of city in the third domain. But there are no significant difference in the domains (1,2,4,5,7,9).

6- There is significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to the number of in-service training courses.

To test the sixth hypothesis of the study, the researcher used means, standard deviations, T-value and P-significant. The following table shows the results.

Table 34. Means and standard deviations to professional difficulties regards to the number of in-service training courses

No	Domain		M	Std. Dev.
1	Difficulties in professional development.	Less than 5 courses	3.7229	0.8663
		6 – 10	4.1667	0.8079
		More than 11	4.5000	0.4037
		Total	4.0450	0.8393
2	Difficulties in Material and moral incentives.	Less than 5 courses	4.4174	0.3690
		6 – 10	4.5933	0.6568
		More than 11	4.8214	0.3595
		Total	4.5515	0.6211
3	Equipment and facility-related difficulties.	Less than 5 courses	4.1532	0.4229
		6 – 10	4.511	0.4846
		More than 11	4.5000	0.5112
		Total	4.3941	0.4945

No	Domain		M	Std. Dev.
4	Difficulties with colleagues.	Less than 5 courses	3.1844	1.1134
		6 – 10	3.8111	0.9175
		More than 11	3.8750	0.5410
		Total	3.6118	1.0082
5	Difficulties with students.	Less than 5 courses	3.8588	0.7606
		6 – 10	4.3220	0.3330
		More than 11	4.4844	0.3125
		Total	4.1825	0.5625
6	Difficulties with school administrators.	Less than 5 courses	2.9	0.823
		6 – 10	3.1	0.490
		More than 11	3.2	0.194
		Total	3.0	0.614
7	Difficulties in the nature of work.	Less than 5 courses	3.7	0.488
		6 – 10	4.0	0.320
		More than 11	4.2	0.257
		Total	3.9	0.404
8	Difficulties in Educational supervision.	Less than 5 courses	3.8	0.947
		6 – 10	4.1	0.768
		More than 11	4.4	0.197
		Total	4.0	0.824
9	Difficulties in school Textbook.	Less than 5 courses	3.6	0.497
		6 – 10	3.9	0.417
		More than 11	3.9	0.245
		Total	3.8	0.461
Total		Less than 5 courses	3.7	0.556
		6 – 10	4.0	0.421
		More than 11	4.2	0.190
		Total		0.490

Table 35. One-Way (ANOVA) to professional difficulties regards to the number of in-service training courses

No	Domain		Sum of sqs	Df	M. sq.	F-value	P-value
1	Difficulties in professional development	Between Groups	13.4	2	6.7	10.2	0.000
		Within Groups	152.8	234	0.6		
		Total	166.2	236			
2	Difficulties in Material and moral incentives.	Between Groups	2.80	2	1.4	3.7	0.026
		Within Groups	88.2	234	0.3		
		Total	91.0	236			
3	Equipment and Facility Related Difficulties.	Between Groups	6.6	2	3.3	15.1	0.000
		Within Groups	51.0	234	0.2		
		Total	75.7	236			

No	Domain		Sum of sqs	Df	M. sq.	F- value	P- value
4	Difficulties with colleagues.	Between Groups	20.8	2	10.4	11.1	0.000
		Within Groups	218.9	234	0.9		
		Total	239.8	236			
5	Difficulties with students.	Between Groups	12.3	2	6.1	23.1	0.000
		Within Groups	62.3	234	0.9		
		Total	74.6	236			
6	Difficulties with school Administrators	Between Groups	2.7	2	1.3	3.6	0.027
		Within Groups	86.4	234	0.3		
		Total	89.2	236			
7	Difficulties in the nature of work.	Between Groups	4.8	2	2.4	16.7	0.000
		Within Groups	33.7	234	0.1		
		Total	38.6	236			
8	Difficulties Educational supervision.	Between Groups	7.0	2	3.5	5.3	0.005
		Within Groups	153.2	234	0.6		
		Total	160.2	236			
9	Difficulties in school Textbook.	Between Groups	5.6	2	2.8	14.7	0.000
		Within Groups	44.5	234	0.19		
		Total	50.1	236			
Total		Between Groups	7.3	2	3.6	17.3	0.000
		With in Groups	49.4	234	0.2		
		Total	56.4	236			

It is obvious from the above table that there is statistically significant difference in the difficulties of the nine domains facing secondary school English teachers.

The following tables shows that there are significant difference in the number of training course levels of the all domains according to (LSD) test.

