

Educational Challenges to the Teacher as Seen by High School Teachers in Saudi Arabia

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Abstract: The present study aimed to identify the educational challenges of the teacher as seen by high school teachers in Saudi Arabia, by answering the following research questions:

1. What are the educational challenges from the perspective of secondary school teachers in Saudi Arabia?
2. Does the educational challenges of the teacher as seen by high school teachers in Saudi Arabia change according to the variables of: the teacher's qualification, experience of specialization, and educational qualification?

To achieve this, the researcher chose a sample of (300) teachers from the secondary stage in the Qassim region. Then the Tool was developed to measure the educational challenges of secondary school teachers, consisting of (35) paragraph with a five gradation scale. The tool enjoyed the stability of transactions suitable for application to the study sample. After the study, the analysis of the data showed the following results:

1. There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the sample mean estimates of on the area of educational challenges to the teacher as seen by teachers secondary stage in Saudi Arabia, due to the variable "qualification" at all areas, and in favor of the estimates of teachers with high Qualification.
2. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean estimates of the sample on the areas of educational challenges to the teacher as seen by teachers secondary stage in Saudi Arabia due to the variable experience in all areas, except for the area of technology, where the differences were in favor of the estimates of teachers with (less than 5 years, and 5-10 years) of experience.
3. There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean estimates of the sample on the areas of educational challenges to the teacher as seen by secondary school teachers in Saudi Arabia, due to the variable "specialization" at all areas, in favor of the estimates of the scientific specification.
4. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean estimates of the sample areas on the educational challenges of the teacher as seen by high school teachers in Saudi Arabia, due to the variable "educational qualification".

[Khalid bin Nasser Al-Ohaly. **Educational Challenges to the Teacher as Seen by High School Teachers in Saudi Arabia.** *J Am Sci* 2014;10(11):135-146]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 19

Keywords: Educational challenges, secondary school teachers, the Kingdom of Saudi Arabia

Introduction:

Since the beginning of this century, the world is witnessing a huge cultural shift involving all aspects and areas of life. Also in our everyday life there are new things that appear on the stage of life which need new experience, new thinking and new skills to deal with them successfully. The follower of the educational process over the past decades could see that there are a lot of changes have occurred to the educational process. The teacher and learner role philosophy has changed. The curriculum design has changed to be based on the learner, along with a focus on the means and methods of teaching.

The technology and its applications have been introduced into the educational process. This has been accompanied by a change in the fundamentals and foundations on which the education process depends. The focus has become on the learner as a basis in the educational process rather than focusing on the teacher and the curriculum (Beare & Slaughter, 1999). And this was also accompanied by a change in the ways

and methods of teacher preparation. despite the changes that have taken place on the educational process, and the concomitant attempts for adaptation by the educational bodies, the challenges could be faced with the educational process is still going on by virtue of factors associated with globalization and openness between cultures and peoples, as well as the technological revolution which develops technological means that have close reflection on the learning process (Ismail, 2010).

It is an important priority to identify the challenges facing the educational process from the teachers' point of view. That is due to the teacher's central role in the interaction with all educational process elements. The teacher is the one who recognizes the students' needs, interacts with the curriculum, uses teaching methods, and employs education technology in educational situations. As a result of the accumulation of experience, He knows and understands what future challenges that could face the teaching-learning process. He is able to foresee

and identify the landmarks of those challenges considering his location and leading, central educational role (Williams, 2011).

Due to limitations of previous studies that focused on the challenges of the educational process in the Arab region as a whole, and Saudi Arabia in particular, the current study aimed to examine the challenges faced by teachers from their point of view.

The problem of the study:

Now we live in a changeable age full of rapid changes, whose impact is reflected on education, which is the path of progress and prosperity of any society. If the teacher is one of the pillars of the educational process, then he must be prepared in accordance with the nature of these changes, which imposes many challenges now and in the future. From here, we have to reconsider teacher preparation programs to enable him to face those challenges, whether technological or administrative or otherwise. This could be through the new roles and jobs on which the teacher should be trained in the future. Because the shift from the traditional learning to a more developed educational system has become an inevitable reality now (Nabil, 2006).

In line with the vision of His Highness the Minister of Education Prince Faisal bin Abdullah bin Mohammed Al Saud, on the development of public education in the Kingdom of Saudi Arabia during a visit by His Highness the Minister of Education to the Shura Council, on the eighteenth of Muharram, 1433 under the title (the development of public education in the Kingdom.. achievements and aspirations and challenges.. build the homeland future), where many of the challenges facing education in the Kingdom of Saudi Arabia were stated and they are included under three main headings (globalization, competitiveness and knowledge revolution), and that there are many goals to be achieved in the education sector to upgrade all of its elements, including:

- Providing educational services of high quality, taking into account the geographical spread of the Kingdom and the vast distances among population groups.

