



Full Length Research Article

THE LEVEL OF THE TASKS ASSIGNED FOR THE TEACHERS OF THE FIRST THREE GRADES OF THE PRIMARY SCHOOL IN BANI KINANA DIRECTORATE OF EDUCATION FROM THEIR PERSPECTIVES

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ABSTRACT

This study aimed to find out the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives, the study sample consisted of (253) male and female teachers for the academic year 2014/2015, where the study tool, which consisted of four fields (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to the students), was applied after its validity and reliability been confirmed. The results showed that the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives among teachers for the school principals is (very high), and that all the fields were (very high), respectively (tasks related to students, tasks related to the school management school, tasks related to the curriculum, and tasks related to the parents of the students). The results also showed that there were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the two arithmetic means of the estimates of the study sample regarding the items of the tool of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and each field due to the variable of sex, and that there were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and all fields except for the field of the (tasks related to the curriculum) that are attributed to the variable of the scientific qualification (BA). Finally, the results of the study showed that there were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic mean of the estimates of the study sample on the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and all fields due to the variable of the number of years of experience in favor of the teachers with (less than 5 years) of experience.

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INTRODUCTION

Since ancient time, teachers are looked at as holders of a sacred and honorable message; the teacher is the educator of generations; if we look at the meanings of this sacred mission, we conclude that the teaching profession chosen by the teacher is an essential one and an important pillar in the progress and sovereignty of nations that some nations attribute their failure or success in wars to the teacher and the education policy and the same applies with their progress in the fields of culture.

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In light of the contemporary conditions, the importance and the role of the teacher increased because of the evolution of knowledge, the revolution in information and communication, multimedia technologies and the complexity of the economic, social and political life. This made the teacher's role no longer limited to transferring information and knowledge to students but it exceeded to being an advisor and coordinator of the learning environment being the base axis in the educational process. The teacher, according to Jubrail Bshara, is the one "working on the development of students' abilities and skills by organizing the educational process, adjusting its interactive course and figuring out the needs, abilities, trends and thinking methods of the students; he is the guide to the sources of knowledge in a continuous way."

(Al-Sunbul, 2002, p. 127). This leading role of the teacher in community and school, in particular, requires a special attention for him in terms of preparation in three fields: academic, professional and cultural as well as a continuity of training and rehabilitation during the service in order to promote the teacher's competences to achieve his continuously changing roles. Developing the teacher's performance and promoting his efficiency is considered a key goal sought by the educational systems in most countries of the world, which led that such systems sought to identify the needs of the teacher and the factors that influence the level of his performance (Al-Omari, 2006, p. 2). The skills and experience offered by the teacher to his students is a natural reflection of the level of his performance; therefore, performance in the classroom varies from teacher to another due to many factors surrounding the teacher which cannot be ignored, whether they were social, psychological or academic relating to the school such as the academic load and the number of students (Al-Omari, 2006).

Teachers in general and the teachers of the first three grades of the primary school are considered a crucial axis in building the student's personality in various aspects; therefore, the tasks assigned to teachers often reflect positively or negatively on his students and on his overall performance (Jamel, 2000). In the light of contemporary scientific, technological and educational developments and the deep shifts in the roles of the teacher, new roles and tasks of the teachers of the first three grades of the primary school appeared.

In addition to the task of teaching, which is their first and primary role, there appeared many complicated tasks that may overlap and affect the basic role of teachers in preparing daily lessons, writing worksheets and evaluation tools, diagnostic tests and treatment plans, following-up with the local community, collaborating with the colleagues and management and attending the training courses held by the directorates of education after work official hours. There is no doubt that the huge tasks on such teachers and the lack of time for achieving them would lead to his fatigue and lack of performance of the educational tasks within the school. Therefore, this study aims to search in the tasks assigned to the teachers of the first three grades of the primary school in Bani kinana Directorate of Education from their perspectives in the light of the changes related to their work as teachers (Arabiat, 2006). Here are some of the roles played by the teachers of the first three grades of the primary school:

The role of the classroom teacher as an educator

The classroom teacher, like any other teacher is assigned with the task of the educator, which is for connecting students with the teacher, the school management and the parents; he also undertakes the following tasks:

- Registering his observations about the ethics, activities of the students and their relations with others, and behaviors and problems inside and outside the classroom
- Liaising with the parents of students to study with them the problems of their children

- Forming the class council and committees to activate the cultural aspects and the public services such as cleaning the class.
- Monitoring the attendance of students in the record of attendance and absenteeism (Atawi, 2001, p. 139).

