

The challenges facing the educational planning in North Al Batinah schools in the Sultanate of Oman, from the point of view of its principals

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Abstract

This study aimed to identify the challenges facing the educational planning process in schools in North Al Batinah Governorate in the Sultanate of Oman from the point of view of their principals. The sample was selected in a simple random way, and the two researchers used the questionnaire as a tool for their study after its validity, reliability, and validity for data collection were measured. Relations with the community ranked first with the highest arithmetic average of (4.00). While in the second rank came the field of material capabilities, with a medium degree and an arithmetic mean of (30.3). and in the third rank came the field of each of the teachers and the administrative field with an average degree and with an arithmetic mean of (3.27). In the fourth ranking came the field of students with an average degree and an arithmetic mean of (3.20). These challenges and trying to reduce them and limit their negative effects. In addition, the most prominent of these recommendations is to work on providing material and moral capabilities for leaders within educational institutions strengthening the community partnership between the school administration and the local community to develop educational planning. In addition, identify competencies, capabilities, and capabilities that must be available in any educational institution, and interest in educational planning in particular in light of the current crises and circumstances, because it directly and continuously affects education, as well as interest in conducting many other types of research in this field.

Keywords: challenges, educational planning, School Principal.

Introduction

Educational planning is the first step on which the educational process in general and schools, in particular, depend in determining their needs and capabilities to achieve goals, arranging them according to priorities, and choosing the most appropriate solutions according to the capabilities available to those institutions.

Most countries have taken educational planning as a basis for it, to organize the educational process and achieve its desired goals. The educational planning process is concerned with the accurate exploitation of human resources and available capabilities and the allocation of everything available to reach the desired goals and use them effectively to achieve a return of its size and quality. The educational planning process includes predicting what the educational future will be like while preparing for the future better through planning. Educational planning is an important tool for the success of any educational process. (Al-Hashmi et al., 2020).

This confirms the importance of school administration in the success or failure of any educational plan, and this indicates the importance of developing educational administration continuously, as it is one of the most important basic goals in the educational planning process, which is the foundation for raising the efficiency of administrative personnel represented in the principals of educational schools. Planning Educational planning is a feature of the era and high life in any society. Any work that is not built on systematic, clear, and thoughtful planning will be subject to demise and end in failure. Educational planning for any educational institution must be subject to an organized and codified planning process, and it must depend on foundations, rules, and numbers. In addition, accurate statistics and comprehensive and purposeful field studies change and develop the planning process to advance the social and economic movement to achieve the set goals. (Al-Kharousi et al., 2021).

The educational administration is the one that is currently supporting the skills of individuals and making them acquire more ideas, attitudes, and skills to be able to practice their jobs effectively in various life situations. Effectively to make the educational process more comprehensive, planning has become one of the most important factors affecting the success of any educational institution. (Sahout and Jaafar, 2014).

The challenges facing educational planning have become increasingly exacerbated by the increase in people's needed education and the increase in demand for it. The educational planning process is integral to the educational and social process. Educational strategies and human resources, achieving inclusiveness and realism, flexibility, future prediction, follow-up, and, continuous evaluation, to achieve successful outcomes; The main beliefs, values, knowledge, experiences, and practices, of the leaders of the educational processes, are reflected in their effects on the results and outputs of the educational process. (De-Matthews, Kotok and Serafini, 2020).

The planning process negatively and directly affects the course of the educational process in various professional and technical fields, which are classified as within the fields of the educational planning process. The planning process helps overcome emergency crises and develop an alternative educational plan. The weakness of the school management structure, as happened in the Covid-19 pandemic, caused the closure of all educational facilities and led to the inability of educational institutions to apply the education process well. so the educational planning process is one of the most important factors that must be available in educational institutions, as it has Many schools are outdated technology that cannot keep up with the changing needs of students, teachers, and administrators. (Sulandjari, 2021).

Study problem

The two researchers noticed that there are great challenges that faced the educational planning process in schools in North Al Batinah Governorate. These schools, the most important of which are the lack of resources necessary to implement the educational planning in schools. The low quality of training courses required for educational planning, as well as the difficulty of integration between educational plans. In addition, economic and social plans. In addition to the rapid technological, scientific, and social changes and developments, weak follow-up, poor level of education, and the lack of private financial allocations implementing educational plans. After the two researchers examined the theoretical literature and previous studies related to educational planning. It became clear that there was a group of studies that confirmed that educational planning suffers from many challenges. Such as a study of each of them. (Al-Sunaidi et al.,

2020; Al-Hashmi et al., 2020; Al-Qarni, 2021, Al-Manea, 2020; Al Riyami, 2017; Al-Kharousi et al., 2021; Al-Jarida, 2014; Al-Manouri and Al-Jaraydah, 2022). This indicated that educational planning faces multiple challenges that often hinder it from performing its role in developing, implementing, and evaluating plans, such as the absence of educational plans from alternatives and the weakness of the existence of remedial plans to face these challenges. And the lack of research centers specialized in educational planning, These challenges have an effective impact on the preparation of educational plans.

