

# The Quality Level of Education of the Syrian Refugee Students in the North of Jordan: Educational Supervisors' Point of View

Omar AbdulRahim Ahmad Rababah

Department of Educational Administration, Ajloun University College/ Al Balqa Applied University, Jordan

*Received February 26, 2020; Revised April 2, 2020; Accepted May 13, 2020*

Copyright©2020 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

**Abstract** This study was conducted to identify the quality level of the education of the Syrian refugee students at the schools of the north of Jordan as seen by the educational supervisors and their proposals to improve it. The researcher adopted the analytical descriptive approach for the study. The population of the study consisted of all the educational supervisors of the governorates of education in the north of Jordan while the sample consisted of 110 members of them. The researcher designed a sixty item questionnaire as an instrument for collecting the data for the study. That came up with a set of findings, the most important of which are: The level of the quality of the education offered to Syrian students at the schools of the north of Jordan was average for all the variables of the study, but it was high for the curricula variable. The educational supervisors put forward a set of proposals to improve the level of the quality of the education offered to Syrian students at the schools of the north of Jordan such as: obtaining funding resources to finance the schools for the refugee Syrian students, solving the student family problems arising from the adverse refuge conditions of the families of the students, improving the curricula to suit the students conditions and their interests, providing the students with adequate knowledge of rules and regulations that serve them. The researcher discussed and interpreted the findings stressing that the important findings should be presented to the decision makers of the Jordanian Ministry of Education. The researcher recommended the following: implementing the proposals of the educational supervisors to raise the level of the quality of education, conducting a number of studies on the average quality variables, solving the families' problems because of the conditions of migration, improving the curricula to suit the conditions of the students and their interests, familiarizing the students with the rules and the regulations that serve their interests. Finally, the researcher discussed and interpreted the findings stressing that the important ones of them should be

presented to the decision-makers of the Jordanian Ministry of Education

**Keywords** Quality of Education, the Syrian Refugee Students, Educational Supervisors, Schools of the North of Jordan

---

## 1. Introduction

Nowadays the world is witnessing the highest levels of migration; the number of the refugees amounts to 65.3 million people throughout the world. Twelve million persons have been forced to leave Syria (since 2011) because of the turbulences that swept over the country. This number has been the highest throughout the world; at least 1.3 million people of them poured into Jordan from Syria.

The refugees in the hosting environment need humanitarian support to secure the basic needs of life: shelter, health care, safety and education to ensure the minimum level of decent life. However, educating children of the refugees plays an effective role that ensures direct solution for illegal practices such as child labor, early marriage and children may be forced to take part in the wars and conflicts. Education helps creating a better future for the children. By August 2017 Jordan had received about 660.005 Syrian refugees, about 232.868 were school children who needed to join schools. Eighty percent of the refugees lived among the hosting communities and they constitute 10% of Jordan's population; the rest of them lived in refugee camps. Ten percent of the children in the governmental schools were Syrian refugees. The percentage of the Syrian refugee's children enrolling in the governmental schools amounted to sixty percent (of the Syrian refugee children). The stability and prosperity of the

region where the refugees settled depended on providing education for the children who needed to go to school and who might coexist in the adverse conditions they lived under to support themselves. Despite the limited resources and the economic challenges, Jordan received a wave of the refugees forced by war to flee their country.

With the increasing numbers of the Syrian refugees coming into Jordan, the Jordanian government, with the directives of his majesty king Abdullah the Second took several measures to provide the required services for the refugees and alleviate their suffering (Stave et al. 2015). Therefore, the Syrians refugee students were allowed to enroll in the Jordanian schools according to measures ensuring equality with the Jordanian students, that is, the Syrian students should receive free education services.

### 1.1. Problem of the Study

The education of the Syrian refugee students is a source of great concern because of the future of both the Syrian society and the hosting communities. Sixty percent of refugee students receive formal education. The stability and prosperity of the region depend on ensuring that flexible adaptable education of school-age students, proper conditions they face to ensure turning out individual who can support themselves and their families. The goal is not only education but also the quality of education. Therefore, the problem of studying the quality of education of the Syrian refugee students at the schools of the north of Jordan is determined from the point of view of the educational supervisors and their suggestions for improving this quality.

### 1.2. Questions of the Study

Question 1: What is the quality of education for the Syrian refugee students in the schools of the north of Jordan, according to the point of view of educational supervisors?

Question 2: What are the proposals of educational supervisors to improve the quality of education for the Syrian refugee students in the schools of north of Jordan?

### 1.3. Significance of the Study

The importance of this study stems from its investigation of the quality of the education of the Syrian refugee students at the schools of the north of Jordan. The education is offered to help the students secure a good future for themselves and their community.