The role of the teachers of the first three grades of the primary school in the daily rotation

Some of the teacher's tasks during the daily rotation include: attending school in thirty minutes at least before the start of the first lesson, inspecting the classes and the school courts, managing the alignment of students before entering the class, maintaining good order and discipline inside classrooms until the entry of teachers, roaming between classrooms during short breaks to maintain discipline and not leaving school before the last class of the school day (Atawi, 2001, p. 140)

The role of teachers of the first three grades of the primary school with parents

It is clear that cooperation and coordination among the teachers of the first three grades of the primary school and parents of students are for the benefit of the students, teacher and parents; none should take the role of the other; each has his role in the educational process complementing the other to reach the desired goals since educating students is a shared duty; the problems of the students cannot be solved except through the friendly relation between the teacher and the parents. The classroom teacher is the most capable of organizing, understanding, and helping parents due to his rehabilitation and ability to give an objective and realistic picture for the student. Accordingly, it is advisable that parents collaborate with the classroom teachers who should also collaborate and respect parents. (Manci and Al-Saadi, 2011, p. 21). From the previously mentioned, it is clear that parents' care and follow up of their students at the elementary level is very important; however, this could backfire on the teacher and the student's performance as a result of the frequent visits from parents and their boycott in attending classes which would impact on the level of the teacher's performance.

Teacher's Teaching Load

The academic load of the teacher is one of the important factors influencing either positively or negatively on the level of the performance of the teacher; little load lead to developing the teacher's performance and effectiveness in teaching and the large load negatively affect the performance of the teacher.

Study Problem and Questions

The idea of this research originated from the daily complaint and suffering of the teachers of the first three grades of the primary school with regards to the large amount of tasks assigned to them, which become at the expense of giving lessons since such teachers lack a break to allow them to pursue their work effectively. Their teaching tasks overlapped with other tasks, such as daily preparation, writing worksheets, evaluation tools, and diagnostic tests, following-up with the local community and other tasks that may affect the performance of the teacher in the classroom. Accordingly, this study is to answer the following questions.

- What is the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives?
- "Are there significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the items of the tool of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and each field due to the variables of: sex, scientific qualification, or the number of years of experience?"
- Are there statistically significant differences at ($\alpha=0.05$) in the responses of the teachers of the first three grades of the primary school on the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives due to the variable of scientific qualification?
- Are there statistically significant differences at ($\alpha=0.05$) in the responses of the teachers of the first three grades of the primary school on the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives due to the variable of the number of years of experience?

Study Objectives: This study aims to identify the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives, the responses of the study sample, and the obstacles that would affect the performance of the teachers of the first three grades of the primary school teachers as seen by the teachers themselves.

Study Importance

- The importance of the study stems from the importance of the subject matter and the sensitivity of the category taught by the teachers
- The results of the study might benefit educational supervisors and organizers of the courses that are held for teachers.
- The study results may contribute in helping the principals of the primary schools in identifying the obstacles or problems that affect the performance of teachers in the classroom, which could lead them to diagnosing the tasks assigned to them, which may affect their performance in the classroom.
- This study addressed a subject that has not been given enough share of the study in our Jordanian society, particularly in the Governorate of Irbid.
- This study could help provide new insights into research for those interested in developing the performance of the teachers of the first three grades of the primary school and mechanisms to develop their job.
- -The study provides officials and educators with important results about the tasks assigned to the

teachers of the first three grades of the primary school to figure out the size of such tasks so officials can study them and figure out their impact on teaching in the classroom.