- Face increasing population growth.

- Balancing and maintaining society identity, culture and openness to the world and the variables of the twenty first century.

- Raising the cultural awareness of the society to be integrated with age changes positively.

- Strengthening the role of the Kingdom to be leading in science and knowledge in the Arab and Muslim world.

- Enhance the spirit of citizenship among the society members.

- Rehabilitation of the Saudis with the necessary skills for the labor market to increase employment opportunities in the private sector.

- To achieve a knowledge economy and diversify the economy, Saudi Arabia (Journal of knowledge 0.1434 e)

In the framework of the constant feedback provided by teachers about the situation of educational process, that is associated with the student, the curriculum, the teaching methods, and the educational process as a whole. Also, what is related to teachers foreseeing of the future situation of the educational process. That led the researcher's sense to feel the necessity of the need to solicit the views of teachers about the nature of the challenges that are expected to face the educational process at present and in the future. That is because of the teacher's leading and central role in the educational process and the consequent new roles as a researcher, a designer of the educational experience, a technological, a content provider, mentor and facilitator of processes, rectifier (Jordanian Ministry of Education, 2012) ; therefore, the present study attempted to answer the following questions :

1. What are the educational challenges from the perspective of secondary school teachers in Saudi Arabia?

2. Do the educational challenges of the teacher as seen by secondary school teachers in Saudi Arabia depend on the variable qualification, and the teacher experience, and specialization, and the educational qualification?

The importance of the study:

The importance of the current study emerges from being focused on a scarce research topic in previous studies in the Arab world, and in the Kingdom of Saudi Arabia. This will contribute to enrich the Arabic library with ethics related to the challenges of learning and teaching. Also, the current study is expected to open the way for other futuristic studies depending on what will come out by the recommendations of the current study. There are also many aspects of practical importance of the current study associated with the benefit to the educational process planners and curriculum developers. Through identifying the challenges, the workers in the educational field can take advantage of the educational results in the development of educational reality.

Objectives of the study:

The researcher hopes that this study will contribute in achieving the following objectives:

- Shedding the light on the forms of the challenges facing teachers in particular and the educational process in general now or in the future.

- Encouraging researchers to do other similar studies on this topic.

- Alerting Educational officials about the challenges facing teachers and trying to address them with scientific methods depending on the results of scientific research.

- Drawing the attention of academic educators in Saudi universities to take more care of teachers' preparing programs in terms of programs, plans, courses and skills so that they can be able to meet those challenges.

The study literatures:

Since the beginning of this century, the world is witnessing a considerable civilized movement, including all aspects and areas of life. Every day there are various changes that appear on the life stage which need new experience, thought and new skills to deal with them successfully. These changes have cast a shadow on the structure of the educational system. Thus, we are in need to non-traditional education, such as that we already know. Therefore the preparation of a human being who is capable of addressing all of these shifts and changes require reconsideration of the educational systems in terms of concept, content and method. This could be achieved on a new foundation based on effective, scientific strategies accommodating the human and material resources available (Syria, 2005).

Thus, different countries began the race to develop their educational systems sometimes in a comprehensive manner and partially at other times. And the issue of the teacher development and reform began to witness a great deal of interest in the various countries that seek to upgrade their educational systems and then improve their outcomes (Burbules and Torres, 2011). Among the most prominent consequences of the contemporary challenges, faced by the education in the world, are those associated with the role of the teacher in the educational process in the light of the context of change and the accelerating shift in economical and political aspects of the contemporary world. Thus, the changing world requires a different type of education (Bisharah.2009).

The educational role of the teacher should occupy more space to face the educational invasion launched by modern means of communication, and what happens in the era of globalization concerning the moral Deterioration and fluctuation and the intensified consumption behavior. The teacher should collaborate with society institutions like the family, the mosque and cultural organizations to perform this role successfully (Rashdan and Je'nina, 2011). Therefore we must work to bring about the appropriate balance between the different aspects of the teacher preparation programs in away that maintains the integration between them, and leads to the preparation of a teacher that has different skills

that qualify him to practice the teaching profession successfully in the era of globalization.

Dugan (Dugan, 2008) Refers that there are many challenges facing the teachers during teaching, the biggest challenge for the teacher in-service is to be able to keep up with the various variables in an era characterized by accelerated pace in science and technology that are changing a lot of lifestyles. The teacher needs renewable skills to cope with these variables, and the skills are not acquired by chance or by study programs, but through studying a series of integrated and comprehensive developmental ongoing programs which rely on scientific planning. These teacher's developmental programs must be the starting points for the formation of new skills for this growth, which is indispensable to him.