The topic of the study is innovative and it can enrich the Jordanian and the world libraries with information on the refugee problems, especially the education of children. It also highlights the need to secure individual capabilities of achieving high level of quality of education for the Syrian refugee students. As the studies in this field are rare, this

study can be a feedback to decision-makers of the Jordanian educational system so that that they may enhance the level of the quality of education for both the Syrian and the Jordanian students.

### 1.4. Objectives of the Study

This study seeks to achieve the following objectives:

- identifying the level of the quality of education offered to the Syrian refugee students at the schools of the north of Jordan,
- Identifying the educational supervisors' proposals that enhance the level of education offered to the Syrian refugee students at the schools of the north of Jordan

### 1.5. Limits of the Study

The study was exclusive to the educational supervisors and the Syrian refugee students enrolling in the schools of the north of Jordan for the year 2018.

### 1.6. Operational Definitions

The educational supervisor: An educationist of the Ministry of Education of Jordan assigned to carry out the educational supervision stated in the (2002) Educational Supervision Guide. The supervisor tasks entail conceptual and technical supervisory skills pertaining to planning, curricula, teaching, evaluation, training and educational activities with a set of tasks for every field.

The Syrian refugee students: they are the students who fled Syria and crossed the borders seeking refuge in Jordan because of the war adversity that has been going on in Syria since 2011.

The schools of the north of Jordan: they are the schools in the northern region of Jordan: Irbid, Mafraq and Jerrash.

### 1.7. The Theoretical Frame Work

The statistics of the Jordanian educational system for the last ten years show a normal continuous gradual increase with close variations in the numbers of the students throughout the period preceding the Syrian refugee influx into Jordan. During that period, the greatest increase in the number of the students did not exceed (24228) in the scholastic year 2008/2009, when the total number of the students was about (1131113), the greatest number ever in the period prior to the Syrian refugee influx into Jordan. The statistics for the years following the influx showed the greatest increase as the number reached (91172) in the scholastic year (2013/2014) when the total number of the student was about (1265148) students. The scholastic year (2013/2014) marked the start of the peak of the density increase in the Jordanian schools belonging to the Ministry of Education. The statistics of the Ministry of Education for

the scholastic years (2013/2014) and (2015/2016) indicated that the number of the Syrian refugee students in Jordan reached (1143259) students, but only (26200) of them joined the schools of the camps designated for the Syrian refugees. And the majority of the Syrian refugee students, i. e. (1270590) students joined the schools of the Ministry of Education in the villages and cities of Jordan. The students were absorbed in the same shifts and the same classrooms designated for the Jordanian (The Ministry of Education Statistical Report, 2015/2016). Thus, the Syrian students constituted (11.28%) of the total number of the students in Jordan. The educational system in Jordan (prior and post the Syrian refugee groups into Jordan), like any other educational system, requires several resources- financial, physical, and human resources with their sub- details hat can be incorporated to ensure the permanency of the quantity and the quality of education. Therefore, there should be adequate funding resources for the expenditure to sustain the educational process and safeguard its steady development with the availability of the funding resources for the educational system (Setrack 2008).

### 1.8. Literature Review

Following are some of the related studies that indirectly addressed the topic of the study. This review highlights the subjects of these studies, the procedures adopted and their findings. Moreover, the researcher highlights the extent of utilizing these findings for the present study.

**Adayleh and -Zghoul**(2016) [1] identified some of the psychological, familial and economic problems that the Syrian refugees encountered at Zatory refugee camp. The study also identified some of the suggested solutions for such problems that concern the Syrian family, and the community organizations. To achieve the objectives of the study, the researchers adopted the analytical descriptive survey approach. The sample was selected by the available method because it was difficult to obtain a regular random sample of the Syrian refugees – there were no official records of the families. Yet, the data were collected from the individuals contacting the organizations working at the camp. They consisted of 120 families residing there in the period (20-9-2016 to 6-10-2016) though the total number of the families (15000). The study came up with a number of findings, the most important of which were: The most psychological problem for the Syrian refugees was that their apprehension of the destiny of their children under the circumstances of the camp they live in. The second problem they encountered was their suffering due to the negligence and marginalization by the international community. The most important problem pertaining to the familial problem was that their feeling of their inability to fulfill the basic needs of their children who desired to escape from their real world because of the multiplicity of the problems they encountered. Family expenditure was among the gravest problems; the expenditure exceeded

their meager monthly incomes.

The study also found out the economic situation at the camp needed considerable support and the refugees lived under adverse living conditions following their sudden migration to such camps where unemployment permeated among the refugees besides child work and school dropouts as children left schools to help their families.

The most important problem related to counseling the Syrian refugees was the failure to provide psychological and counseling support programs besides the refugees' unawareness of such programs - their topics and locations. The findings showed that there were significant differences in the levels of familial problems and the counseling that the Syrian refugees encounter at al Zatari camp could be attributed to the education level of the father. The differences were in favor of the illiterate fathers; there were differences for the literate fathers, too. There were also significant differences in the psychological, the familial problems and the economic problems attributed to gender and they were in favor for the females.