Procedural Definitions

- **Tasks:** the tasks a teacher should accomplish either in or out of the classroom during his job at the school which may represent an obstacle in achieving the products of the educational, learning process in the classroom.
- Teachers of the first three grades of the primary school: all the male and female teachers of the first three grades of the primary school who conduct the process of teaching in the schools of Bani Kinana Directorate of Education during the academic year 2015/2016.
- Bani Kinana Directorate of Education: one of the directorates of Education following the Ministry of Education in the Governorate of Irbid.

Study Limitations

The present study is limited by the following:

- **Objective Limitations:** they are associated with the study tool, validity, reliability and the extent of the items' inclusion of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives and the validity of the responses of the respondents to such items.
- **Human limitations:** This study was limited to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education in Irbid.
- **Temporal limitations:** This study took place during the academic year of 2014/2015.
- **Spatial boundaries:** This study took place in the Hashemite Kingdom of Jordan in Irbid Governorate in Bani Kinanah.

Previous Studies

Teachers' performance and level of proficiency at work are considered an important axis in the educational development of most countries; (Al-Otaibi, 2007) conducted a study aiming to identify the nature of the school climate prevailing in the public stages of education in the public schools in Riyadh and its obstacles that affect the performance of teachers. The study concluded that teachers agree that the prevailing school's climate has an influential role on all the aspects of the educational process, and that the most important obstacles hindering having an appropriate school environment are represented in the severity in applying regulations by the school management and its lack of delegated powers in addition to little care in conducting activities that develop the spirit of participation among teachers, which is one of the most important impediments of the human relations hindering having a suitable climate. One of the main obstacles related to the pressures of work is represented in the additional tasks assigned to teachers by the management. (Al-Omari, 2006) conducted a study to determine the factors affecting the performance of the teachers of the first three grades of the primary school.

It stated that the performance of teachers is affected by several aspects of the teacher and the circumstances surrounding him such as the school management, scientific qualification, and the number of the students, which were the most important factors that affect the performance of the teacher. The study also stated that the performance of teachers did not stop at a certain aspect of the teachers' job but it included factors surrounding him such as: the economic and social aspect and the internal and external administrative environments. The study concluded the importance of focusing on identifying the teacher's quorum, number of classes, and financial and moral incentives, paying attention to the professional development, which depends on the reality and needs of teachers, and giving the teacher the opportunity to participate in taking decisions related to his profession and not having them imposed on him.

(Kelley Heneman & Milanowski, 2002) revealed that the teachers' perceptions about the tasks assigned to them affect significantly on the level of their performance. The study concluded that the most important factor in increasing the level of the teachers' performance is providing a school atmosphere and class conditions suitable with the teachers' professional and academic potential. The study focused on the need that the programs of preparing students should have realistic and achievable objectives, so as teachers, especially the newly appointed, do not feel frustrated and perform the job in a suitable and acceptable way. In a study to determine the impact of the students' behavior on the performance of teachers, (Forlin, 2001) showed that the male teachers' performance is negatively affected more than the females through the students' different behaviors. The study also showed that the students' behavior inside the classroom has a clear impact on the performance of the teachers of the first three grades of the primary school and their professional ability which play an important role in determining the level of their performance through their ability to deal with the different classroom situations effectively. (Hepburn & Brown, 2001) conducted a study on the impact of the school management on the performance of the teachers showing that flexibility, cooperation and encouragement are factors that have a clear, positive impact on the performance of teachers and school staff.

The study supported the participation of teachers in the school management in order to possess an actual sense and commitment towards the institution they belong to and to act positively towards it which increases the level of their performance (Timperley & Robinsons, 2000) stated that the administrative pattern followed and the job burden of the teacher have a significant impact on his level of performance. The study confirmed that the presence of a high teaching load for the teacher imposes finding new organizational models of work on the management and the teacher as well as more complicated administrative patterns for the whole educational position. (Al-Fadil and Al-Swedi, 1997) conducted a study on the performance of teachers and the results of the study showed that there are various factors that influence the level of their performance starting from the same teacher and ending with all the data of the educational process surrounding him. The study is based on the economic and social conditions of the teachers representing the important role in identifying the level of their performance.