The teacher preparation programs, whatever the degree of quality they might have, can not be able to provide the teachers with all solutions to all the various problems facing him in an era like ours which is full of constant developments and changes. They also, can not fill the gap caused by the explosion of knowledge, whether in the field of scientific specialization or in the educational side. The rapid advances in the subject of specialization and its teaching methods and educational science in general need for ongoing training programs for teachers, and primarily the need is to provide him with the components of self-growth (Shouk and saied.1995).

It has become agreed, now in most countries, on the need to maintain the quality of education and the pursuit of the development of its quality, and encourage creativity and innovation. There has become a firm conviction of the importance of the involvement of communities and to identify the teacher's point of view about the challenges that will confront him and the educational system. That is due to his distinctive role in the educational process. We can identify some of the challenges that are expected to be faced by the teacher through his work.

The teacher preparation in the modern world is Facing many challenges that require sincere efforts to address them in a scientific manner that determines the kind of these challenges and how to deal with them. Some of these challenges (Morsi, 1996; Nassar, 2005; Patrick *et al*, 2007; Campell, 2010;

A - Informational Challenge

The current era Witnesses unprecedented cognitive explosion that led to the accumulation of knowledge in all fields of science in an unusual way. This has put those in charge of curriculum development in a big problem and in a big difficulty in choosing the contents of the curriculum the thing that requires changing the way how students learn, and most importantly is to learn how to get information by

themselves or on their own and how they could apply it in new situations.

There is no doubt that this challenge requires the development process of teacher preparation to include the development of infrastructure, curriculum, methods and evaluation methods in order to prepare an active teacher not just an reactive, creative, not just a carrier, and the liberation of the phenomenon of indoctrination and only receive the information to search for and evaluation (Hussein, 2011), the educational methods and technology must be affected by technological new things that accompanied the knowledge explosion which necessitate the teacher to remain in constant touch with all the latest developments in the field of his specialization.

B - Technical challenge:

The present era is called the era of informatics media or the so-called the info-media. Also, the "Internet" network created a revolution in the world of communications and caused the link between all innovations.

This technological development has been reflected on education and teacher preparation. As it liberated the teaching profession from the burden of memorization and transmission of information, those burdens that deplete most of the time and effort the teacher and keep him away from his true missions, and so the teacher's training on this technology in the stage of his preparation makes him care for exercising his real roles as a regulator, a planner, a decision-maker and a coordinator of activities and a rectifier to it.

C – The Change of the teacher role:

As the Education aims to provide the learner with experience and trends that help him to succeed in life and confront the problems of the future, and by virtue of the nature of the age and its changes, there have been new roles originated for the teacher which he must be prepared for and trained on.

D - The trend towards education globalization:

The most important characteristic of globalization is that it has characteristics and phenomena expressed by the massive revolutions we are witnessing like the technological revolution in the field of communication and the digital revolution. They are prominent clearly from the emergence of the non materialistic knowledge and economic society (Hannoush.2000). There is no doubt that the globalization of these representations with conclusive results on human society in general (Hussein, 2011). There is an agreement between the educators on need to change the traditional view of teacher preparation institutions to include the content and courses and teaching methods to meet the cognitive technological revolution in order to produce teachers able to

contribute to the education of students in the light of the growing knowledge.

Previous studies

Through the researcher's review to a group of studies that addressed the educational challenges faced by teachers, or the educational process in the Arab region, he did not find studies that directly addressed the axes of the current study, and that what the researcher found in the studies is that they focused on the current challenges faced by teachers or administrators. Some of which have been associated with dealing with the challenges of globalization.

Abidin (2003) has conducted a study that aimed to identify the challenges facing training programs of the public Palestinian school managers, and expectations for their improvement. The study sample included all heads of departments and training and supervision departments in the field of Public governmental Educational Directorates in the West Bank (18) individuals, and a stratified random sample of public schools managers in central and southern West Bank (146) individuals. The Tool is consisted of two lists, one study included (18) paragraph about the challenges facing managers' training programs. The second included (17) paragraph about aspirations to improve managers' training programs. The results indicated that the main challenges were: the low financial incentives for the participants, holding most training programs during the summer vacation, the low moral incentives, not using sophisticated technology in training, the non-participation of the cadres of the universities and the local training institutes, limiting the trainers to the Education Ministry staff and they have been arranged in different categories in the sample. The prospects for improvement were multiple and included all areas of the selected paragraphs, particularly in the implementation of training. The results showed a lack of statistically significant differences between the respondents to identify challenges depending on the gender, or qualification, experience, or education, or experience in management, while the differences were a function depending on the job (for the benefit of managers). The results did not show differences statistically significant in determining the aspirations depending on the gender, or qualification, or experience in education, while the differences were statistically significant according to the function (in favor of the heads of training departments), and management experience (depending on the experienced longer).