**Harbat** (2016) [6] identified the types of services extended by the community organizations besides identifying the positive and the negative impacts of the refugee influx on the local hosting community. Therefore, the researcher designed a questionnaire and administered it to (29) establishments and she also held two discussion sessions involving activists from the local community. She obtained the statistical significance according the frequencies and percentages. She found out all the organizations tend to give priority to training services, qualifications and awareness, then, they would offer relief services and the activities pertaining to human rights successively. They obtain funding from the individual donations, productive projects and grants. All the organizations channeled their activities to women, the youth and the refugees and finally to individuals with special needs. The major obstacles to the work of such organizations were the governmental regulations and laws for the donors. The major negative impacts of the refugee phenomenon are: depleting the infra-structure of the local society, restricting the press freedom, the security sanctions and measures, the refugees' competition in the labor market, the field of crafts in particular, the expensive housing and the increase of the products prices, monopoly of the refugee academic competences and converting them into craft competencies. There was negative sensitivity of the hosting society towards the existence of the refugees. The major positive impacts of the refugee phenomenon on the hosting community were: the activation of the functions of the local community organizations and the development of certain crafts.

**Gharaibeh** (2016) [3] sought to identify the impact of the Syrian refugee influx on the Jordanian educational system, the financial and the physical resources according to the perspectives of the educational leaders of the Ministry of education. The researcher adopted the

descriptive analytical survey approach for the study which involved (50) educational leaders of the ministry of education departments concerned with the Syrian refugees. To achieve the objectives of the study, he designed (a questionnaire (the instrument of the study) consisting of (27) items.

The findings showed that the Syrian refugee problem had a substantial impact but there were no significant differences ( $\alpha < 0.05$ ). It could be attributed to the impact of the academic qualification or the administrative experience variable or the occupational title according to the perspectives of the educational leaders of the impact of the Syrian refugee problem on the material and the financial resources of the Ministry of Education in all the variables of the study and the whole score. Accordingly, the researcher recommended that the funding resources should be distributed to the whole educational system to re-qualify the infra-structure and improve the absorbing capacity of the educational system and involve the leaders and their subordinates in the decision-making process and drawing the education strategic plans to respond to the emergency situations which is encountering and may be affecting the educational system.

**Dalabih & Adwan** (2016) [2] reviewed the conditions of the Syrian refugee students in Jordan in general and the governorate of Mafraq in particular in the period between (2012-2016). The study highlighted the role of the directorates of education in Mafraq (the directorate of Mafraq city and the directorate of the District of the North west Badiyah) that supported the educational issues of the Syrian refugees through the following variables: The first variable/ the regular formal education including the process of absorbing the Syrian students in Mafraq governorate: the two shift schools in Mafraq governorate.

The second variable/ the informal (the unofficial) education

The third variable was the supplementary education programs offered by the directorates of education of Mafraq to the Syrian refugee students.

The findings showed the depletion of infra-structure of the buildings of the Mafraq directorates of education, and the low level of achievement of both of the Syrian and Jordanian students.

Lubani (2016) [7] conducted a study based on an inversion hypothesis to identify the impact of the Syrian refugee influx into Jordan on the economic stability based on an inversion hypothesis that entailed the existence of an inverse relationship between the Syrian refugee problem and the political and the economic stability in Jordan. The study utilized the quantity indices of the economic and the political stability for the three years prior to the Syrian people and other three years post the refugee influx to identify the averages of the growth of the development of the economic and the political indices and to identify the general trend for every index respectively. The findings of the study showed that its hypothesis could be absolutely

generalized and that the Syrian refugee influx was a burden on the reality of the economic and political situation of Jordan because the negative impacts of the refugee problem surpassed its positive ones as shown by the compared indices.

Majali (2016) [8] identified the demographic change in Jordan due to the high population density after the Syrian crisis and the impact of this density on various sectors. The study adopted the analytical approach depending on the results of the residential census carried out by the end of 2015. The findings of the study were: There was a substantial impact of the Syrian refugee influx on education, health, water, energy, the infra-structure, the public services, the security and safety services. For the education sector, the study highlighted the impact on the overcrowded classrooms due to the Syrian refugee influx which entailed more teachers, schools and classrooms.

Christophersen (2015) [4] studied securing education for the Syrian refugee children in Jordan. The researcher adopted the analytical descriptive approach for this study which showed that the Jordanian government exerted substantial efforts for the education of the Syrian children who were about 40% of the Syrian refugees. Yet, there were children who received no education. The study emphasized the significance of educating the refugees, especially the children who would build the future Syria. The study also showed that there were obstacles hindering a great number of the Syrian children from going to the Jordanian schools especially the inability of the Jordanian education system to meet the increasing demands for education.