The results of the study also showed that the performance of teachers is affected by several aspects and it changes from one stage to another, and the school management has a direct impact on the performance of teachers in various stages of education. (Rappa and Brown, 1983) aimed to determine the obstacles that impede the access of teachers to the outstanding performance and it stated that the insufficient monthly income of teachers and the absence of administrative justice in bonuses and incentives are the most important factors impeding the job of teachers. The study called for the need to develop the performance of teachers and the provision of the best financial and social opportunities for the teacher to form an important stimulus for the development of his work.

Method and Procedures

Methodology: The researchers in this study applied the descriptive approach to achieve the objectives of the study, answer its questions, and confirm the accuracy of the information he reaches to.

Study Population and Sample:

The study population consisted of all the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education amounting to (320), (70) males and (250) females, during the academic year of 2015/2016. The total number of the members of the study sample was (203) male and female teachers, knowing that the sample selected for this research was random consisting of the teachers of the first three grades of the primary school; table (1) shows the distribution of the study sample.

Study Tool

For achieving the objectives of the study, a questionnaire consisting of four fields and 36 items was designed in the light of a review of the previous literature on the performance and roles of the teacher and their impact on achieving such roles by the teacher. Accordingly, the researcher classified the different items in four various items: school management (10) items, parents (6) items, curriculum (12) items, and students (8) items. The researcher adapted the quintet gradation for the items of the study tool giving the following five possibilities: strongly agree, agree, neutral, disagree, and strongly disagree.

Tool Validity

To figure out the validity of the study tool, the tool was offered to a group of arbitrators from the teaching staff of the Faculty of Education at Yarmouk University in order to figure out the implications of the virtual validity of the tool and the content validity in terms of the comprehensiveness, clarity and affiliation between the items and their fields. Based on the views of the arbitrators, some items were linguistically amended without any deletion to any item and the number of the items of the questionnaire was (36).

The Reliability of the Study Tool

The reliability of the study tool was confirmed by following two methods, namely:

Table 1. Distribution of the study sample depending on the variables of: sex, scientific qualification, and number of years of experience

Variable	level / category	no	Percent
sex	Male	52	25.6
	Female	151	74.4
	Total	203	100.0
Male	BA	88	43.4
	Higher Diploma	102	50.2
	Masters and above	13	6.4
	Total	203	100.0
Number of Years of Experience	Less than 5 years	70	34.4
	5-less than 10 years	70	34.4
	10 years and above	63	31.2
	Total	203	100.0

Table 2. the reliability of the internal consistency coefficients (Cronbach's alpha) for each field of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives and the tool items as a whole

field number	Field	reliability of internal consistency coefficients (Cronbach's alpha)
1	Tasks related to the school curriculum	0.79
2	Tasks related to the management of the school	0.83
3	Tasks related to the parents of the students	0.76
4	Tasks related to students	0.81
	Tool as a whole	0.88

Test-Retest, which was applied on an exploratory sample which has been selected from outside the study sample of the male and female teachers in the first three grades of the primary school in Bani Kinana Directorate of Education with a time span of two weeks between the first and the second applications through the internal consistency using Cronbach's alpha equation where the reliability coefficient was (0.88) as Table 2 shows.

Study Procedures

To achieve the objectives of the study, the researcher followed the following procedures in applying this study after obtaining the approval for applying the study tool.

Identification of the study problem, questions and variables

- Determining the number of the members of the study community by reference to the official sources in Bani Kinana Directorate of Education.
- Preparing the study tool in its final case after confirming its validity and reliability through presenting it to a group of specialists from the teaching staff at Yarmouk University and applying it on an exploratory sample from outside the study sample and using the appropriate statistical methods to extract the indications of the validity and reliability of the study tool.
- Visiting the schools included in the study sample, after identifying the study sample in the simple random method in light of the number of the members of the total study population.
- Distributing the study tool on the study sample and giving them enough time to answer the items of the questionnaire.