A: Difficulties in professional development:

Table 36. Post-hoc (LSD) to difficulties in professional development domain regards to years of in-service training courses

Domain (A)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.44*	-0.77*
6 – 10			-0.33
More than 11 courses			

The above table shows that there are clear significant differences as the following: (less than 5 courses – 5 – 10 courses) in favour of (6-10) courses and (less than 5 courses – more than 11 course) in favour of (more than 11 course).

B: Difficulties in Material Moral incentives:

Table 37. Post-hoc (LSD) to difficulties in materail and moral incentives domain regards years of in-service training courses

Domain (B)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.17*	-0.40*
6 – 10			-0.22
More than 11 courses			

It is obvious from the above table that there are significant differences as the following: (less than 5 courses – 6 – 10 course) in favour of (6-10) courses and (less than 5 courses – more than 11 courses) in favour of (more than 11 course).

C: Equipment and Facility – Related Difficulties:

Table 38. Post-hoc (LSD) equipment and facility-related domain regards years of in-service training courses

Domain (C)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.35*	-0.34*
6 – 10			0.011
More than 11 courses			

The analysis of results to the above table indicated clearly that there are significant differences between the three levels of the number of training courses as the following: (less than 5 courses – 6 – 10 courses) in favour of (6-10) courses, and (less than 5 courses – More than 11 course) in favour of (more than 11 courses).

D: Difficulties with colleagues:**Table 39.** Post-hoc (LSD) to difficulties with colleagues domain regards years of in-service training courses

Domain (D)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.62*	-0.69*
6 – 10			-0.06
More than 11 courses			

The above table indicated clearly that there are a statistically significant difference between the three levels of the number of training courses as the following: (less than 5 courses-6-10) courses) in favour of (6-10) courses and (less than 5 courses – more than 11 course).

E: Difficulties with students:**Table 40.** Post-hoc (LSD) to difficulties with students domain regards years of in-service training courses

Domain (E)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.46*	-0.62*
6 – 10			-0.16
More than 11 courses			

The above table shows clear significant differences between the number of training courses levels as the following : (less than 5 courses – 6 – 10 courses) in favour of (6-10) courses and (less than 5 courses – more than 11 course) in favour of (more than 11 course).

F: Difficulties with school Administrators:**Table 41.** Post-hoc (LSD) to difficulties with school administrators domain regards years of in-service training courses

Domain (F)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.20*	-0.32
6 – 10			-0.11
More than 11 courses			

It is clear from the above table that there are clear statistically significant differences between the number of training courses levels as the following: (less than 5 courses – 6 – 10 course) in favour of (6-10 courses).

G: Difficulties in the nature of work:

Table 42. Post-hoc (LSD) to difficulties in the nature of work domain regards years of in-service training courses

Domain (G)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.27*	-0.43*
6 – 10			-0.15
More than 11 courses			

It clear from the above table that there are clear statistically significant differences between the number of training courses levels as the following: (less than 5 courses - 6 - 10 courses) in favour of (6-10) courses, less than (5 and more than 11) in favour of (more than 11courses).

H: Difficulties in educational supervision:

Table 43. Post-hoc (LSD) to difficulties educational supervision domain regards years of in-service training courses

Domain (H)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.27*	-0.64
6 – 10			-0.36
More than 11 courses			

The result of this table shows there is clear statistically significant differences between the number of training course levels as the following: (less than 5 courses - 5-10 courses) in favoue (6-10) courses.

I: Difficulties in school Textbook:

Table 44. Post-hoc (LSD) to difficulties in school textbook domain regards years of in-service training courses

Domain (I)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.33*	0.28*
6 – 10			0.04
More than 11 courses			

It clear from the above table that there are statistically significant differences between the number of raining courses levels as the following: (less than 5 courses – 6 – 10 courses) in favour of (6-10 courses) and (less than 5 and more than 11) in favour of more than 11 courses.

Total degree:

Table 45. Post-hoc (LSD) to professional difficulties total degree regards years of in-service training courses

Domain (I)	Less than 5 courses	6 – 10	More than 11 courses
Less than 5 courses		-0.35*	-0.50*
6 – 10			-0.15
More than 11 courses			

The analysis of total degree results has indicated clearly that there are statistically significant differences between the number of training courses levels as the following: (less than 5 courses – 6-10 courses) in favour of (6-10 courses) and (less than 5 and more than 11) in favour of more than 11 courses.