Also the Department of Educational Research in the Ministry of Education in Kuwait (2000) conducted a study under the title: "The role of the Ministry of Education in preparing students to meet the challenges of globalization" aiming to investigate the positive and

negative aspects of breeding and education and then identifying the ways to meet the challenges posed by globalization. The study was conducted on a large sample of educational experts from managers and supervisors and school deputies in Kuwait, a number of 586 educators. The study showed the presence of a number of negative aspects for globalization. The most notable is the trial to eliminate the Arab-Islamic values and economic dominance and then political dominance.

The study of **Hossam El Din (1999)** entitled "The need for fashionable educational curricula to face global changes at the beginning of a new century. The documentary study examined the requirements of the need to build contemporary educational curricula that are able to respond to the aspirations of modern society in a new era. The study Tried to link between the ongoing political, social and economic transformations and the need to modernize curricula and educational courses so that society can keep up with the changes developments and shifts in the twenty-first century. The study emphasizes the importance of planning and integration of the curricula, teachers and the environment in order to build a human being who is able to act and confront.

The study of **Abdul Muti (1999)** entitled: "what have we done to raise our children in the twenty-first Century?" confirms the seriousness of the challenges facing Arab education. So that we must set priorities to meet these expected changes that will have an impact on the practical, technological, social and cultural aspects. It also shows the importance of their development according to the requirements of the new world system as well as the importance of the availability of educational policies that can integrate with others in our social, political and economical system. We should place the mechanisms to ensure that the chances of success and effectiveness to reform of the education. The study sought to meet three requirements that are: the accurate diagnosis of the reality of the education, the scientific foresight of the future, drawing the views and the expectations that lead us to the future trip. Then he talked about the pillars which the launch strategy pursue, revealing that the obstacle preventing the launch desired is not in money alone, but in the hesitating political choice, or the partial thinking of the decision-makers. He asked for the collaboration and integration among the elements of the educational system, and in the requirements of comprehensive development, and among governments and agencies that support the future directions and build them in the minds of our children.

In a study by **Al-Khatib (1999)** entitled the future of education in the Arab Gulf States in the light of globalization. The researcher analyzed the

educational dimensions of globalization and monitored its education impact on the various educational, cultural sectors of life in the Arabian Gulf, the researcher showed that the Gulf Arab states are still able to hold on the well-established cultural values. However, that the future of globalization in front of them has no limits or restrictions, and requires a reformulation of education in all its institutions in order to ensure that it is prepared to meet the developments posed by globalization, and for so, that study recommended that the institutions of scientific research should launch complementary studies on the phenomenon of globalization to know what it is and how it impacts on the international and regional situations and the local ways to interact with them, and that the Arab Gulf states should launch a comprehensive study for the evaluation of their educational systems to reach contemporary authentic strategies of respond to the variables of the age on education, and that is to activate the recommendations of the General Secretariat of the Gulf Cooperation Council concerning the integration of education between these countries to reach a genuine partnership and exchange of expertise between them optimally.

Methodology of the study:

This study is based on a descriptive survey approach, where the study aimed to identify the challenges of the educational process from the point of view of teachers.

Study population and its sample:

The study population consisted of all secondary teachers who teach various subjects at schools in Qassim region, whose number is estimated (2351) teachers during the second semester of the 2011-2012 school year.

For The study sample, a rate about (13%) of secondary teachers in schools in Qassim region, totaling (300) teachers during the second semester of the 2011-2012 school year, and Table 1 shows the distribution of the study sample by variables.

The study tool:

To achieve the objectives of the study, the researcher designed a tool to measure the challenges from the point of view of teachers, following these steps:

1 - Reviewing the literature and studies relevant to the study topic.

2-Reviewing the previous standards or measurements which have been used in the measurement of the challenges in the educational field.

3 - Writing the initial draft of the paragraphs of his scale.

4 – Displaying the items of the scale on a specialized jury in the field of curriculum and teaching methods.

Table 1: Distribution of the study sample according to its variables

Category	Iteration	Variable	Percentage
Qualification	BA	223	74.33%
	Master	59	19.67%
	PhD.	18	6.00%
Specialization	Human	165	55.00%
	Scientific	135	45.00%
Experience	less than 5 years	151	50.33%
	5-10 years	131	43.67%
	More than 10 years	18	6.00%
Educational qualification	Yes	163	54.33%
	No	137	45.67%
Total		300	100.00%

The study tool consisted of (35) paragraphs. In front of each paragraph five- grades escalator scale (agree too much, agree, neutral, opponent, very opponent) divided into four main dimensions of the scale items as follows:

- 1 - Challenges for the teacher
- 2 - Challenges for the learner.
- 3 - The technology challenges.
- 4 - The challenges of the educational process.