Jenking (2015) [5] investigated the conditions of the Syrian refugees in Jordan. The researcher adopted the descriptive analytical approach and the study showed that more than half of the refugees were children and the resources available in Jordan were depleted. Extending adequate financial aid to the countries hosting the refugees, and Jordan among them, might help those countries to restore their economic and social stability so that they could offer services (including education) to the Syrian refugees. The study showed that sustained establishment of the educational centers and foundations would reinforce the absorbing capacity of the schools of the ministry of education of the hosting communities.

### 1.9. Comment on the Previous Studies

There have been various studies; some of them identified the refugee problems especially those pertaining to the psychological, economic and familial variables while other studies identified the types of the services extended to the refugees by the civil community organizations. Some studies highlighted the major obstacles that hindered the organizations from functioning. Other studies focused on the impact of the Syrian refugee influx on the Jordanian resources of both education and economy.

Therefore, the present study benefited from the previous studies in many respects especially the questionnaire, the analysis and the discussion, but it focused on the level of the education extended to the Syrian refugee students at the schools of the north of Jordan. It also put forward solutions and recommendations for improving and developing the quality of the level of the education offered to the Syrian refugee students. Thus, it is the first of its kind in Jordan.

## 2. Methodology and Procedure

### 2.1. Population of the Study

The study population consisted of all the (275) supervisors working in all educational departments in the north of Jordan for the academic year 2018/2019

### 2.2. The Sample of the Study

The sample of the study consisted of 10 supervisors selected from each directorate of education in the northern region of Jordan. The total number was 110 members selected by the random stratified sampling.

### 2.3. Methodology of the Study

The current study identified the quality of education for Syrian refugee students in the schools of northern Jordan from the point of view of the educational supervisors and their proposals for improvement of such education. Therefore, the researcher adopted the analytical descriptive approach to obtain the necessary information and then he analyzed and interpreted the information and came up with the findings that contributed to the accomplishment of the objectives of the study.

### 2.4. Instrument of the Study

In order to achieve the purposes of the study, the researcher developed the instrument of the study after reviewing the related literature and the previous studies. In its final form, the instrument consisted of (71) items distributed to six variables: The Headmaster (principal of the school), the teacher, the student, the curriculum, the buildings and facilities and the local community, as well as an open question about the proposals of the educational supervisors to improve the level of education.

### 2.5. Validity of the Instrument of the Study

To verify the validity of the instrument of the study, it was presented in its initial form, which consisted of 75 items to seven referees who were among the members of the teaching staff of the Jordanian universities, including specialists in the administration of education. Then, the items of the instrument, in its final form, were reduced to 71 items according to the recommendations of the arbitrators.

### 2.6. Reliability of the Instrument of the Study

The reliability of the instrument of the study was determined by calculating the reliability coefficient in the Cronbach's alpha to measure the internal consistency. The reliability coefficient of the instrument as a whole is 89%, which is sufficient for the study purposes.

### 2.7. Statistical Methods

The statistical program was used to analyze the data. The main averages and scores of the variables as a whole, for each field and for each item of the study were calculated after the validity of the questionnaire for analysis was verified. This was done to answer the first question

To answer the second question, the frequencies and the percentages were calculated; the proposals were calculated, and the proposal that got 10% of the sample of the study was adopted.

The data were entered into the computer and the verbal questionnaires were converted into numeric questionnaires. The responses were graded as: very high (5), high (4), average (3), low (2) and very low (1). The averages were calculated as follows (3.8-5): High, (2.4-3.7) average and (1-2.3): low.

## 3. Results and Discussion

**Question one:** What is the quality of education for Syrian refugee students in the schools of the north of Jordan, according to the point of view of educational supervisors?

**Table 1.** The means, ranks, levels of education quality as a whole

NO	Rank	Variable	Mean	Level ( degree)
1	4	The head master	3.61	Average
2	3	The teacher	3.62	Average
3	5	The student	3.45	average
4	1	The curriculum	3.80	high
5	2	The buildings and facilities	3.68	average
6	6	The local community	3.15	Average
total			3.55	Average

Table (1) shows that the general arithmetic averages of the responses of the study sample for the six variables of the study ranged from 3.15 to 3.80. The fourth variable (the curriculum area) came first with an average mean of 3.80 and a high rate degree. The sixth variable is (the local community) with lowest responses with a mean of (3.15). The general arithmetic mean for the all variables was (3.55). This indicates that the quality level of education for Syrian refugee students in the schools of the north of Jordan is average and it requires more efforts to raise the quality to a high degree for all fields. However, the quality level for the curriculum variable scored a high degree. This indicates

that the Ministry of Education is concerned with the preparation of curricula in line with the high developments in the field of quality of the curriculum. The buildings and facilities variable comes after the curriculum variable. This also indicates that the quality of buildings and facilities is average. This also entails that the Ministry of Education reconsider its attention to buildings. The researcher attributes this average level to the fact that the school building is costly and it is sometimes impossible for the ministry, especially under the circumstances of the Syrian problem and the financial burdens on the Jordanian government. The third place (3.62), with an average of quality, is the teacher variable. This indicates that the quality of education in the field of teacher is still medium. Therefore, the Ministry of Education has to raise the quality requirements in the field to achieve a high degree because the teacher is among the time inputs in the educational process.