Study questions

Through the foregoing, this study seeks to answer these questions:

The main question:

1- What is the degree of challenges facing the educational planning process in schools in North Al Batinah Governorate in the Sultanate of Oman from the point of view of their principals?

Sub questions:

2- Are there statistically significant differences at the level ($\alpha \geq 0.05$) in the degree of challenges facing educational planning schools in North Al Batinah Governorate due to the following variables (gender, educational qualification, years of experience, and type of school)?

The importance of the study

Theoretical importance:

It is clear that the educational planning process is of great importance in comprehensive development, and its direct impact on the educational process in general, and its importance is determined as follows:

Educational planning is important in the comprehensive development strategy of the educational system, and because of its great role in achieving the comprehensive development vision that is carried out by administrative planners with various parties in the educational field and educational institutions. We can highlight the importance of educational development planning in several elements, including educational or other educational fields.

1. Diagnosis of reality in its various fields represented in education, society, economy, and culture.

2. It makes the teacher more self-confident and less aware of obstacles, enables him to face difficult emergencies in organizing activities, and keeps him away from confusion in their implementation, and to determine the appropriate means necessary to achieve the goals.

3. Educational planning shapes development in educational systems and shows the positive differences between educational systems and predictive levels of the future of education, (Agha and Assaf, 2015).

Practical importance

1. Access to some proposals through the results of the study, and to reach solutions to reduce and reduce the size of these challenges.

2. This study may benefit the Ministry of Education in revealing the challenges facing schools in the Al Batinah North Governorate.

3. It may also help public school principals and educational supervisors to identify and overcome these challenges.

Objectives of the study:

1. Identifying the degree of challenges facing the educational planning process in basic education schools in the Al Batinah North Governorate in the Sultanate of Oman from the point of view of their principals.

2. To identify the extent of statistically significant differences at the level ($\alpha \geq 0.05$) in the degree of challenges facing educational planning in basic education schools in North Al Batinah Governorate, due to the following variables (gender, educational qualification, years of experience, type of school).

Study limits:

The limitations of this study are limited to the following:

Limitations of the Human Study: The study sample consisted of (88) male and female managers.

1. Temporal study limits: They were applied during the academic year 2022/2023

2. Limitations of the objective study: represented in the challenges facing educational planning.

3. Spatial Study Limits: Basic Education Schools in North Al Batinah Governorate, Sultanate of Oman.

Terminology of study

Definition of it idiomatically

- **Challenges:** These are the issues that negatively affect educational planning strategies, and they may hinder school principals in preparing administrative plans of great importance, or make them take an incorrect school administrative decision during emergency circumstances. (Solomon, & Boluwatife, 2017).

-- **Educational planning:** Allam (2022) defined it as "predetermining what must be done to achieve certain goals and predetermining expectations for the administrative and educational strategies that administrators should achieve their goals in schools".

- **School Principal:** The resident supervisor and educational leader who implements the educational policies for the various administrative affairs of the school. He also has powers from the administrative side to help achieve the goals of education, reach a better educational environment, and create the appropriate climate to achieve the outputs of the education process. (School Principal, 2022).

Procedurally:

- **Challenges:** They can be defined procedurally as problems and obstacles that impede the educational process, affect the strategies used in the educational planning process, and affect it negatively. During emergency conditions.

- **Educational planning:** the practical method that is followed to achieve the desired educational goals, to improve the level of quality of management and education strategies, as it is mainly evident in the performance that determines the degree of obstacles for the sample members through the following areas: administrative and material resources, students and teachers, and the relationship with society the local.

- **School Principal:** He is the person who manages the school's affairs, and strives to reach educational quality as well as distinguished educational outcomes. The principal is chosen by the Ministry of Education to assist teachers and administrators in educational institutions.

Theoretical framework and previous studies.

First - the theoretical framework.

Educational planning is one of the basic processes of importance in improving the means, which is an organized and conscious process to choose the best possible solutions to reach certain goals in light of the material and human capabilities available to achieve educational goals.

The concept of educational planning has evolved within a comprehensive framework of steps, procedures, and methods used to achieve These goals and ensure the degree of attainment of the goals in a process of comprehensive preconceiving of all the elements and dimensions of the educational process, and it was not limited to a specific aspect of the educational process, but became concerned with the educational aspects in educational institutions, and applied to education for various levels and its forms and stages, regular and informal, and includes categories Society in educational institutions in addition to educational curricula, effective teaching methods, teacher preparation, technological means, etc. Therefore, administrative and educational planning is a continuous mutual relationship that leads to the achievement of educational goals. (Solomon & Boluwatife, 2017).