Summary:

The researcher, in this chapter, has presented the findings of the statistical analysis, which has been displayed in terms of answering the questions and hypothesis of the study. Means, standard deviations, percentages, T-value, p-significant, post-hoc (LSD) which were used to analyze the data, have shown the results as stated in this chapter.

Chapter Five

Findings

Chapter Five

Discussion, Conclusion and recommendations

This chapter also, will discuss the results, draw the conclusions and suggest the possible recommendations. Furthermore, presentation of discussion will be introduced according to each domain and hypothesis.

1: Concerning question one: What are the professional difficulties facing secondary school English teachers and their effects in classroom performance in Northern Governorates of Palestine?

The researcher, according to the statistical analysis-found that there is a great professional difficulties facing secondary school English teachers in the Northern governorates of Palestine in the whole domains of the study, a part of these difficulties refers to the bad conditions and circumstances made by the Israeli Occupation which prevent teachers in all directorates to do their job as well as they can. And the opportunities of professional development offered by the Ministry of Education were insufficient as well as the in-service training courses which was un specialized. As result of this, persons with insufficient training could not perform their job very well.

Another factor affecting teachers' professional difficulties at a large extent is the teachers' living conditions which were unacceptable compared with that in many other countries, because of the unsuitable promotion and scale system in the Ministry of Education and the annual increases on the teachers' salary are not satisfactory. In the same time, teachers believed that they do not receive the moral support and material recognition which make them suffering from great problems and difficulties.

In addition, it is obvious from the obtained results that teachers in general, were suffering from equipment and facility-related shortage, because the available equipment in most schools is in short supply and the resources available in libraries did not help teachers in applying school textbook. Also, they can't do their work in adequately equipped school buildings, where school library, as well as on-line information services were impossible.

Moreover, the relations between colleagues is not satisfied because of the lack of coordination between teachers' themselves, this can cause many difficulties inside the school and it make the teaching profession very boring.

An ongoing problem facing secondary school English teachers in the Northern Governorates of Palestine is student. The resulting data evidence that English teachers experience many problems and difficulties in many aspects of teaching: classroom management presented the most difficulty to them followed by curricular, instructional, behavioral problems and aggressive behavior. However, teachers in Palestine need more sessions and specialized courses to help themselves as well as students inside the classroom. The researcher, found that such problems came from the large number of students in classes, the lack of incentives for students to make them interested in English language, the careless of developing the abilities of slow learners to understand the English language material and the school rules made by the Ministry of Education are insufficient and did not suit the culture and lifestyle of the Palestinian system.

Regarding the nature of work, the researcher found that a school environment in the northern Governorates of Palestine some how, prevent

teachers to do a good job and to improve the learning conditions of the students. As Hargraves & Tucker (1991) commented that to the never-ending nature of job: “there are always more books to mark, more assignments to prepare and more care to give to one’s pupil’s”.

In conclusion, the researcher assumed that the analysis of data presented a great problem facing English teachers, which is the supervisor-supervising system. This system is conventional and unsuitable to evaluate teachers in this way, that is inspection rather than supervision. Moreover, educational supervisor often concentrates on abrupt visits which evaluate teachers on the basis of class observed and ignored other aspects of evaluation as well as the denying of modern methods of teaching applied by some teachers inside the classroom.

2: Concerning question two: There is significant differences in professional difficulties facing secondary school English teachers due to gender variable.

The researcher, after analyzing the statistical data, realized that there is no obvious professional difficulties facing secondary school English teachers in the domains (B,E,F,G,H), in favour of males. Concerning this result, it supports the idea that men can endure difficulties more than women, and they are patient when they are walking along distances to pass over the checkpoints made by the Israeli occupation and all the barriers. Moreover, teachers themselves complained from the insufficient salary and bad working conditions including the unsuitable social status nowadays, sometimes, the large number of students in classes disturbs teachers’ work in developing the abilities of first-rate learners and help the slow ones to understand and comprehend the material.

The case study of Hawthorn (1982) cited in Al-Aqili(1997) have proven that if the material circumstances of work and the physiological condition of worker were combined with social , psychological factors, they will lead to a weakness in productivity and discontent by workers towards work

The researcher, justified to the fact that there are no adequate conditions, salary, health benefits, cooperative administrators, understanding supervisors, and the lack of coordination between all levels of educational system. Further, there was clear significant differences in the domains (A,C,D,I) also in favour of males according to the total means of males, which is (4.01). This result due to the ability of men teachers in developing themselves professionally through training, specialized courses, using equipment available appropriately more than females.