The fourth place is the headmaster variable with an average score of 3.61 and a medium degree of quality. This inevitably requires raising the level of quality in this field. This field is related to the educational leader, the school principal, who is considered the basis of the quality process and can affect all of the other variables related to teaching – education process.

The student variable came in the fifth rank with an average of (3.45) and a medium degree of quality. This entails raising the level of the quality of education as the student is the focal point of the educational process.

The sixth rank came the local community. This reflects the quality of the relationship between the local community and the school; It is lower than other areas, and this draws the attention of the decision-makers to boost this area to

uplift its level to a higher degree of quality.

#### Presentation and Discussion of the First Variable– Table2

It is clear from Table 2 that the computational averages of the responses of the study sample individuals on the first domain (principal) ranged between 3.33-3.74, with a mean average of 3.61 and an average of quality.

The item (Teachers are encouraged to continue and keep up their education) scored high. The least response is the item which states (He periodically meets parents, teachers, students and staff to study the school conditions), an average of 3.33 and an average response level. This indicates that the quality of education for The Syrian refugee students is average in the field of the school principal and the Ministry of Education should raise the level of this field because everything related to the school principal is very decisive to the principal of the school who has grave impact on all other variables of the study. It is clear that the item that got a high degree is “He encourages teachers to continue and keep up attaining more of their education and development”. This highlights the interest of the principal, which is one of the most important items of this variable and the researcher considers the content of this item as the pillars of the quality of education.

The item, which received the least average was the one which states the meeting of the principal with the elements of the educational process needs more attention from the principal of the school and the rest of the items received average evaluations. Therefore, the medium average of quality entails that the school principals pay more attention to raise the quality level to a higher degree, thus boosting the quality level of education in general.

**Table 2. Means, ranks and level of educational quality for the first variable (The head master)**

No	Rank	item	mean	Level
1	5	he is flexible in work and implementing regulations'	3.70	high
2	7	His decisions are based on accurate information.	3.63	Average
3	11	The management approach he adopts is roaming among teachers, students and employees	3.51	Average
4	2	Encourages teachers to continue and keep up their education and self-development	3..74	high
5	4	Demonstrates goals for teachers and involves them in achieving them	3.71	high
6	1	he adopts team spirit in his work( team work)	3.75	high
7	3	Authorizes part of the responsibilities and authorities to some competent staff	3.73	high
8	7	Encourages activities that develop good relationships within the school	3.64	Average
9	12	Adopts self-censorship policy to reduce external control	3.49	Average
10	6	Quality for him is the responsibility of everyone	3.69	Average
11	14	he periodically meets parents, teachers, students and staff to discuss school conditions	3.33	Average
12	11	He makes the teacher participate in community activity	3.56	Average
13	10	He periodically evaluates teachers and staff for continuous improvement	3.59	Average
14	13	The school budget is sufficient for its needs	3.48	Average
Total			3.61	Average

Discussion of the Findings of the Second Variable (the Teacher)- Table -3

It is clear from Table 3 that the means for the responses of the sample members to the second field (teacher) ranged between (2.92-3.93) the item that got highest number of responses is the one states: - (Adheres to the regulations, and instructions governing educational performance.) with an average of (3.93) with a high response rate. The least response was the item which states (proficient in handling and using modern educational and technological means) with an average mean of 2.92 and a medium response level.

The general arithmetic mean for this variable is 3.62. The Quality of education for Syrian refugee students as this Table shows is average. Therefore, the decision-makers of the Ministry of Education programs have to raise the quality of education offered to the Syrian students in the north of Jordan to reach a higher degree.

Items 1,2,3,5,7,9 received high degrees of education quality. The Table shows that the quality of education is advanced but the content of these items need to be more distinguished, as they reflect the interest of the Ministry and decision makers in this field.

**Table 3.** Means, ranks and level of educational quality for the second variable (the teacher)

No	Rank	item	mean	Level
1	1	Adheres to the regulations, regulations and instructions governing educational performance.	3.93	High
2	6	Have the necessary training competencies.	3.72	High 3
3	11	Interacts with the successive changes surrounding him/ her for development and updates in specialty.	3.57	Average
4	3	Committed to the ethics of profession with faithfulness and conscience.	3.86	high
5	7	Shares experiences with colleagues and superiors for improvement and development	3.70	High
6	9	Capable of increasing student effectiveness and raising their motivation and motivation.	3.57	Average
7	5	Participates in training and rehabilitation programs to upgrade its level.	3.8	High
8	2	Proficient in dealing with modern educational and technological means and employs.	2.92	Average
9	4	s/he benefits from training programs in educational quality	3.81	high
10	13	Fosters the student self-assessment.	3.48	average
11	12	Able to diversify methods of communicating information and ideas to students.	3.56	Average
12	12	able to create a suitable learning environment for students	3.58	Average
13	9	Recognizes and appreciates the talents, abilities and opinions of all students.	3.60	average
Total	8		3.62	Average