Therefore, educational planning is defined as a future reflection on the systematic processes of the educational reality. Therefore, Education leads to the educational future and is linked to the comprehensive principle of development. In all its dimensions, that is, a comprehensive and organized process is specific and specific with time in drawing up the educational system in an orderly manner to restructure the educational life. To invest in its reliable results to build plans appropriate educational.

Planning seeks to change to achieve and achieve the best that can be done in all aspects such as cultural, economic social. Moreover, political, so educational planning is a multiple and diverse education process, as educational planning is characterized by the loftiness and loftiness of its goals, and these goals stem from the identification and identification of reality and what it contains data, and then these objectives are built on the foundations of educational planning (Bin Dahish et al., 2015). In several areas, the most important of which are:

The social goals are represented by focusing on all educated people in a way that is compatible with their skills and needs, and the advancement of society in a civilized manner characterized by flexibility and balance between modernity and antiquity. Political goals are mainly based on positive and sound education to establish the active participation of educated people and their harmony with the political and democratic

factors for them to embody a democratic spirit, strengthening the spirit of citizenship, consolidating concepts, and preserving the state's entity in terms of its political and social aspects.

Cultural Objectives Preserving all the cultural gains in society, to transfer them through generations, interest and care in scientific research, development and progress of the culture of society, and the eradication of illiteracy. **Economic Objectives:** Works to improve the economic level of society by recognizing and knowing the community's need for labor in the field of education, organizing the process of spending and investing it in a better way, and providing job opportunities and training for them.

Functions of the administrative process

The administrative process is one of the most important processes upon which the educational process is built in the school administration.

It is represented by planning, organizing, directing, and controlling (2021, Francozo, et al). They are as follows:

Planning, which is the goal to be achieved, includes:

- Drawing goals that should be achieved through collaborative effort and at the least time and cost.
- Determining a set of rules that guide subordinates and leaders in completing their teaching and educational work.
- Estimating educational and educational needs in terms of forces, resources, human resources, and material capabilities. Develop schedules that show the work to be done in chronological order.
- Administrative direction: Issuing instructions to leaders and subordinates regarding administrative work and implementing its performance.

Guidance is an important element of the educational and executive management elements, which is the link of communication for achieving goals on the one hand and continuous implementation on the other hand, and administrative guidance must be clear to the individual and implementation must be in clear language in giving legislation and instructions to leaders and subordinates. Orientation includes

- Contacting subordinates and leaders and guiding them with instructions to complete administrative work. Effective communication may take place in an accessible manner (written or oral).

Previous studies:

Al-Nofal (2021) conducted a study aimed at identifying the degree of availability of the requirements for the application of electronic administration in public schools in Ras Tanura Governorate from the point of view of the administrative body. The study found a set of results that the members of the study community agree to a moderate degree on all dimensions of the requirements of applying electronic management in schools from the point of view of the administrative body. in Ras Tanura governorate from the point of view of the administrative body, according to the variable of work, academic qualification, and number of years of service), while there were statistically significant differences in the responses of the study community members towards human requirements) according to gender and in favor of males.

In addition, Al-Azamat (2021, Aleizamat) conducted a study aimed at identifying the degree to which it is practiced. Principals and schools of the northeastern desert in Jordan, e-management in distance education during the Corona pandemic from their point of view, and the descriptive survey method was used, and the study tool, numbering (33) phrases, was prepared to measure the degree of electronic administration practice, and the study sample consisted of (148) The results showed that the degree of principals of Northeastern Badia schools practicing electronic management in distance education during the Corona pandemic, from their point of view, was moderate. And in the areas of electronic planning and electronic communication, where it came with a high degree in the field of supporting learning methods, the results showed that there were no statistically significant differences due to the effect of gender, educational qualification, and, years of experience in all fields.

Al-Maliki's study (2021) aimed to identify the degree of application of technological leadership in secondary schools in Jeddah in light of the Corona pandemic from the point of view of male and female teachers, and it relied on the descriptive approach. In Jeddah, in light of the Corona pandemic, it came to an average degree. The application of the areas of technological leadership came to a medium degree. The

study also showed that there are statistically significant differences in the application of technological leadership in light of the Corona pandemic. attributed to the gender variable in favor of males, the qualified variable in favor of postgraduate studies, the number of years of service variable in favor of 10 years and more, and the building type variable in favor of government buildings.

Ababneh (2021) conducted a study aimed at revealing postgraduate students' perceptions of evaluating educational crisis management in Jordanian public universities in light of the Corona pandemic. From (198) male and female students. The number of males in the sample was (100), and the number of females was (98), who were selected using a simple random method (2.97 - 4.03). All with high and medium scores, and the arithmetic mean as a whole for the perceptions of postgraduate students to assess the management of the educational crisis in Jordanian universities was (3.76). In addition, the high degree was that there were no differences in the perceptions of the respondents on the averages of the tool as a whole according to the gender variable (male, female).

