

Abstract

The purpose of this study is to identify the role of primary school principals associated with governmental institutions in the West Bank with the managing of resource rooms from their teacher's perspective. It was also needed to identify the differences in the sample, should there be any. If there were variances in the responses of the sample study they could be attributed to changes in their qualifications, specializations, and differing locations of the schools or due to the number of years of experience in the resource rooms.

The researcher used a descriptive survey. The study sample consisted of 83 teachers of resource rooms, which made up the population of the study. A questionnaire was used as a tool by the researcher for data collection. It consisted of (43) items that were distributed into 4 sections. These sections included: the role of the principal in the teaching-learning process in the resource rooms, the principals role in the accommodation of the schools environment and making it suitable for special education programs, the role of the principal when dealing with the management of the workers in these programs and lastly, the principals role in communicating with parents and the community to develop such programs in the schools.

The study revealed that the role of the principals in the management of the resource rooms was only moderate. The results indicated that there was only a limited function of the principals in the teaching learning

process and there was a lack of their presence in the adaptation of the school environment to achieve the suitability for resource rooms. The study also pointed out that the school principals had no significant role when dealing with the parents and the community to develop the management of the resources rooms in their schools. In addition the study also suggested the limited role of the employees in those rooms. The entire study implied the lack of a prominent role for school administrators in the management of the resource rooms, which was all attributed to the variables of the study.

The researcher mentioned several recommendations. One of the most important points of advice was to prepare, train and educate school principals in the field of special education. Also, to work on providing all the material and human resources needed for special education programs and to determine the procedures and mechanisms of working in resource rooms. The responsibilities and roles of each individual in the school system should be defined in order to support such programs.