Discussion of the Findings of the Third Variable (Student)

**Table 4.** Means, ranks, and levels of education quality for the third variable (student)

No	Rank	item	mean	Level
1	6	capable of handling computer	3.45	Average
2	5	Self -motivation for learning	3.58	average
3	1	confident and proud when accomplishing tasks	3.77	high
4	2	shares with class mates what is important to learn	3.67	average
5	4	The assessment process is characterized with fairness, transparency and objectivity	3.59	average
6	3	Students discuss and review their achievement grades	3.60	average
7	7	Students comply with the Students' Educational Laws and Regulations	3.40	average
8	8	Capable of Learning and Self -teaching	3.33	average
9	9	Capable of learning decision - making and problem - solving skills	3.29	average
10	12	aware of the scientific and technological developments	3.19	average
11	11	Has the necessary skills to sustain lifelong learning	3.23	average
12	10	able to understand, analyze and evaluate the information provided and applied	3.28	average
Total	6		3.45	Average

Table 4 shows that arithmetic means of the responses of the sample members of the sample related to the third variable (students) ranged between (3.19-3.77) the item that states (confident and proud when accomplishing tasks) gains the most the most responses with average of (3.97) and a high level of quality of education. The item that states -responsive responses (aware of scientific and technological developments) has gained the least responses with an average of 3.19 and an average level of quality of education for the Syrian refugee students is average as shown by the Table of this variable. Therefore, the Ministry of Education and decision makers concerned with is variable should develop a program to lift up the quality of education among the students of the North of Jordan schools to a high degree of quality in order to compete and innovate at the international level.

#### Discussion of the Fourth Variable (the Curriculum); Table 5

Table -5 shows that the mathematical averages of the responses of the sample members of the study to the fourth variable (curriculum) ranged between 3.57-4.26 and the degree of quality of education is high. This means that the quality of education for Syrian refugee students in the schools of the north of Jordan is high as shown by Table-5, items 8, 9, 10, 11, 13 and 14 received average levels of the quality of education. This indicates that the quality of education for Syrian refugee students in the schools of

north of Jordan is still average as shown by these items. The researcher attributes this to the fact that although most of the items of this variable gained high levels, the process of the curriculum development is still taking place in a non-institutionalized manner by the Ministry of Education. Therefore, the curriculum has to keep up with the significant international developments in the quality of curricula.

#### Presentation and Discussion of the fifth Variable (the Buildings and Facilities)

Table 6 shows that the calculation averages for the response of the study sample members to the fifth variable (buildings and facilities) ranged from (3.29-4.23) and there is an average degree of quality of education. The most responses are for item (1) (enough electricity), with an average of (4.23) with a high degree of quality. The lowest item is No. (10) With an average of (3.29) and an average degree of quality of education. Most of the items of this variable have average degrees. This indicates that the field of buildings and facilities is still average despite the many buildings established by the Ministry of Education that suffers from a lack of financial resources, especially after the Syrian refugee influx. The findings of the study are in line with Gharayba's findings (2016), which showed that the Syrian refugee influx had a negative impact on the resources of Jordan, especially the Ministry of Education.

**Table 5.** The means, the ranks and levels of quality for the fourth variable (the curriculum)

No	Rank	item	mean	Level
1	1	The objectives are derived from the Jordanian educational philosophy	4.26	High
2	7	Completely Fulfill students' needs.	3.4	high
3	2	Represent the cognitive , the affective +/- and the psychomotor domains	3.98	high
4	6	The Content realizes the Curriculum Objectives	3.88	high
5	3	Regulates content in a logical form	3.95	high
6	8	There is a curriculum enrichment process	3.81	high
7	4	Methods of evaluation are diverse	3.91	high
8	14	The content reinforces the higher order thinking skills	3.64	average
9	10	The content fulfills the student age needs	3.68	average
10	15	Stimulate the students motivation	3.57	average
11	12	activities and technology are learning- centered	3.66	average
12	9	The evaluation verifies the extent of goals accomplishment	3.70	high
13	11	Methodology and teaching strategies are diverse	3.67	average
14	13	The evaluation diagnoses the strong and weak points	3.63	average
15	5	There is a follow – up of the pacing schedule of the curriculum or the material to be given	3.89	high
Total	6		3.80	high

