دور الإدارة المدرسية في توفير الوسائل الصوتية اللازمة لمادة اللغة الإنجليزية من وجهة نظر معلمي المرحلة الابتدائية بترهونة

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ملخص الدراسة:

هدفت هذه الدراسة إلى التعرف على دور الإدارة المدرسية في توفير الوسائل الصوتية اللازمة لمادة اللغة الإنجليزية من وجهة نظر معلمي مدارس المرحلة الابتدائية بترهونة، وذلك نظراً لأهمية هذه الوسائل في تعزيز مهارات الاستماع والنطق لدى الطلاب وتحسين تحصيلهم الدراسي. وقد اعتمدت الدراسة المنهج الوصفي التحليلي لتجميع البيانات وتحليلها، باستخدام استبانة تم تصميمها خصيصًا لقياس آراء المعلمين حول مدى توفير الادارة المدرسية للوسائل الصوتية، ومدي استخدامها من قبل معلمي اللغة الانجليزية، والمعوقات التي تواجه عملية توظيفها داخل الفصول الدراسية. وأظهرت نتائج الدراسة أن الإدارة المدرسية لا تزال تواجه صعوبات في توفير الوسائل الصوتية اللازمة بشكل كافٍ، وأن نقص الموارد المادية، وضعف التدريب المتخصص للمعلمين، والمشكلات التقنية، وغياب الدعم الإداري تُعد أبرز المعوقات أمام الاستخدام الأمثل لهذه الوسائل. كما بينت الدراسة أن وجود الوسائل الصوتية وتوظيفها بطرق فعالة يسهم في رفع دافعية الطلاب، وتحسين مهارات الاستماع والنطق لديهم، وتعزيز التفاعل داخل البيئة الصفية، ما يؤكد أهمية دمج هذه الوسائل ضمن الاستراتيجيات التعليمية المعاصرة. واستنادًا إلى هذه النتائج، أوصى الباحث بضرورة زيادة الدعم المادي والفني من قبل الإدارة المدرسية، وتوفير برامج تدريبية متخصصة للمعلمين، وضمان متابعة استخدام الوسائل الصوتية بشكل منتظم داخل المدارس، بهدف تعزيز جودة العملية التعليمية وتحقيق أفضل النتائج التربوية للطلاب.

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School Administration's Role in Providing Audio Aids for the English Subject: Primary School Teachers' Perspectives in Tarhuna

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Abstract:

This study aimed to investigate the role of school leadership in providing audio tools for teaching English from the perspective of basic education teachers (first cycle) in Tarhuna Municipality, in view of the importance of these tools in developing pupils' language skills and improving their academic achievement. The study adopted the descriptive analytical method, and data were collected through a questionnaire specifically designed for this purpose. The study population consisted of 183 male and female English language teachers at the basic education level (first cycle) in Tarhuna Municipality during the 2025–2026 academic year. A simple random sampling technique was used to select the study sample from the target population, and the valid responses were subjected to statistical analysis to achieve the objectives of the study. The results revealed that school administration faces difficulties in providing audio tools adequately. The findings also indicated several obstacles that hinder the effective use of these tools, most notably the lack of financial resources, insufficient specialized training for teachers, technical problems, and limited administrative support. Moreover, the study showed that the availability and effective use of audio tools contribute to increasing pupils' motivation, improving their listening and pronunciation skills, and enhancing classroom interaction. Based on these findings, the study recommends strengthening financial and technical support from school leadership, providing specialized training programs for English language teachers on the effective use of audio tools, and ensuring continuous monitoring and evaluation of their use within schools, in order to improve the quality of the educational process and achieve better learning outcomes.

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Keywords: School administration, Educational Tools, Audio aids, English language, Primary Education

1.1 Introduction

Education is a key driver of development in the modern era. The integration of technology has transformed teaching from traditional rote methods to innovative, learner-centered approaches. Teaching aids, particularly audio aids, play a crucial role in enhancing students' listening and speaking skills in English language learning. As English is the global language of communication and science, effective instruction requires appropriate technological support.

School administration plays a vital role in ensuring the availability and effective use of such instructional resources by planning, organizing, and providing the necessary infrastructure (Saleh, 2020). However, many schools continue to face challenges in providing and optimally utilizing audio aids due to limited resources and administrative constraints (Muftah, 2023). Accordingly, this study examines the role of school administration in providing audio aids for teaching English in basic education schools in Tarhuna and identifies key challenges to their effective use.