- Collecting and confirming data and its validity for the purposes of statistical analysis, and computerizing it as well as using the (SPSS) to analyze it.
- Getting and discussing the results in the light of the educational literature and previous studies in terms of agreement and disagreement, and making appropriate recommendations in the light of the findings of the study.

Study Variables: The study included the following independent and dependent variables:

- Independent variables, which included the following:
 - Gender: It has two categories (male, female).
 - Scientific qualification: It has three levels: (Bachelor, Higher Diploma, Masters and above).
 - Years of experience: It has three levels: (less than 5 years, 5 - less than 10 years, 10 years and above).
- Dependent variables, which included the following:
 - The tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole: they are represented by the arithmetic means of the estimates of the members of the study sample on the items of the tool of the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives.
 - The fields of the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives; they are represented by the arithmetic means of the estimates of the members of the study sample on each item of the study tool: (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to students).

Statistical Processors

- To answer the first question, the researcher used the arithmetic means and standard deviations to figure out the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives for the study sample.
- To answer the second question, the researcher used the arithmetic means and standard deviations according to the variables of (sex, scientific qualification, and number of years of experience), and Three Way ANOVA to determine the statistical significance of the external differences between the arithmetic means of the estimates of the study sample on the items of the tool of the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, according to the variables of (sex, scientific qualification, and number of years of experience). The researcher used the arithmetic means and standard deviations according to the variables of (sex, scientific qualification, and number of years of experience), as well as Three Way MANOVA to determine the statistical significance of the external differences between the arithmetic means of the estimates of the study sample on the items of the tool of the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, according to the variables of (sex, scientific qualification, and number of years of experience).

RESULTS

Results related to the first question, which stated: "What is the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives"?

To answer this question; the researcher calculated the arithmetic means and standard deviations of the estimates of the study sample on the tasks assigned for the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and each field of the following: (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to the students); table (3) shows that. Table (3) shows that the level of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives is (very high) with a mean of (4.32). Where the fourth field (tasks related to students) ranked first with a mean of (4.35) (very high), followed by the second rank of the (tasks related to the school management) with a mean of (4.32) (very high), and the third rank (tasks related to the parents of the students) ranked last with a mean of (4.28) (very high). As it can be seen from table (3), all fields were (very high) in this order (tasks related to students, tasks related to the school management, tasks related to the curriculum, and tasks related to the parents of the students).

This may be attributed to the fact that some students in the first grade, especially at the beginning of the academic year, may refuse to enter the school, which increase the tasks on the teacher in persuading the students to enter the school wasting the time of the lesson to use educational methods and strategies to solve these problems. Furthermore, teachers should resolve the differences and conflicts among students and give daily guidance to some students to help them behave appropriately. In some cases, teachers, specially the second and third grade teachers, tend to train some students who are weak in reading, writing and arithmetic skills; such teachers make an extra effort with these students through conducting diagnostic tests and treatment plans.

Sometimes, teachers may have to prepare teaching aids to help students understand the material and the school budget may not be enough for that school and sometimes, these means are manually done during or outside the class, which increases the level of the tasks assigned to them. Results for the second question, which stated: "Are there significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the items of the tool of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and each field due to the variables of: sex, scientific qualification, or the number of years of experience?"

To answer this question; the arithmetic means and the standard deviations of the estimates of the study sample were calculated in terms of the items of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variables of (sex, scientific qualification, and the number of years of experience). Table (4) shows that. Table (4) shows that there are external differences between the arithmetic means of the estimates of the study sample on the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variables of (sex, scientific qualification, and the number of years of experience). To identify the statistical significance of these external differences, three way ANOVA was applied. Table (5) shows that.

The statistical significance of the variable of sex is (0.739), which is greater than the level of statistical significance of ($\alpha=0.05$) between the two arithmetic means of the estimates of the study sample on the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variable of sex. The statistical significance of the variable of the scientific qualification was (0.139), which is greater than the statistical significance of ($\alpha = 0.05$), which indicates that there were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variable of the scientific qualification.