The study of Al-Mutairi (2021) aimed to identify the reality of secondary school administration in the State of Kuwait in light of the crisis (Covid-19). The study sample consisted of (50) secondary school principals in the State of Kuwait, and the study concluded that there are differences between the averages of the two groups in the use of distance learning resources and precautionary applications. There is no difference in the number of training courses. There are no differences in the number of years of experience attributable to the distance learning sources. the precautionary applications and there are no differences in the academic qualification due to the distance learning resources and the precautionary applications of some proposals that may contribute to improving the management of secondary schools in the State of Kuwait in the light of Crises such as the (Covid 19) crisis.

Al-Mawadiyah and Al-Zoubi (2021) conducted a study aimed at revealing the degree to which kindergarten principals practiced the crisis management strategy in their administrative work in light of the Corona pandemic and their attitudes towards distance learning. After that, the study sample consisted of (112) kindergarten principals in the capital, Amman. One of the most important results revealed by the study is the low level of crisis management for kindergarten principals in their administrative work, with an arithmetic mean of 2.01 and a standard deviation of 0.78. The results also indicated a decrease in the trends variable, as the mean was 2.26 and the standard deviation was 0.86.

Al-Rajhi's study (2021) aimed to determine the degree of female leaders in secondary schools practicing servant leadership from the teachers' point of view. The study relied on the descriptive approach. Servant leadership was high and its ranking was as follows: love and concern for others, trust, service to others, empowerment, altruism, humility. According to the educational qualification variable - years of experience for female teachers.

The study by Al-Jarrah (2020) aimed to identify the reality of e-learning in the distance learning program in light of the new Corona pandemic "Covid-19" from the point of view of students in Jordan between theory and practice. The analytical descriptive approach was used, and the sample number was (1200) students the study concluded the following results: The importance of using e-learning in distance learning programs. The extent of using e-learning in distance learning programs Some difficulties prevent the use of e-learning in distance learning programs There are no statistically significant differences at the level (05.00) between Student responses about the reality of e-learning in distance learning programs due to gender variables.

Tara and Rabi` (2020) conducted a study aimed at presenting the various dimensions of the Covid 19 pandemic and its effects and identifying e-learning and the need for digital transformation. The descriptive approach was used, and the sample consisted of (130) male and female teachers. The results of the study showed that the arithmetic averages of the respondents. Responses about the degree of teachers' possession of the skills of using e-learning tools and their employment in education were low. And indicated that there were no statistically significant differences in the degree of teachers' possession of the skills of using e-learning tools and their employment in Education according to the variables (years of experience - educational qualification).

Commenting on previous studies:

Some studies dealt with planning in educational administration in general in their institutions and showed that there are differences in their results. The following is an explanation of previous studies

- Studies that dealt with obstacles in educational administration, such as the study of Al-Jarrah (2020); Al-Mutairi (2021).
- As for the studies that used the descriptive approach as a study: Al-Rajhi (2021); Al-Mawadiyah (2021); Al-Mutairi (2021); Ababneh (2021); Al-Maliki (2021); (201, Aleizamat) Al-Nofal: (2021); Tara and Rabi` (2020); Al-Jarrah (2020).
- Studies whose sample is similar to the sample of the current study, as a study: Nofal: (2021); Al-Mawadiyah (2021); Al-Mutairi (2021); (2021, Aleizamat).
- Studies that dealt with the Corona pandemic with its variables, such as the study of Al-Mawadia (2021); Al-Mutairi (2021); Ababneh (2021); Al-Maliki: (2021); (2021, Aleizamat).

What distinguishes the current study from previous studies is that it dealt with the challenges facing the educational planning process in schools in North Al Batinah Governorate in the Sultanate of Oman from the point of view of its principals. While the current study is similar to previous studies in that all studies included the challenges facing the educational planning process in basic education schools, and all previous studies agreed on the importance of educational planning, and educational planning contributed to achieving the desired goals of the educational process. This is confirmed by most previous studies.

The current study also benefited from previous studies in identifying and documenting the problem of the study and benefiting from the basic concepts: educational planning, as well as identifying the challenges facing the directors of educational institutions as an input to achieving the development of the educational process and putting

Forward proposals to reduce the challenges facing the educational planning process in the schools of the Sultanate Oman the current study also benefited from previous studies in choosing the appropriate approach for the study (descriptive-analytical) because it is the most suitable for such studies. It was also reported in choosing the tool that suits the study. Moreover, (questionnaire) was chosen, as to how to build it and choose the appropriate statistical methods that will serve the current study, and finally the previous studies were used in how to draw conclusions and put forward recommendations and proposals.