The tool stability and veracity:

In order to ascertain the veracity of the study tool, the researcher distributed scale in its initial stage to (10) judgment jury from faculty members in Saudi universities who have experience and competence in the field of education, in order to ensure the visibility and rightness of the formulation of paragraphs and the validity to measure what it is designed to measure. And make any amendments, deletion, addition, or transfer what they see fitting. There has been an agreement percentage of about (80%) or more to make adjustments. The remarks of gentlemen of the jury were included in the final version of the study tool.

The stability of the scale

the stability of the scale was Verified using the method of testing and re-testing (test-re-test), through its application to a sample from outside the study sample of about (30) teachers from Qassim region secondary School, where the study tool was distributed on them and was reapplied on them two weeks later. Then the reliability coefficient was calculated using the Pearson correlation coefficient. The equation of Cronbach's alpha has also been applied to extract the internal consistency of the scale and the areas and the scale as a whole. Table (2) shows that.

Table (2): study tool reliability coefficient by Pearson equation

The area	Reliability coefficient	Cronbach's alpha
Special challenges to teachers	0.82	0.84
Challenges for the learner	0.79	0.80
The challenges of technology	0.78	0.85
The educational process challenges	0.84	0.88
The tool as a whole	0.92	0.93

From Table 2 it is clear that reliability coefficients calculated in a replay manner ranged between 0.87-0.84. and that the reliability coefficient of the tool as a whole stood at 0.92. The reliability coefficients according to Cronbach's alpha way ranged (0.80 - 0.88) and for the measure as a whole amounted reached (0.93) This gives an indicator that the tool Enjoys the appropriate stability connotations and meets the objectives of the current study.

Procedures of the study:

To achieve the objectives of the study, the researcher followed the following steps:

- 1 – referring back to the literature of the topic and gathering information from books and periodicals.
- 2 – Surveying the population of the study of secondary school teachers in the Qassim region.
- 3 – Designing the study tool that measures the educational challenges from the point of view of teachers.
- 4 - Checking the validity and reliability of the study tool.
- 5 – The Application of the tool on the study sample individuals.
- 6 – Gathering the questionnaires and entering the data on the computer in order to be statistically treated using the "Statistical Package for Social Sciences (SPSS).

Statistical treatments:

In order to answer questions about the study, the researcher used the following statistical methods:

- 1 - Averages and standard deviations.
- 2 - Multi-way analysis of variance.
- 3 - Scheffé test.

Results of the study

Results related to the first question and discussion:

What educational challenges from the perspective of secondary school teachers in Saudi Arabia?

To answer this question, averages and standard deviations were calculated and the following criteria were adopted in judging the paragraph level. The five-level- degradation was divided into three equivalent categories as follows:

(The highest mark is "5" – the lowest mark is "1")
)/ 3 levels = 1.33 the length of each level, and so the
 division will be as follows:

- 1 - less than 2.33 is low
- 2 - 2.34 -3.66 is average

3 - 3.67 increasingly is high

Table (3) shows the degree of educational challenges from the perspective of secondary school teachers in Saudi Arabia.

Table 3: Averages and standard deviations of the educational challenges from the perspective of secondary school teachers in the Kingdom of Saudi Arabia on the field of teacher in descending order

The paragraph	Arithmetic average*	±Standard deviation	level of challenge
Providing the role models for students through the teacher's behavior and actions	4.28	0.66	high
Continuous monitoring of the new details of the subject topics	4.26	0.57	high
The ability to diversify the methods of teaching and using classroom situations for this.	4.24	0.49	High
The Low income for the teacher	4.24	0.83	high
Increasing numbers of students are beyond the abilities of teachers	4.23	0.77	high
Weakness of faith in the teaching profession	4.13	0.70	high
Focus on delicate topics in the specialty	4.09	0.43	high
Promoting creative thinking among students.	4.09	0.78	High
The use of logical and constructive thinking methods.	4.07	0.42	High
Subject deep study and following up the scientific developments in it.	3.86	0.62	high
Melting of the Arab identity and pure interference for the educational, western concepts.	3.84	1.23	high
Having effective communication skills with students and their parents.	3.82	0.94	high
Using knowledge sources in the surrounding environment and adapting them to the curriculum.	3.58	1.29	Average
Alignment between the transfer of ideas to be given and the age and mental level of the students.	3.55	0.70	Average
The limited role of the teacher to the follow-up and the management of the educational process.	3.43	0.87	Average
To Know the topics related to other subjects and their employment.	3.34	0.88	Average
Modeling critical thinking for students through teaching.	3.33	1.07	Average
Area as a whole	3.90	0.78	High

• The full mark out of (5).