**Table 6.** Variable five (buildings and facilities): the means, ranks, and the I quality level

No	Rank	item	mean	Level
1	1	Sufficient electricity is available	4.23	high
2	3	There is enough water	4.09	high
3	2	The class rooms have adequate lighting and ventilation	4.13	high
4	7	Availability of computer equipped labs	3.51	average
5	6	Availability of playgrounds for student activities	.53	average
6	4	The school is safe, clean and comfortable	3.60	average
7	9	Availability of diverse teaching equipment	3.37	average
8	10	Availability of library, equipped and indexed	3.29	average
9	8	The school is linked to databases and the Internet	3.5	average
10	5	The location and the building of the school copes with to the needs of the school	3.56	average
Total			3.68	average

**Table 7.** The six variables (the local community): means, ranks and quality of education

No	Rank	item	mean	Level
1	2	The school provides up -dated information for the community	3.34	average
2	1	Communication between school and community improves student achievement	33.47	average
3	5	The community take part in solving school problems	3.13	average
4	7	Discipline and classroom management are organized in the school in collaboration with the community	3.00	average
5	8	The Community takes part in a Assisting People with Special Needs	2.75	average
6	6	The community recognizes the importance of partnership with the school	3.05	average
7	4	Annual plans reflect the contribution of the community.	3.18	average
8	3	The school announces its activities and participates in the local community	3.24	average
Total			3.15	average

Table 7 shows that the mathematical averages for the responses of the sample members pertaining to sixth variable (community) ranged between (2.75-3.47) and the total mathematical mean is (3.15) and there is an average degree of the quality of education. The item stating that ‘the communication between community and the school enhances the students’ achievement’ gained most of the responses though the degree is average. The lowest item was the one stating ‘Community participation helps people with special needs’. All items of this variable received average levels of quality of education. This indicates that the quality of education for Syrian refugee students in schools in the north of Jordan is average. The researcher believes that there is a gap between the public schools and the local community; here is an idea that the local community does not intervene in the work of public

schools. Educational leaders in schools must attract and engage the community through activities while the decision- makers in the Ministry of Education should implement programs that foster the interaction between the community and schools and thus improve the quality of education in this area.

**Discussion of the Second Question**

What are the suggestions of educational supervisors to improve the quality of education for Syrian refugee students in the schools in the north of Jordan?

To answer the question, the researcher used the frequency and percentage of each proposal as shown in Table 8.

**Table 8.** Frequencies and percentages for the educational advisors' suggestions

No	Suggestions	Frequency	Percentage
1	Drawing the attention of the parents to the importance of teaching their children in school	61	55.45
2	Securing funding sources for the Syrian student schools	57	51.81
3	Solving the problems of families due to refugee conditions	56	50.90
4	Improving the curricula to suit the students' conditions and interests	51	46.36
5	Familiarizing the students with the laws and regulations that serve them	48	43.63
6	Increasing the number of teachers	46	42.6
7	Reducing the number of students in class rooms	45	40.90
8	Allocating special schools for Syrian students	43	39.09
9	Holding training workshops for teachers to suit the students and their circumstances	39	35.45
10	Activating educational supervision in all disciplines	33	30
11	Providing psychological and educational guidance for students	31	28.18
12	Activating student activities to relief the students	27	24.54
13	Develop a plan of development and participation of students and parents to know their circumstances	25	22.72
14	A method for of the Ministry of Education and International Organizations to monitor Schools	23	20.90
15	Activating the role and contribution of the local community in the educational process	18	16.36
16	Activating the accountability system to address weaknesses	15	13.63
17	Assigning principals for the Syrian students' schools	13	11.81
18	Establishing a Directorate of Education supervising the schools of Syrian students in the north of Jordan	12	10.90

Table-8 shows that proposal (11) obtained the highest percentage and it received 55.45% of the proposals' frequencies. This means that the educational supervisors believe that parents are aware of the importance of teaching their children at schools. Improving the quality of education for Syrian refugee students may increase the percentage of enrollment of the refugee children.

Suggestion (2) came second and it received 51.81 percent of the proposals frequencies. This means that the educational supervisors propose 'finding a funding solution for the Syrian students' schools so that these schools can find the way of fulfilling the quality requirements that need financial resources'.

This is followed by proposal (4), which states that "curricula should be improved to suit the students' conditions and interests. This means that the educational supervisors believe that the curriculum designers should take into consideration the conditions of the students in order to improve the quality of education.

This is followed by Proposal (5), which states: "Students are familiarized with the laws and regulations that are observed." This means that this proposal will increase students' awareness of the laws and regulations that concern them and thus improve the quality of education.

Thus, all proposals are successively put forward by the educational supervisors, seeking to boost the quality of education for Syrian refugee students in schools in the north of Jordan.

The researcher believes that these proposals boost the quality of education, because the educational supervisors are the most capable staff of putting forward proposals depending on their expertise as they are provided they are always in contact of schools and they thoroughly recognize the pros and cons of the educational process. Therefore, they are expected to put forward practical proposals that would improve the quality of education offered the to the students.