Among the most important findings of the two researchers from these studies

- Continuous improvement in the educational planning process in educational institutions
- Finding appropriate solutions to reduce the challenges facing the educational planning process.
- The importance of the educational planning process to develop the educational process and reach the desired goals.

Study curriculum and procedures:

The research took the descriptive analytical survey approach, as it is the most suitable for such studies.

Study sample:

The study population consisted of all (186) principals of basic education schools in North Al Batinah Governorate during the year 2023. The study included a sample of (88) principals. The following table shows the distribution of the study population according to its variables. (National Center for Statistics and Information, 2023).

Table (1): community distribution of the study according to its variables

percentage%	Repetition	demographic data	variants
65.6	50	males	sex
35.4	27	females	
100	88	the total	
36	22	Postgraduate	Qualification
31.6	30	Bachelor's	
100	88	the total	
100	88	the total	
29.1	18	5 years and less	Years' Experience
48.5	36	From 5 to 10 years	
38.5	25	more out of 10 years	

Study tool**Educational planning tool**

The two researchers prepared the study tool (questionnaire) for the educational planning process after the researchers

Reviewed the theoretical framework and previous studies. The five-point Likert scale was adopted for the study tool, and the responses to the statements that were directed to the study sample were: (disagree), (strongly disagree), (neutral), (agree), (strongly agree), and a high score indicates a high The level of challenges, while the low score indicates the low level of challenges related to educational planning.

Characteristics of Psychometric Research

The veracity of the arbitrators

To verify the validity of the tool, it was presented to a group of arbitrators with specializations in various universities. They numbered (7) arbitrators, and all their opinions, suggestions, and amendments were taken into account.

Internal consistency validity:

The study tool was applied to a simple random sample from outside the basic study sample. The sample consisted of (25) principals and principals from schools in all governorates of the Sultanate of Oman. The Pearson correlation coefficient was extracted between each of the scale expressions with the overall scale score. This is evident in the following table

Table (3): The results of the Pearson correlation coefficients for the scale and dimensions of educational planning with the total score

significance level	correlation coefficient	number of phrases	fields	M
0.00	0.85	4	administrative	1
0.00	0.82	6	physical capabilities	2
0.00	0.83	4	teachers	3
0.00	0.81	5	the students	4
0.00	0.84	4	Relationship with the local community	5
0.00	0.84	23	Total marks	

Through our observation of the above table, it is clear to us that the Pearson correlation coefficient in the educational planning scale with the dimensions of the overall scale score ranged between (0.82 - 0.85), and it represents appropriate values indicating the validity of the internal consistency of the scale.

Constancy:

To verify the stability of the educational planning scale, the stability coefficient was calculated by relying on the split-half method and Alfa Cronbach, as well as the percentage of the scale score as a whole, and it can be clarified through the following table.

Table (4): The reliability coefficient of the total fractionation method and the Crenbach alpha method, and the total percentage of the study scale score

Half segmen tatio n	Crbach's Alpha (Stability Coefficient)	number	study field	M
0.84	0.89	4	administrative	1
0.77	0.85	6	physical capabilities	2
0.82	0.87	4	teachers	3
0.79	0.84	5	the students	4
0.83	0.89	4	Relationship with the local community	5
0.82	0.85	23	Total marks	

Through the previous table, it is clear that the reliability coefficient of Cronbach's alpha for the college degree was (0.85), and the mid-partition for all domains was (0.82). The ranges ranged between (0.77 - 0.84), which indicates that the degree of stability is characterized by a good level of stability.

Study procedures

1. The study tool (educational planning) was designed for me, and its psychometric specifications were verified, and an official letter was taken, to facilitate and facilitate the task of data collection for the researchers.
2. The study included a sample of (88) female principals and principals, to apply the study tool in educational institutions in the Al Batinah North Governorate in the Sultanate of Oman.
3. The data was entered and extracted from the Excel sheet program and then analyzed through a program called spss statistical packages
4. The results were analyzed and then discussed within the framework of the outputs of the analysis statistically, and then compared with the results of research that had been carried out on that subject before and which were included in the study, then the researcher developed a set of appropriate proposals according to the results of the study.

Statistical analysis process

The researchers analyzed the research data and processed it statistically by extracting the Pearson correlation coefficient, the arithmetic mean, the standard deviation, Crenbach's alpha coefficient, the one-way ANOVA test, the Independent test, as well as the Scheffet test for field comparisons

Discussing the results of the study

•Discussing the results of the first question: What is the degree of challenges facing educational planning in basic education schools in North Al Batinah Governorate in the Sultanate of Oman from the point of view of the principals of those schools, intending to answer this question, the arithmetic mean and standard deviation were calculated through the responses of principals of schools Basic education in Al Batinah Governorate in the Sultanate of Oman, using the tool (questionnaire) related to the challenges facing educational planning, which will be clarified through the following table:

Table (5) the arithmetic mean and standard deviation of the school principals' response regarding the scale of challenges facing educational planning, in descending order according to the arithmetic mean

the level	Standard deviations	Arithmetic averages	the field	matrix
high	0.47	4.00	Relationship with the local community	1
high	0.37	3.30	physical capabilities	2
middle	0.41	3.27	teachers	3
middle	0.55	3.55	administrative	4
middle	0.45	3.45	the students	5
middle	20.0	3.20	Total marks	

It is clear from Table No. (5) That the field of the educational planning process

It is clear from Table No. (5). Came as a whole with a medium degree, with an arithmetic average of (3.45), and the arithmetic averages for the domains ranged between (3.20 - 4.00), where the field of relationship with the local community came in the first field with a high degree and an arithmetic average. It reached (4.00) and in the second domain came the field of material capabilities with an average degree. In addition, an arithmetic average of (3.30). Moreover, in the third domain came the teachers' field with an average level and an arithmetic mean of (3.27). In addition, in the third domain the administrative field came with an average level and arithmetic mean score is (3.27), and in the fifth rank came the field of students with an average level and an arithmetic mean of (3.20); we will separate the scale statements according to the following areas:

Field of material capabilities

Table (6) the standard deviation and the arithmetic mean of the school principals' response to the field of physical capabilities in order of intake according to the arithmetic mean

Class	Standard deviations	Arithmetic averages	ferries	M
High	0.88	4.13	Few scientific laboratories	1
High	0.91	4.08	Lack of assistive technology	2
High	0.91	4.08	The lack of a plan to expand school construction	3
High	0.93	4.05	Lack of halls for activities and events	4
High	0.99	4.03	Lack of local supportive bodies	5
middle	0.91	3.40	The association of financial support for schools with the priority of the countries that give the support	6

It is clear that the general arithmetic mean for the field of material capabilities was high, with a degree of (3.90) in terms of the arithmetic mean, and the expressions had an arithmetic mean between degrees (3.40 - 4.13) because the phrase "lack of scientific laboratories" came in the first level. With a high degree and an arithmetic average of (4.13), the phrase "The connection of financial support for schools with the priority of donor countries" came in sixth place, with an arithmetic mean of (3.40), in addition to that it came with a medium degree

Administrative field

Table (7) the standard deviation and the arithmetic mean of the response of school principals on the administrative domain

the level	standard deviation	SMA	the field	Rank
middle	2.23	3.55	School educational planning lacks realism	1
middle	0.77	3.44	The manager's insistence on the craftsman's adherence to regulations and laws	2
middle	1.04	3.18	Lack of consideration for renewal of the plan at the year level	3
middle	0.98	3.13	Low flexibility in applicable legislation and regulations	4
middle	1.00	3.06	Poor existence of treatment plans to face problems	
Middle	0.55	3.27	administrative field	

It is clear that the general average for the field of administration was average, and the arithmetic mean was (3.55), while the arithmetic mean came in the range (3.06 - 3.55), so the phrase "lack of educational planning" came in the first level, with an average level of (3.55).) through the arithmetic mean, as we have seen in the fifth place the phrase "weakness of the existence of remedial plans to face problems", with an average level and (3.06) in terms of the arithmetic mean.

Teacher field

Table (8) the standard deviation and the arithmetic mean of the responses of educational facility managers to the field of teachers in descending order according to the arithmetic mean

Class	Standard deviations	Arithmetic averages	ferries	M
Medium	0.74	3.62	Teachers appreciate the classes	1
Medium	0.85	3.52	Weakness of teachers' orientation for educational research	2
Medium	0.90	3.29	Lack of teacher involvement in decision-making related to the educational facility	3
Medium	0.94	3.01	Teachers' lack of desire for self-development	4
Medium	0.94	2.94	Weakness of teachers' abilities to enrich the curriculum	5
Medium		3.28	field of teachers	

From Table (8), it is clear that the general average for the field of teachers came with an average score and an arithmetic mean of (3.27). In addition, with a medium degree, and in the fifth rank came the phrase "weak abilities of teachers to enrich the curriculum", with an arithmetic mean of (2.94) and a medium degree.

Community field

Table (9) the standard deviation and the arithmetic mean of the response of educational facility managers about the field of society in descending order according to the arithmetic mean

the level	Standard deviations	Arithmetic averages	ferries	M
High	0.86	4.13	Poor communication between parents and the administration of the educational facility	1
High	0.90	4.00	Teachers' lack of interest in cooperation and interaction with the local community	2
High	0.86	3.97	Lack of effectiveness of parents' councils in schools	3
High	0.85	3.96	Weak care of guardians in the educational problems of their children	4

it is clear from Table (9) that the general average for the community field was high, with an arithmetic mean of (4.13), and the arithmetic mean for the expressions ranged between (4.13 - 3.97), where the phrase "poor communication between parents" came in the first place and school administrators" with a high degree and an arithmetic mean of (4.13). The expression "parents' poor care of their children's problems in education" came in fourth place with a high score and an arithmetic mean.(3,96).