From Table (3), it is clear that the averages ranged between (3.33 -4.28), where the highest average account was given to the paragraph "to provide role models behavioral students actions and behaviors of the teacher," which averaged 4.28 with a standard deviation (0.66), while the lowest average

account was to the paragraph "Modeling the critical thinking of students through teaching" which arithmetically averaged (3.33) with a standard deviation (1.07), and the overall average was (3.90) with a standard deviation (0.78) which is within the high level.

Table (4): The averages and standard deviations of the educational challenges from the perspective of secondary school teachers in the Kingdom of Saudi Arabia on the area of learner.

Paragraph	Arithmetic Average	The standard deviation	Challenge level
Facilitate learning to develop self-learning skills among students.	4.11	0.86	High
education Loss of its social value and the effect of this on the learner.	3.91	0.95	High
Loss of education to its economic value.	3.85	0.91	High
Low motivation of the learner and the trend toward sources of knowledge outside the school.	3.21	1.18	Average
Area as a whole	3.77	0.98	High

• The full mark out of (5).

From Table (4) it is clear that the averages ranged between (3.21- 4.11) where the highest arithmetic average was to the paragraph "facilitating learning to develop the self-learning skills among

students" which averaged (4.11) with a standard deviation (0.86), while the lowest arithmetic average was of the paragraph "low motivation of the learner and the trend toward sources of knowledge outside

the school" with the arithmetic average of (3.21) with a standard deviation (1.18), and the overall average

was (3.77) with a standard deviation (0.98) which is within the high level.

Table (5): It shows the averages and standard deviations of the educational challenges from the perspective of secondary school teachers in Saudi Arabia on technology field.

Paragraph	Arithmetic average	±The standard deviation	Challenge level
The domination of distance learning and e-learning forms.	4.17	0.69	high
The ability to deal with the technological requirements in teaching	4.07	0.80	high
the teacher To have the role of information technology expert	4.00	0.59	high
Having the educational technical skills	3.86	0.77	high
Total integration of education with technology	3.51	0.82	Average
Total integration of education technology	3.25	1.18	Average
Area as a whole	3.81	0.81	high

• *The full mark out of (5).*

From Table (5) it is clear that the averages ranged between (3.25-4.17), where the highest arithmetic average was of paragraph "the control of distance and e-learning" which averaged 4.17 \pm 0.69 while the lowest average was to the paragraph

"The trend towards a digital school versus a traditional school" which arithmetically averaged, 3.25 \pm 1.18 averaged 3.25 \pm 1.18, and the overall average was was 3.81 \pm 0.81 which is within the high level.

Table (6): Averages and standard deviations of the educational challenges from the perspective of secondary school teachers in the Kingdom of Saudi Arabia on the field of the educational process.

Paragraph	arithmetic average	±The standard deviation	challenge level
Impaired ability to provide educational material structure (such as laboratories and hardware) which is able to keep up with global trends in teaching.	4.43	0.76	High
The Limited capacity of higher education institutions the effective rehabilitation of future teachers	4.37	0.71	High
Impaired ability to provide materialistic resources to teach in modern and contemporary styles	4.33	0.78	High
The trend of Education to adopt a global educational philosophies and the absence of the national, educational or religious philosophy.	4.27	0.78	High
Deficiencies in the teachers' skills to cope with the rapid changes of knowledge.	4.23	0.67	High
Weak correlation between the outputs of public education and higher education	4.18	0.66	High
Loss of coherence between the curriculum, and the speed of development knowledge	4.06	0.84	High
The Superiority of the global educational philosophies' tools, thus contributing to the atrophy of local educational philosophies	3.86	0.87	High
Area as a whole	4.22	0.76	High

• *the full mark out of (5).*

From Table (6), it is clear that the averages ranged between (3.86 -4.43). The highest average was of paragraph "the weak materialistic ability to provide educational structure (such as laboratories and equipment) that are capable of keeping up with global trends in teaching." which averaged 4.43 \pm 0.76, while the lowest average was for the paragraph "the outweigh of the global educational philosophies in instruments, which contributes to the atrophy of the local educational philosophies," which arithmetically averaged 3.86 \pm 0.87 and the overall average was (4.22)

and the deviation Standard (0.76) is within the high level.