3: Concerning question three: There is no significant differences at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to academic qualification variable.

The mentioned results to this hypothesis in chapter four stated that there was a clear significant differences in professional difficulties in the domains (A,B,D,E,G,H). The researcher refers these difficulties to the unsuitable professional development and insufficient in-service training courses organized by the Ministry of Education. Supporting this idea, teachers were suffering from the lack of opportunities to keep abreast of development in English language because of the shortage of material and moral incentives which affect and correlate directly with teachers' performance in the classroom. Furthermore, the teacher did not receive financial support for other opportunities of professional growth and development and they did not receive full professional status and were not

recognized with respectable rank, job security, promotion, professional development and other privileges accorded to other teachers in modern countries and even in some developing countries in the area.

UNESCO report (1989) cited in wahbeh (2000) stated that the vast majority of teachers did not possess the necessary teaching qualifications. Their knowledge of their disciplines was often obsolete, even some school administrators had no formal qualifications or educational training.

The researcher found that there is crucial need to distinguish teachers status in order to stimulate a good environment for learning and the teaching so that they could establish and promote themselves.

But, it was clear from the analyzing data that there was no statistically significant differences in the domains (D,F,I) due to the ability of teachers in facing changes of educational system.

4: Concerning question four :There is no significant differences at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to years of teaching experience variable.

The researcher, based on the statistical analysis, found that there was a great professional difficulties facing secondary school English teachers in “difficulties with colleagues domain, “difficulties with student” domain and “difficulties in school textbook” domain. These results refer to stress and pressure made by students inside classrooms and the negative effect of learning system laws applied by the ministry of education concerning of students inside schools. Also, it appeared from teachers’ comments that there was no coordination between one teacher in the same field and another so that negative attitudes of teachers towards teaching process will be frustrate them as performance.

In addition, the results of post-hoc test (LSD) have shown clearly a serious need from education authorities to encourage new teaching methods through in-service training, professional development and other means. An important investment in the field sector to improve teachers quality is to ensure that all teachers at least get the minimum respect in their lives.

On the other hand, the researcher found that there was no statistically significant differences in “difficulties in professional development”, “difficulties in material and moral incentives”, “equipment and facility-related difficulties”, “difficulties with school administrators”, “difficulties in the nature of work” and “difficulties in educational supervision” domain.

5: Concerning question five: There is no significant differences at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to place of work variable.

Regarding the results of means, standard deviations, T-value and P-value, the researcher indicated that there was a great professional difficulties facing secondary school English teacher in “Equipment and Facility-related difficulties”, “difficulties with school administrators” and “difficulties in education supervision” in favour of village, such results refers to short supply of English Language audio-visual aids in villages schools and some of there aids-if it is available-are not appropriate to student textbook activities. And more, school libraries at least have a shortage in English language books, magazines and references which affect negatively on the system of teaching profession as a whole. In addition, the researcher-as a teacher-noticed that some school administrators have failed in keeping on positive steps towards professional development to some teachers who have a readiness in holding activities relevant to English

language also it is obvious that the bad relation between supervisors and some teachers affect negativity on schools, student and teacher as a whole so that the productivity of teaching will be discourage.

But, the results of the analyzing data have shown that there is no statistically significant differences in “difficulties in professional development”, “difficulties in material and moral incentives”, “difficulties with colleagues”, “difficulties with students”, “difficulties in the nature of work” and “difficulties in school text book” domain, such results indicated that teachers have an adequate working conditions, including some audio-visual aids, resources necessary for good teaching as well as a good moral incentives.

6: Concerning question six: There is significant differences at the ($\alpha = 0.05$) in professional difficulties facing secondary school English due to number of in-service training courses variable.

According to the analyzing data, the researcher found that there is an obvious statistically significant difference in “difficulties in professional development”, “difficulties in material and moral incentives”, “equipment and facility-related difficulties”, “difficulties with colleagues”, “difficulties with students”, “difficulties with school administrators”, “difficulties in the nature of work”, “difficulties in educational supervision”, and “difficulties in school textbook”. Such difficulties refers to unsuitable schools environment which prevent teachers to do a good job in their schools, so that they can’t improve learning conditions for the students. Moreover, it is found that the in-service training courses are in short supply and unspecialized ones. Unfortunately, there were no real professional developments in West Bank and Gaza strip because of the political Barriers

made by the Israeli occupation from hand, and the unserious efforts from the Ministry of Education on the other hand. To justify this result, the researcher has to take into consideration the comments he has received from the teachers who were chosen randomly to be the subject of his sample study, there were very frustrate and shown great interest in this study because they said it gave them an opportunity to express their dissatisfaction with the circumstances they live in. Those teachers suffer from so many problems and difficulties which affect their performance a great deal.