Table 3. the arithmetic means and standard deviations of the estimates of the study sample regarding the items of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole and each field in a descending order according to the arithmetic means

field number	Field	*Arithmetic mean	Standard deviation	rank	level
4	Tasks related to students	4.35	0.50	1	very high
2	Tasks related to the management of the school	4.32	0.65	2	very high
1	Tasks related to the school curriculum	4.29	0.64	3	very high
3	Tasks related to the parents of the students	4.28	0.89	4	very high
	Tool items as a whole	4.32	0.58		very high

*Minimum class (1) and upper class (5)

Table 4. The arithmetic means and standard deviations of the estimates of the study sample regarding the items of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variables of (sex, scientific qualification and number of years of experience)

Variable	level / category	arithmetic mean	standard deviation
Sex	Male	4.30	0.56
	Female	4.33	0.60
	Total	4.32	0.58
Scientific Qualification	BA	4.37	0.48
	Higher Diploma	4.30	0.64
	Masters and above	4.16	0.52
	Total	4.32	0.58
Number of Years of Experience	Less than 5 years	4.52	0.19
	5-less than 10 years	4.27	0.48
	10 years and above	4.15	0.88
	Total	4.32	0.58

Table 5. Three way ANOVA for the arithmetic means of the estimates of the study sample regarding the items of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variables of (sex, scientific qualification and number of years of experience)

variable	Squares total	degree of freedom	Squares mean	F value	Statistical significance
Sex	.035	1	.035	.111	.739
Scientific Qualification	1.274	2	.637	1.991	.139
Number of Years of Experience	6.231	2	3.115	*9.735	.000
Error	79.045	247	.320		
Adjusted total	86.061	252			

*Statistically significant at the level of statistical significance ($\alpha = 0.05$) Table (5) shows the following.

Table 6. Scheffe test results of the post comparisons of the differences between the arithmetic means of the estimates of the study sample regarding the items of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variable of the (number of years of experience)

Number of Years of experience	arithmetic mean	5-less than 10 years	10 years and above
Less than 5 years	4.52	0.25*	0.37*
5-less than 10 years	4.27		0.12
10 years and above	4.15		

*Statistically significant at the level of statistical significance ($\alpha = 0.0$)

The statistical significance of the variable of the number of years of experience was (0.000), which is less than the level of statistical significance of ($\alpha = 0.05$); this indicates the presence of statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives as a whole, depending on the variable of the number of years of experience. To figure out who benefited from those statistically significant differences, Scheffe test of post-comparisons was used.

Table (6) shows that. Table (6) shows that there are statistically significant differences between teachers whose years of experience are (less than 5 years) compared with the teachers with the experience of (5 - less than 10 years, 10 years and above) for the benefit of the teachers with (less than 5 years) experience. This is attributed to the fact that the newly appointed teachers have little experience in the curriculum so the level of the tasks assigned to them is large fearing of making mistakes in developing and editing the curriculum; they do not have sufficient knowledge in the forms of educational communication. Furthermore, those in charge such as the school principal or the supervisor do not believe in the

Table 7. The arithmetic means and standard deviations of the estimates of the study sample on every field of the tasks assigned to teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives according to the variables of (sex, scientific qualification, and the number of years of experience)

Variable	level / category	tasks related to curriculum		tasks related to school management		tasks related to the parents of the students		tasks related to students	
		Arithmetic Mean	standard deviation	Arithmetic Mean	standard deviation	Arithmetic Mean	standard deviation	Arithmetic Mean	standard deviation
sex	Male	4.28	0.65	4.30	0.74	4.33	0.85	4.29	0.42
	Female	4.30	0.63	4.33	0.59	4.26	0.92	4.40	0.55
	Total	4.29	0.64	4.32	0.65	4.29	0.89	4.35	0.50
Scientific qualification	BA	4.36	0.42	4.34	0.60	4.45	0.64	4.36	0.53
	Higher Diploma	4.28	0.74	4.32	0.68	4.21	1.01	4.36	0.50
	Masters and above	4.05	0.46	4.24	0.68	4.13	0.78	4.24	0.45
	Total	4.29	0.64	4.32	0.65	4.29	0.89	4.35	0.50
Number of Years of experience	less than 5 years	4.45	0.27	4.56	0.33	4.69	0.24	4.47	0.32
	5-less than 10 years	4.33	0.46	4.22	0.56	4.13	0.69	4.31	0.48
	10 years and above	4.07	0.99	4.19	0.92	4.04	1.34	4.27	0.66
	Total	4.29	0.64	4.32	0.65	4.29	0.89	4.35	0.50