The researcher explained this result as that the challenges facing the educational process in Saudi Arabia in particular is linked to global variables, which are characterized by continuous change as a result of the impact of the information revolution, openness and globalization, which makes it really vulnerable to developments in the philosophies of various educational and the accompanying changes in educational systems and methods. It may also be attributed to deficiencies in some aspects of the Saudi

educational system to keep up with global developments in various aspects. These deficiencies may be resulting from administrative reasons related to the instructions and educational systems in the kingdom. Or they may be due to technical reasons because of the lack on the part of the teachers to follow-up these challenges and develop plans to ensure to confront them. This result is matching the findings of **Abidin's study (2003)**, which indicated the presence of a range of challenges facing training programs for teachers. More over, the study of the Educational Research management in the Ministry of Education in Kuwait (2000) confirmed the results that there are many challenges facing the educational process which is associated with Globalization. Also, the study of **Abdul Muti (1999)** confirmed the findings of the current study, the presence of the challenges associated with the educational process are

linked to integrated educational system policies with the social, political and economic systems.

The Results of the second question and its discussion:

Do the educational challenges of the teacher as seen by secondary school teachers in Saudi Arabia depend on the variables: the teacher's qualification, experience, specialization, and educational qualification?

To answer this question, averages and standard deviations of the estimates of the sample on the areas of educational challenges to the teacher as seen by teachers secondary stage in Saudi Arabia depending on the different variables: the teacher qualification, experience, specialization and educational qualification were calculated as follows:

A) according to the variable "Qualification":

Table (7):The averages and standard deviations of the educational challenges of the teacher as seen by the high school teachers in Saudi Arabia relating to the different Qualification variable.

Areas	Bachelor (n = 223)		MS (n = 59)		PhD (n = 18)	
	Arithmetic average	Standard deviation	Arithmetic average	Standard deviation	Arithmetic average	±Standard deviation
Teacher	3.81	0.46	3.91	0.42	4.24	0.30
Learner	3.43	0.54	3.64	0.62	4.19	0.73
Technology	3.57	0.50	3.69	0.51	4.09	0.51
Educational process	3.82	0.54	3.88	0.52	4.67	0.64

B) according to the variable "teacher experience":

Table (8): averages and standard deviations of the educational challenges of the teacher as seen by high school teachers in Saudi Arabia through different experience variable.

Areas	Less than 5 years (n = 151)		5-10 years (N = 131)		more than 10 years (N = 18)	
	Arithmetic average	±Standard deviation	Arithmetic average	Standard deviation	Arithmetic average	Standard deviation
Teacher	3.91	0.43	3.91	0.49	3.91	0.46
Learner	3.82	0.64	3.94	0.55	3.78	0.46
Technology	3.79	0.53	3.87	0.52	3.55	0.56
Educational process	4.20	0.55	4.27	0.58	3.99	0.68

C) according to the variable "Specialization":

Table (9): Test Results (v) of the difference in the educational challenges of the teacher as seen by the high school teachers in Saudi Arabia different variable Specialization

Areas	Human (n = 165)		Scientific (n = 135)	
	Arithmetic average	Standard deviation	Arithmetic average	±Standard deviation
Teacher	3.63	0.44	3.99	0.48
Learner	3.59	0.57	4.13	0.63
Technology	3.43	0.52	4.21	0.54
Educational process	4.02	0.57	4.47	0.59

D) According to the variable "educational qualification":

Table (10): Test Results (c) of the difference in the educational challenges of the teacher as seen by high school teachers in Saudi Arabia depending on the variable educational qualification

Areas	Yes (n = 163)		Yes (n = 137)	
	Arithmetic average	Standard deviation	Arithmetic average	±Standard deviation
Teacher	3.88	0.48	3.94	0.42
Learner	3.85	0.63	3.90	0.56
Technology	3.80	0.56	3.82	0.50
Educational process	4.22	0.59	4.21	0.55

Tables (7.8, 9, 10) show that there are apparent differences between the mean estimates of the sample on the areas of educational challenges to the teacher as seen by teachers of secondary stage in Saudi Arabia depending on the different variables: the

teacher's qualification, experience of, specialization and educational qualification. A multi-test analysis of variance is used to determine the levels of statistical significance of these differences, as shown in the table (11).

Table (11):The results of the test analysis of variance quartet multi (MANOVA) to detect differences between the estimates of the sample on the areas of educational challenges to the teacher as seen by teachers of secondary stage in Saudi Arabia depending on the different variables: the teacher qualification, experience, the specialization and the educational qualification.