Finally, the researcher during his review of the related literature- didn't find any study discussed exactly the professional difficulties facing secondary school English teachers in the Northern Governorates of Palestine in its all domains mentioned above. So that, the current research got the indicatable purposes.

Conclusions:

Based on the analysis of statistically obtained data in this study, the researcher has come up with the following conclusions:

1. Most of secondary school English language teachers in the Northern Governotates of Palestine suffered from a great professional difficulties in all study domains.
2. There were no statistically significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers between male and female teachers in the following domains: “difficulties in material and moral incentives”, “difficulties with colleagues”, “difficulties with school administrators”, “difficulties in the nature of work” and “difficulties in educational supervision”. While there was a clear statistically significant differences in the following domains “difficulties in professional development”, “equipment and facility related difficulties”, “difficulties with colleagues” and “difficulties in school textbook”.
3. There were clear statistically significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to academic qualification in the following domains: “difficulties in professional difficulties”, “difficulties in material and moral incentives”, “difficulties with colleagues”, “difficulties with students”, “difficulties in the nature of work” and “difficulties in educational supervision”. While there were no statistically significant differences in the following domains: “equipment and facility-related difficulties”, “difficulties with school administrators” and “difficulties in school textbook”.

4. There were statistically significant difference at the ($\alpha = 0.05$) in professional difficulties facing secondary school English teachers due to years of teaching experience in the following domains: “difficulties in “difficulties with colleagues”, “difficulties with students”, and “difficulties in school text book. While were no statistically significant difference in the following domains: “difficulties in professional development”, “difficulties in material and moral incentives”, “equipment and facility-related difficulties”, “difficulties with school administrators”, “difficulties in the nature of work”, and “difficulties in educational supervision”.
5. There were statistically significant difference at the ($\alpha = 0.05$) in professional difficulties due to place of work in the following domains: “equipment and dacility-related difficulties”, “difficulties with school administrators”, and “difficulties in educational supervision”. While there were no statistically significant difference in the following domains: “difficulties in professional development,”, “difficulties in material and moral incentives”, “difficulties with colleagues”, “difficulties with students”, “difficulties in the nature of work”, and “difficulties in school textbook.
6. There were statistically significant difference at the ($\alpha = 0.05$) in professional difficulties due to number of in-service training courses in the following domains: “difficulties in professional development”, “difficulties in material and moral incentives”, “equipment and facility-related difficulties”, “difficulties with colleague”, “difficulties with students”, “difficulties with school administrators”, “difficulties in the nature of work”, “difficulties in educational supervision and “difficulties in school textbook.

Recommendations:

According to the findings of this research, the following recommendations are reported:

1. Teachers should receive a type of training courses which will free them from stress and pressure.
2. Secondary school teachers should receive a salary corresponding to the importance of their function, sufficient to place them in a position of equality with officials employees.
3. Teachers should receive the moral material recognition appropriate to their responsibilities.
4. Have an adequate working environment and condition, including the high technology and resources necessary today for good teaching, as well as real protection in terms of occupational health and safety.
5. Teachers should receive in-service training and professional development within the profession in order to keep in touch with new teaching methods
6. Conducting studies that investigate the reasons behind professional difficulties facing secondary school English teachers in Palestine
7. Conducting similar studies that investigate other domains affect the professional difficulties facing teachers. .

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Appendix A
The Questionnaire

An-Najah National University
 Faculty of Graduate Studies
 English Language Teaching Methods

Professional Difficulties Facing Secondary School English Language Teachers in Northern Governorates of Palestine

Dear Colleague,

The following is a questionnaire developed to measure the professional difficulties facing English language teachers at secondary schools in Northern Governorates of Palestine.

The Questionnaire consists of 50 items covering a number of domains. Please read each item carefully and then respond accordingly and objectively.

Your responses will remain strictly confidential and will be only used for educational research purposes.