Table 8. Three way ANOVA of the arithmetic means of the estimates of the study sample on every field of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kenana Directorate of Education in from their perspectives depending on the variables of (sex, educational qualification, and number of years of experience)

Source of variation	field	Squares total	degree of freedom	Squares mean	F value	Statistical significance
sex Hotelling's Trace=0.130 Statistical significance *0.000=	tasks related to the curriculum	.008	1	.008	.021	.885
	Tasks related to school management	.115	1	.115	.287	.593
	Tasks related to the parents of the students	2.402	1	2.402	3.422	.066
	Tasks related to students	.363	1	.363	1.463	.228
Scientific Qualification Wilks' Lambda=0.904 Statistical significance = 0.002 *	tasks related to the curriculum	2.556	2	1.278	*3.379	.036
	Tasks related to school management	.557	2	.279	.696	.500
	Tasks related to the parents of the students	3.891	2	1.946	2.772	.064
	Tasks related to students	.626	2	.313	1.260	.285
Years of Experience Wilks' Lambda=0.703 Statistical significance = 0.000 *	tasks related to the curriculum	6.955	2	3.478	*9.195	.000
	Tasks related to school management	7.636	2	3.818	*9.534	.000
	Tasks related to the parents of the students	22.631	2	11.316	*16.122	.000
	Tasks related to students	1.620	2	.810	*3.262	.040
Error	tasks related to the curriculum	93.420	247	.378		
	Tasks related to school management	98.909	247	.400		
	Tasks related to the parents of the students	173.363	247	.702		
	Tasks related to students	61.340	247	.248		
Adjusted total	tasks related to the curriculum	101.909	252			
	Tasks related to school management	106.789	252			
	Tasks related to the parents of the students	199.927	252			
	Tasks related to students	64.011	252			

*Statistically significant at the level of statistical significance ($\alpha = 0.05$)

Table 9. Scheffe Test results of the post comparisons of the differences between the arithmetic means of the estimates of the study sample on the field of the (tasks related to the curriculum) depending on the variable of the (scientific qualification)

Scientific Qualification	arithmetic mean	Higher Diploma	Masters and above
BA	4.36	0.08	0.31*
Higher Diploma	4.28		0.23
Masters and above	4.05		

*Statistically significant at the level of statistical significance ($\alpha = 0.0$)

capabilities of the newly appointed teachers in the curriculum so we find them more anxious to follow up these teachers in class on a daily basis, identify their methods of teaching, connect with the educational supervisor to follow up and evaluate them, provide them with the technical expertise and advice, assign teachers of the same specialty to provide them with tasks and experiences on how to teach the curriculum

using educational strategies and methods and finally follow them with teaching the curriculum. The newly appointed teachers do not have previously prepared educational means that help them implement the curriculum just like their colleagues with long experience who have appropriate plans and means in teaching; therefore, their level of the tasks assigned to them is high.