Student's field

Table (10) the standard deviation and the arithmetic mean of the school principals' response to the students' field in descending order according to the arithmetic mean

the level	Standard deviations	Arithmetic averages	ferries	M
high	0.99	3.70	Low student motivation to learn	1
middle	0.92	3.25	Scarcity of communication between both students and teachers	2
middle	0.97	3.14	Empty the planscholasticTo solve the problem of overcrowding of students in one class	3
middle	0.99	3.10	The lack of interest of the planners in the leadership role of the students	4
middle	0.92	2.79	Lack of interest in psychological counseling for students	5

From Table (10), it is clear that the general average of the student's field was average, with an arithmetic mean of (3.20), and the values ranged from (2.79 – 3.70), in terms of the arithmetic mean. Therefore, the phrase "low motivation of students to learn". Came in first place with a high degree and an arithmetic mean of (3.70), as it is clear that in the fifth rank is the expression "weak interest in psychological counseling for students". With an arithmetic mean of (2.79), at a medium level.

Discussing the results of the second question:

Are there statistically significant differences at the level ($\alpha \geq 0.05$), about the level of educational planning challenges for female principals, and male and female principals, due to the variables (sex, educational qualification, and years of experience)?

The researchers calculated the arithmetic mean and standard deviation. In addition to conducting the (One-way ANOVA), test to find out what the differences indicate according to the variables of the study. Which are the type of educational institutions? Educational qualifications, and years of experience, and the (Independent Test) test to identify the significance of the differences according to males or females, and tables (11, 12) show the results of this as follows:

Educational Qualifications Variable:

Table (11) the standard deviation and the arithmetic mean, as well as the (One-Way ANOVA) test for all fields of educational planning obstacles concerning principals and principals of Jordan schools according to academic qualifications

Standard deviations	Arithmetic averages	preparation	Qualifications	the field
0.83	3.40	32	Bachelor's	administrative
0.55	3.27	20	Postgraduate	
0.44	3.89	32	Bachelor's	
0.37	3.96	20	Postgraduate	
0.39	3.33	32	Bachelor's	
0.41	3.28	20	Postgraduate	
0.36	3.23	32	Bachelor's	
0.45	3.20	20	Postgraduate	
0.45	4.15	32	Bachelor's	
0.47	4.02	20	Postgraduate	
0.23	3.59	32	Bachelor's	
0.20	3.54	20	Postgraduate	

Through Table (11). There are statistically significant differences at the function level ($0.05 \geq \alpha$) for the challenges of educational planning among principals of Al-Batinah North Schools in the Sultanate of Oman. Due to the similarity of suffering, although. It varies with different holders of academic qualifications (bachelor's, postgraduate studies). As the educational systems and laws are the same in the teaching environment concerning everyone without exception, just as dealing with implementing and carrying out instructions is not related to academic qualifications in the context of the health crisis that has emerged. Due to the Coronavirus, the level of appreciation is uneven and close to a high degree. This indicates the necessity of striving towards conducting face-to-face and electronic training courses in addressing obstacles and alternative plans. In addition, development programs, to avoid the presence of any obstacles in various fields for such emergency circumstances. This result is consistent with the study of Al-Maliki (2021); (Aleizamat, 2021); Al Rajhi (2021); Tara and Rabi` (2021), and it differed from the study of Al-Ursan (2021) because there are no differences due to academic qualifications.

Gender variable

Table (12) the standard deviation, the arithmetic mean, and the (T-test) for the domains and degree of educational planning challenges about principals and principals of educational facilities, according to the research variable represented by gender

What the values signify	value T	Standard deviations	Arithmetical averages	sex	the field
0.720	-0.360	0.62	3.29	females	administrative
		0.40	3.24	male	
0.798	-0.257	0.39	3.97	females	physical capabilities
		0.35	3.95	male	
*0.006	-2,852	0.14	3.11	male	teachers
		0.42	3.37	females	
0.947	-0.067	0.53	3.19	male	the students
		0.40	3.20	females	
*0.000	-5,094	0.42	3.71	male	Relationship with the local community
		0.40	4.19	females	
*0.001	-3,357	0.16	3.45	male	Overall educational planning
		0.20	3.60	females	

From Table (12). it is clear that there are statistically significant differences at the function level ($0.05 \geq \alpha$) in terms of the degree of educational planning challenges at the level of the total scale, so the (T) score reached (-3.357) about the degree of significance (0.001). It turned out that there are statistically significant differences in the field of teachers. In addition, the value of (T) reached (-2.852), at the semantic level (0.006). The value of (T) which has a relationship with the local community, and is related to educational obstacles was (5.094) at the semantic level (0.000). In addition, the degree of educational obstacles or penalties related to the degree of the total scale in these two domains about (principal) was more Included when about (manager). It turns out that there are no statistically significant differences in the rest of the other fields.