The questionnaire was sent to a jury of highly-qualified doctors in the Faculty of Arts and Education at An-Najah National University. Based on their suggestions, corrections, and recommendations, the questionnaire is now in its final version.

Part I : Personal data:

Please Check ? as appropriate:

Sex:	<input type="radio"/> Male	<input type="radio"/> Female
Academic qualifications:	<input type="radio"/> Diploma	<input type="radio"/> B.A
	<input type="radio"/> High Diploma	<input type="radio"/> M.A.
Years of teaching experience:		
Place of work	<input type="radio"/> Village	<input type="radio"/> City
Number of in-service training courses:	<input type="radio"/> Yes	<input type="radio"/> How many ?
	<input type="radio"/> None	

II. Domains and items

Please tick the appropriate box, in front of each item, in accordance with your opinion.

No.	Statement	Strongly agree	Agree	Normal	Disagree	Strongly disagree
A. Difficulties in Professional Developments						
1	Professional development opportunities offered by Ministry of Education are insufficient.					
2	In-service training courses organized by Ministry of Education are insufficient					
3	The Ministry of Education has no interest in securing periodicals related to English language teaching.					
4	Opportunities to keep abreast of development in English language teaching are non-existent					
5	I have not been given an opportunity to continue my graduate study because the Ministry Education system is an impediment					
6	I haven't been given the opportunity to participate in specialized courses.					
B. Difficulties in Material and Moral incentives						
1	My monthly salary from my teaching career is insufficient.					
2	Annual increases on my salary are not satisfactory.					
3	My monthly salary is less than salaries of colleagues in other professions.					
4	Promotion and scale system in the Ministry of Education is unsuitable.					
5	There is no link between promotion and scale system and level of efficiency in performance of work.					
6	Working in teaching doesn't offer a suitable social status.					
7	There are no certificates of recognition of value from the Ministry of Education for distinguished teachers.					

No.	Statement	Strongly agree	Agree	Normal	Disagree	Strongly disagree
C. Equipment and Facility-Related Difficulties						
1	English language audio-visual aids and equipment are in short supply.					
2	The equipment available is not appropriate to great numbers of students					
3	Equipment available is not appropriate to number of school students.					
4	School libraries have a shortage in English language references.					
5	The resources available don't help teachers in applying school text book objectives.					
D. Difficulties with Colleagues						
1	There is no coordination between me and my colleagues.					
2	There is negative attitude of teachers (of other disciplines) towards English Language.					
3	My colleagues at school don't appreciate my efforts.					
4	My colleagues don't motivate first-rate students in English.					
5	My colleagues mock all my events related to English language.					
E. Difficulties with Students						
1	Many students fail to bring their English textbooks to class.					
2	The large no. of students in classes doesn't allow full application of school text book.					
3	Students generally don't receive English well.					
4	Lack of incentives for students make them uninterested in English.					
5	Low grades in English makes students more interested in other disciplines.					
6	Limited interest in English by only a small number of students makes others lose spirit of perseverance.					
7	The majority of students abstain from class participation for fear of making mistakes.					

No.	Statement	Strongly agree	Agree	Normal	Disagree	Strongly disagree
8	There is no interest in developing the abilities of slow learners to understand the material.					
F. Difficulties with School Administrators.						
1	School administration is not convinced of the significance of English as an essential art of student's development in all aspects.					
2	School administration considers English as less important than other disciplines.					
3	School administration does not respect the English teacher's opinions.					
4	School administration has failed in holding activities relevant to English Language development.					
5	School administration intervenes in putting students' grades regardless Of their levels.					
6	School administration does not offer rewards to distinguished students.					
7	School administration shows no interest in fair distribution of English teachers' lessons.					
G. Difficulties in the Nature of Work of work						
1	there is no feeling of full independence in work.					
2	I am not proud of the English teaching profession.					
3	Classes are overcrowded.					
4	English teachers are assigned to teach other disciplines to complete their Load of classes.					
5	There are so many writing tasks given to English teachers,					
6	Some teaching methods used are traditional.					
H. Difficulties in Educational Supervision						
1	Educational supervisor often concentrates on abrupt visits in his/her evaluation of teacher's performance.					