Table 10. Scheffe test results of the post comparisons of the differences between the arithmetic means of the estimates of the study sample on all the fields depending on the variable of (the number of years of experience)

field	number of Years of experience	arithmetic mean	5 - less than 10 years	10 years and above
Tasks related to the school curriculum	less than 5 years	4.45	0.12	0.38*
	5 - less than 10 years	4.33		0.26
	10 years and above	4.07		
Tasks related to the management of the school	less than 5 years	4.56	0.34*	0.37*
	5 - less than 10 years	4.22		0.03
	10 years and above	4.19		
Tasks related to the parents of the students	less than 5 years	4.69	0.56*	0.65*
	5 - less than 10 years	4.13		0.09
	10 years and above	4.04		
Tasks related to students	less than 5 years	4.47	0.16*	0.20*
	5 - less than 10 years	4.31		0.04
	10 years and above	4.27		

*Statistically significant at the level of statistical significance ($\alpha = 0.05$)

Furthermore, the arithmetic means and standard deviations of the estimates of the study sample were calculated on every field of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives, which are: (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to the students) depending on the variables of (sex, scientific qualification, and the number of years of experience). Table (7) shows that. Table (7) shows that there are external differences between the arithmetic means of the estimates of the study sample on every field of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to students) depending on the variables of (sex, scientific qualification, and the number of years of experience). To determine the statistical significance of these external differences, the three way MANOVA was applied, and table (8) shows that.

All the statistically significance values for the variable of sex for all fields are larger than the level of the statistical significance of ($\alpha = 0.05$); which indicates the absence of a statistically significant difference at the level of statistical significance ($\alpha=0.05$) between the two arithmetic means of the estimates of the study sample on every field of the tasks assigned to the teachers of the first three grades of the primary school in Bani Kinana Directorate of Education from their perspectives (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to students) depending on the variable of sex. All the statistically significance values for the variable of the scientific qualification for all fields are larger than the level of the statistical significance of ($\alpha=0.05$) except for the (tasks related to the curriculum); which amounted to (0.036) that is less than the statistical significance of ($\alpha = 0.05$), which shows that there were no statistically significant differences at ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on the field of the (tasks related to the curriculum) due to the variable of the scientific qualification. To find out who benefited from these statistically significant differences, Scheffe test for post comparisons was used, and table (9) shows that.

Table (9) shows that there is a statistically significant difference between teachers with a (BA) compared to the teachers with (Masters and above) for the benefit of teachers with the (BA). This is may be attributed to the fact that both the school principal and the educational supervisor consider that the level of knowledge of the teachers with the BA is less than those with the Masters and doctoral degrees; therefore, the tasks assigned to them are larger so as to provide them with expertise, training and instructions on the way of teaching, preparing and planning the curriculum to provide it appropriately to students. Accordingly, most school principals identify more instructional needs for those teachers thinking that teachers holding the Masters and Doctoral degrees have higher capacity in preparing, planning, implementing the curriculum. As a result, teachers tend to present many tasks to prove to the management that he is capable of implementation tasks related to the curriculum in terms of preparing the means, organizing the classroom environment, participating in seminars, celebrations and exhibitions that serve the curriculum, provide feedback regarding the development of the curriculum, and explore errors, if any.

All the statistically significance values for the variable of the number of years of experience for all fields (tasks related to the curriculum, tasks related to the school management, tasks related to the parents of the students, and tasks related to students) are less than the level of the statistical significance of ($\alpha = 0.05$); which indicates the presence of statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the arithmetic means of the estimates of the study sample on every field depending on the variable of the number of years of experience. To find out who benefited from these statistically significant differences, Scheffe test for post comparisons was used. Table (10) shows that.

Table (10) shows that there is a statistically significant difference between the teachers with (less than 5 years) of experience compared to the teachers with the experience of (5 - less than 10 years) and (10 years and above) for the benefit of the teachers with (less than 5 years) experience.

Recommendation

- Not assigning the teachers of the first three grades of the primary school with tasks at the expense of the

teaching process because of their high quorum of classes.

- Identifying an assistant teacher whose mission is following up the paperwork of the school, such as the school's student parliament, data entry and supervising the school cafeteria.
- Applying the program of the parental involvement program officially through a legislation that would allow parents to visit the school, help the teacher in the organization of students and reduce the negative behaviors that hinder the teacher in the classroom.
- Identifying an educational guide in each primary school helping teachers of the first three grades of the primary school build students' behavior and prepare awareness programs for parents and students on how to deal with all the elements of the school.

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