Therefore, the researcher believes that the implementation of the suggestions of the educational supervisors enhance the quality level of education for Syrian refugee students at schools in the north of Jordan. Decision makers in the Ministry of Education should implement these proposals in the field to obtain an advanced level of quality in schools. The researcher notes that most of the supervisors' proposals to address all the inputs of the quality of education.

#### 4. Conclusions

The study aimed at identifying the quality level of the education of the Syrian refugee students at the schools of the north of Jordan as seen by the educational supervisors and their proposals to improve it. The researcher adopted the analytical descriptive approach for the study. The study came up with following findings. The level of education

offered to the Syrian refugee students was average for the variables as a whole according to the educational supervisors. The level of the curriculum variable was high. The levels of the study variables (the principal, the teacher, the students, buildings and facilities and the local community) were average.

The educational supervisors put forward a set of suggestions to improve the level of the education offered to the Syrian refugee students as follows:

- Securing funding resources for the Syrian refugee students' schools
- Solving the problems of the refugee families arising from the migration conditions.
- Developing the curricula to suit the students' conditions.
- Familiarizing the students of the rules and regulations that serve them.
- Increasing the number of the teachers,
- Reducing the number of the students of each class.
- Holding teacher training workshops proper for the needs of the students.
- Providing education and psychological counseling for all fields of the educational process.
- Activating student non-curricula activities.
- Having development plan involving the students and their parents,
- Improving the method of the Ministry of Education monitoring process.
- Activating the role of the local community in the educational process.
- Putting into effect the accountability system to tackle the shortcomings.
- Assigning qualified principals for the schools of Syrian refugee students.
- Starting an educational directorate taking care of the Syrian refugee students' schools off the north of Jordan.

## 5. The Researcher Recommends

1. Taking into account the suggestions of the educational supervisors to improve the quality of education for Syrian refugees.
2. Conducting more studies on the level of quality, especially in areas whose results in the study were of an average degree to determine the reasons.
3. Conducting training courses for school headmaster on Suggestions of educational supervisors.
4. Provide financial support to schools in order to perform their tasks in improving the educational environment.
5. Building new schools to accommodate the increase in student numbers. In order to improve the quality of education.

## REFERENCES

- [1] Al-Adayleh, Lubna and Al-Zghoul, Amal (2016) The problems facing Syrian refugees in Nakhim Zaatari, research presented to the Second International Conference on Refugees in the Middle East. Yarmouk University / Irbid / Jordan.
- [2] Al-Dalabih, Haifa, Al-Adwan, Zaid. (2016) The role of education directorates in Al-Mafraq Governorate in supporting Syrian refugee educational issues. Research presented to the second conference, Refugees in the Middle East. Yarmouk University / Irbid / Jordan.
- [3] Al-Gharaibeh, Alaa Ibrahim, (2016) the impact of Syrian asylum on material and water resources in the Ministry of Education from the point of view of educational leaders. Research for the Second International Conference Refugees in the Middle East, Yarmouk University / Irbid / Jordan.
- [4] Christophersen, Mona. (2015). securing Education for Dalebih, Haifa, Al-Adwan, Zaid (2016) The role of the directorates of education in Mafraq governorate in supporting the Syrian refugees' educational issues. Second Conference Refugees in the Middle East. Yarmouk University/ Irbid/ Jordan.
- [5] Jenking. Robert (2015). Every Child Reaching Their potential through learning. UNICEF- Jordan.
- [6] Harbat, Rima Salem, (2016) The participation of local civil society in confronting the refugee crisis in Jordan, research presented to the Second International Conference Refugees in the Middle East. Yarmouk University / Irbid / Jordan.
- [7] Lubani, Alaa (2016). Impact of Syrian asylum on economic and political stability in Jordan (2011-2013). A magister message that is not published. Yarmouk University, Irbid, Jordan.
- [8] Majali, Soussin (2016). Jordan's experience in the issues of immigration and asylum and their impact on achieving and investing the population opportunity in Jordan. Working paper presented at the International Conference on Refugees, Security and Sustainable Development in the Middle East, The Need for North-South Dialogue. Center for the Study of Refugees, Displaced Persons and Forced Migration. Yarmouk University. Jordan.
- [9] Regional & Resilience plan - In Response to The Syria Crisis 2016-2017. Regional strategic overview.3rp. (2016) Syrian Refugees in Jordan. New York: International Peace Institute.
- [10] Stave, Svein and Hillesund, Solveig (2015). Impact Syrian Refugees on the Jordan -Labour Market- finds from the governorates of Amman, Irbid and Mafraq. International labour organization
- [11] The Problems Facing the Syrian Refugees in Al-Zaatari Square, (2016) a Study for the Second International Conference Refugees in the Middle East. Yarmouk University / Irbid / Jordan.
- [12] World Bank (2016). Report on Education in Jordan, published on 25 November, 2017