The variables	Areas	Squares sum	Freedom degrees	Squares average	Difference value	Statistic indication value
Qualification The Walex value 0.918 H = 0.004	Teacher	8.65	2	4.325	7.331	0.001*
	Learner	10.016	2	5.008	7.531	0.001*
	Technology	7.658	2	3.829	6.382	0.001*
	Educational process	8.574	2	4.287	6.098	0.001*
Experience walex Value = 0.848	Teacher	0.05	2	0.025	0.042	0.961
	Learner	0.284	2	0.142	0.214	0.815
	Technology	9.072	2	4.536	7.560	0.001*
	Educational process	3.848	2	1.924	2.737	0.183
Specialization Hutling value = 0.022	Teacher	5.928	1	5.928	10.047	0.001*
	Learner	6.001	1	6.001	9.024	0.001*
	Technology	4.822	1	4.822	8.037	0.001*
	Educational process	4.629	1	4.629	6.585	0.008*
Educational qualification Hutling value = 0.920	Teacher	0.551	1	0.551	0.934	0.354
	Learner	0.488	1	0.488	0.734	0.469
	Technology	1.236	1	1.236	2.060	0.265
	Educational process	1.209	1	1.209	1.720	0.299
Error	Teacher	172.87	293	0.59		
	Learner	194.845	293	0.665		
	Technology	175.8	293	0.6		
	Educational process	205.979	293	0.703		

* It is statistically significant at the level of statistical significance ($0.05 \leq \alpha$)

The table (11) shows:

1. There are statistically significant differences at the level of statistical ($\alpha \leq 0.05$) between the mean estimates of the sample individual on the areas of (the educational challenges of the teacher as seen by high school teachers in Saudi Arabia, due to the qualification variable at all areas. To identify the sources of these differences (Scheffe) test was used as shown in the table (12).

Of the table (12) it is clear that the differences were between those who have bachelor degree and master on the one hand, and those holding a doctorate

on the other hand, as a qualified teacher with a doctorate degree feel more the degree of challenges compared to holders of bachelors and master's degrees.

The researcher Attributes this result to that the holders of doctoral degree must have been well informed and familiar with skills that enabled them to explore those selections, and how to deal with developments that surround the educational process more effectively compared to the teachers who hold lower degrees through the skills they have acquired through the stages of the advanced learning.

Table (12): Results of (Scheffe) test of the differences between the mean estimates of the sample individuals on the areas of educational challenges to the teacher as seen by high school teachers in Saudi Arabia by the variable Qualification

Areas	Scientific level	Bachelor	Master	Doctorate
Teacher	Bachelor		.10	.33*
	Master			.43*
	Doctorate			
Learner	Bachelor		.21	.76*
	Master			.55*
	Doctorate			
Technology	Bachelor		.12	.52*
	Master			.40*
	Doctorate			
Educational process	Bachelor		.06	.85*
	Master			.79*
	Doctorate			

This result is consistent with **Abidin's study findings (2003)**, which indicated the existence of differences depending on "the qualification" variable.

2. there is no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean estimates of the sample individuals

on the areas of (educational challenges to the teacher as seen by high school teachers in Saudi Arabia, due to the variable experience at all areas, except for the area of technology. To identify the sources of these differences (Scheffe) test was used as shown in the table (13).

Table (13): Results of (Scheffe) test of the differences between the mean estimates of the sample to the field of technology due to the experience variable.

Experience	Less than 5 years	5-10 years	More than 10 years
Less than 5 years		0.08	0.24*
5-10 years			0.32*
More than 10 years			

Of the table (13) it is clear that teachers who have experience (less than 5 years, and 5-10 years) have a greater ability to meet the challenges associated with technology compared to teachers with long experience (over 10 years).

The researcher attributes this result to that the teachers with little and medium experience may have a greater capacity to deal with the challenges related to technology compared with the more experienced teachers. As low and middle-experienced teachers may have the skills and motivation to meet the challenges, On the contrary the more experienced teachers and those who have lost motivation and got professional combustion that makes them feel a higher level of challenges.

These findings are consistent with the findings of the study Abidin (2003), which indicated that the challenges vary depending on the experience variable,

3. There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the mean estimates of the sample individuals on the areas of (the educational challenges to the teacher as seen by secondary school teachers in Saudi Arabia,

due to the variable specialization in all areas, in favor of the estimates of scientific disciplines.

The researcher explains this result as that the teachers with scientific specializations face different, multiple and varied challenges, represented by knowledge explosion in the technological field that need daily follow up to keep up with this development and to meet those challenges.

4. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$).

Between the mean estimates of the sample individuals on the areas (the educational challenges to the teacher as seen by high school teachers in Saudi Arabia, due to the variable educational qualification.

And the researcher explained this result as that the educational qualification has a role that may be assistant in dealing with the challenges and their detection, but the reality is full of challenges and in spite of the educational qualification for some teachers, facing of the challenges is an ongoing process, and that the educational qualification in the

same context needs continuous follow-up and renewal.

Recommendations:

In the context of the results that have been reached, the researcher recommends the following:

1 - Further studies to identify ways to meet the educational challenges from the teachers' point of view.

2 - Conducting ongoing studies on the teachers' training needs in order to deal with the continuous educational challenges.

3 - Providing flexibility in the educational system to accommodate the challenges and integrating the means and methods developed in the educational process.

4 - Ongoing review of the educational philosophies to meet the contemporary developments.

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