The researchers attribute this outcome of the first research question to the fact that teachers do not participate in educational planning, and their opinions are not heard when designing developmental education plans, in addition to that, teachers strongly reject instructions and legislation in the educational field. These are included in educational planning, in particular in the context of the health crisis regarding the preventive measures related to the Coronavirus. They are constantly discussing with the principal their violation of much educational instructions. In addition to the existence of a decline in the relationship between each of them, and they may not cooperate with the administration and are biased more than in female-private schools regarding concerned with the interrelationships between them. However, the principal of the school is at this same level because of their following the education legislation as well as its constitutions through which the various and distinct educational plans are achieved. Which represents a great burden and causes the emergence of many obstacles, while there are no statistically significant differences in many other fields, and this is because there is no difference between female and male schools in terms of material capabilities or administrative decisions available in educational facilities regarding related to female directors and managers. This result is consistent with the study of Al-Nawfali (2021); Al-Maliki (2021), and disagreed with the study of Ababneh (2021); study (Aleizamat, 2021); Al-Jarrah (2020); Al Rajhi (2021); Al-Ursan (2016), who argued that there are no differences in females or males.

Variable years of experience

Table (13) Analysis of the results of (the One-Way Anova Test) in the fields of study and the degree of obstacles to educational planning in the principals of schools according to the variable of the number of years of experience

What the values signify	level (F)	Arithmetic averages	preparation	Qualifications	the field
0.284	0.280	3.29	17	less than 5Years	administrative
		3.22	35	From 5 to 10 years	
		3.33	25	higher than 10Years	
0.784	1.279	3.83	17	less than 5Years	physical capabilities
		4.00	35	From 5 to 10 years	
		4.00	25	higher than 10Years	
0.170	0.244	3.29	17	less than 5Years	the teachers
		3.24	35	From 5 to 10 years	
		3.31	25	higher than 10Years	
	1.874	3.33	17	less than 5Years	the students
		3.10	35	From 5 to 10 years	
		3.25	25	higher than 10Years	
0.333	1,117	3.87	17	less than 5Years	Relationship with the local community
		4.06	35	From 5 to 10 years	
		4.05	25	Higher than 10Years	
0.416	0.887	3.52	17	less than 5Years	Overall educational planning
		3.52	35	From 5 to 10 years	
		3.95	25	higher than 10Years	

*Statistically expressive with a degree of

Table (13) shows us that there are no statistically significant differences in the degree of ($\alpha \geq 0.05$), about the degree of obstacles related to educational planning for both male and female school principals due to the number of years of experience, and this is due to the experience of male and female principals. In administrative educational work, it negatively affects the level of awareness of educational obstacles during the Corona pandemic, whether about those who have high or low experience, because of the degree of feeling these obstacles in different areas in the dealings of managers, and this is due to individual differences and leadership qualities in the personality of each. From the principal or principal through their dealings with different principals in light of emergency crises, although the leader in the administration in the educational field who has simple experiences may face some obstacles more than without him. He may have studied courses that make him qualified as a leader and educator to deal with many emergency crises. Through consulting or seeking the assistance of those with administrative expertise from other managers. In addition, working on exchanging relationships; this result is consistent with the study of Ababneh (2021); Al Rajhi (2021); Al-Mutairi (2021); (Aleizamat, 2021); Tara and Rabi` (2020), and it differed with the study of Al-Ursan (2016) due to the absence of intentional differences on the difference in experience in the field of management in the educational field.

Recommendations and proposals

Based on the results reached, the researcher recommends and suggests the following:

- 1- Providing material and moral resources for leaders in educational institutions to provide basic requirements.
- 2- There must be an educational oversight body in educational institutions. and it has absolute oversight authority and its decisions are binding. It supervises the evaluation of educational planning in the Department of Public Education that educational leaders are qualified for educational planning, and they have higher scientific qualifications.
- 3- The necessity of communicating with the local community and exchanging participation in developing educational plans between the school administration and the local community in terms of determining the competencies and capabilities that must be available in the educational stage and providing the available capabilities in this crisis.
- 4- Paying attention to educational planning, especially in times of crises and current circumstances, as they reflect on education continuously and directly.
- 5- Enhancing the partnership between teachers and school administration in public and private schools for continuous development in educational planning.
- 6- Conduct more research and ongoing studies to trace the most important obstacles facing the planning process in educational institutions, the Ministry of Education, and schools.
- 7- Conducting more studies and research on the subject of educational planning in all educational schools, and presenting sufficient obstacles to the Ministry of Education in light of the results of this study.

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