No.	Statement	Strongly agree	Agree	Normal	Disagree	Strongly disagree
2	Educational supervisor does not encourage the use of modern methods Of teaching.					
3	Educational supervisor does not consider the school's physical resources available for teacher evaluation.					
4	The educational supervisor often evaluates the English teacher on the basis of class observed and ignores other aspects of evaluation.					
5	Supervision visits are not enough.					
6	Educational supervisor does not contribute to finding solution for professional problems facing English language teachers.					
7	Educational supervisor doesn't respect teachers' opinions and suggestions. Rather, he imposes his own on them.					
8	Educational supervisor does not have the potential to do research or promote it.					
9	Educational supervisor's qualification doesn't qualify him to work as a supervisor.					
I. Difficulties in School Text book						
1	The school text book does not suit all governorates' schools due to differences in their potentials.					
2	English language teachers' suggestions are not taken into consideration when introducing changes on the school text book.					
3	The school text book often restricts English teachers and does not allow a room for choice according to school reality.					
4	The school text book largely concentrates on theoretical side at the expense of other sides.					
5	the school text book is not in harmony with the Palestinian society's traditions and customs.					

No.	Statement	Strongly agree	Agree	Normal	Disagree	Strongly disagree
6	An excess of vocabulary in the school text book does not match the number of classes allocated for English.					
7	The school text book does not have clear criteria to give English language grades.					
8	The school text book does not often take into consideration individual differences among_students.					

Appendix B

The Permission of the English Dept.

Appendix C

The Permission of the Directorate of Education – Nablus

Table 18. Means and standard deviations to study domains regards to academic qualification.

No	Domain	Diploma		B.A		High diploma		M.A	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	Difficulties in professional Development	4.00	0.772	4.00	0.834	4.50	0.392	3.80	0.99
2	Difficulties Material and moral incentives.	4.51	0.700	4.49	0.688	4.80	0.213	4.24	0.81
3	Equipment and Facility-related Difficulties.	4.22	0.525	4.39	0.483	4.47	0.446	4.32	0.74
4	Difficulties with colleagues.	3.70	0.701	3.59	0.974	3.92	0.692	3.25	1.34
5	Difficulties with students.	4.10	0.558	4.22	0.506	4.39	0.201	3.89	0.76
6	Difficulties with school Administration.	3.21	0.523	3.05	0.666	3.24	0.140	2.87	0.76
7	Difficulties in the nature of work.	3.95	0.509	3.95	0.446	4.20	0.138	3.80	0.66
8	Difficulties in educational supervision.	4.19	0.700	3.99	0.919	4.48	0.136	3.56	0.77
9	Difficulties in school Textbook.	3.83	0.383	3.89	0.441	3.93	0.263	3.73	0.69
Total		3.97	0.417	3.95	0.512	4.21	0.164	3.72	0.63

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Table 19. One-Way (ANOVA) regards to academic qualification .

No	Domain		Sum of squares	df	Mean square	F-value	P-significant
1	Difficulties in professional development.	Between groups	7.7	3	2.59	3.8	0.010
		Within groups	171.4	257	0.667		
		Total	179.1	260	-		
2	Difficulties in material and moral incentives.	Between groups	4.8	3	1.61	3.4	0.017
		Within groups	119.7	257	0.466		
		Total	124.6	260	-		
3	Equipment and facility related difficulties.	Between groups	1.5	3	0.504	1.7	0.154
		Within groups	73.3	257	0.285		
		Total	74.8	260	-		
4	Difficulties with colleagues.	Between groups	7.7	3	2.57	2.7	0.042
		Within groups	238.6	257	0.928		
		Total	246.3	260	-		
5	Difficulties with students.	Between groups	4.7	3	1.58	5.3	0.001
		Within groups	75.8	257	0.295		
		Total	80.6	260	-		
6	Difficulties with school Administrators.	Between groups	3.3	3	1.12	2.8	0.036
		Within groups	99.4	257	0.387		
		Total	102.8	260	-		
7	Difficulties in the nature of work.	Between groups	2.4	3	0.0804	3.4	0.016
		Within groups	59.2	257	0.231		
		Total	61.6	260	-		
8	Difficulties in educational supervision.	Between groups	15.3	3	5.10	7.8	0.000
		Within groups	168.1	257	0.654		
		Total	183.4	260	-		

No	Domain		Sum of squares	df	Mean square	F-value	P-significant
9	Difficulties in school Textbook.	Between groups	0.985	3	0.328	1.5	0.212
		Within groups	55.8	257	0.217		
		Total	56.8	260	-		
Total		Between groups	3.8	3	1.27	5.2	0.001
		Within groups	62.0	257	0.241		
		Total	65.8	260	-		

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