1.2 Statement of the problem

Advancements in science and technology have significantly reshaped educational practices, emphasizing the importance of integrating modern teaching aids to improve learning effectiveness. Audio aids, in particular, play a crucial role in developing students' English listening and speaking skills, which are essential for effective communication and access to global knowledge (Muftah, 2023). However, despite their proven pedagogical benefits, many schools in Arab countries, including Libya, suffer from a lack of adequate audio resources and limited use of available technologies (Abu Shamlan, 2021). This problem is further compounded by insufficient technological infrastructure, weak administrative planning, and inadequate support for teachers in implementing such tools (Abu Shughlin et al., 2020). In addition, financial limitations and the shortage of trained personnel remain major obstacles to their effective provision and utilization (Al-Dayah, 2016; Al-Owais, 2020). Consequently, the absence of effective administrative support in providing and facilitating audio aids restricts their integration into English

language classrooms and limits opportunities to enhance students' language proficiency and interactive learning experiences.

1.3 Significance of the Study

This study is significant both theoretically and practically. Theoretically, it explores how audio aids enhance English listening and speaking skills, offering insights for curriculum design and innovative teaching strategies. Practically, it informs teacher training by providing strategies for effective use of audio aids, supports the integration of modern educational technologies, and guides policymakers and administrators in improving teaching quality. Overall, the study aims to enhance student engagement, learning outcomes, and interactive classroom practices in Tarhuna's primary schools.

1.4 Research Questions

The study addresses the main research question:

- ❖ What is the role of school administration in providing audio aids for the English language subject from the perspective of teachers in primary schools in Tarhuna?

Based on the main question, the study seeks to answer the following sub-questions:

1. To what extent does school administration provide audio aids in classrooms within basic education schools under the supervision of the Education Directorate in Tarhuna?
2. To what extent do English language teachers use audio aids in classrooms within these schools?
3. What challenges do school administrations face in providing audio aids in classrooms, according to the perspectives of English language teachers?
4. Are there individual differences among English language teachers in their use of audio aids based on variables such as gender, educational qualification, years of experience, and training courses attended?

1.5 Aims of The Study

The study aims to examine the role of school administration in providing audio aids for English language teaching in Tarhuna's primary schools from teachers' perspectives. Specifically, it investigates the availability of audio aids, their effective use by teachers, and the challenges administrators face in

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ensuring proper provision and utilization. Additionally, the study explores how teacher characteristics such as gender, qualifications, experience, and participation in training programs influence the use of audio aids. Collectively, these objectives seek to enhance understanding of administrative support and teaching effectiveness in primary English education.

2.1 Theoretical Framework

Educational tools are essential in modern teaching, facilitating comprehension, clarifying complex concepts, and enhancing learner engagement and motivation. Al Mabrook (2018) defines them as materials and devices used to simplify concepts, develop skills, and modify learners' educational behavior, while Abushghlin et al. (2020) emphasize their role in engaging multiple senses to promote understanding and interaction. These tools go beyond supporting instruction as they help achieve educational objectives by presenting abstract knowledge concretely, fostering active participation, improving retention, and addressing challenges such as individual differences, attention deficits, and low motivation (Al Mabrook, 2018; Abushghlin et al., 2020). They have evolved from supplementary aids into integral components of the learning environment, enriching classroom dynamics, supporting diverse learning styles, and embedding knowledge in meaningful contexts.

Harmer (2015) notes that systematic use of educational resources enhances understanding and reduces effort for both teachers and students. Similarly, Al-Jamal highlights their capacity to cater to varied learning needs through visual, auditory, and kinesthetic modalities, mitigating difficulties arising from differences in cognitive styles and abilities.

2.2 Review of Related Studies

Effective teaching and learning in contemporary education increasingly rely on the availability and strategic use of educational resources, particularly audio, visual, and digital tools. School administration plays a pivotal role in facilitating the integration of these resources by providing the necessary infrastructure, professional development, and ongoing support to teachers. Over the past decade, a growing body of research has examined the relationship between school leadership and the implementation of educational technologies and instructional aids across diverse contexts. Studies conducted in countries such as Kenya, Jordan, Libya, Pakistan, and the United States have highlighted the significance of

administrative support in enhancing teaching effectiveness, promoting student engagement, and addressing common challenges such as limited funding, inadequate teacher training, and insufficient resources.

Thetsane and Matsela (2014), in their study titled *"The Role of Secondary School Principals in Providing Educational Resources for Implementing the Environmental Education Program in Kenya,"* investigated the contribution of school leadership in supplying educational resources, with a particular focus on audio-visual materials. The study revealed that limited funding and insufficient teacher training constrained the effective utilization of these resources. It recommended strengthening administrative support and providing teachers with professional development on the use of audio-visual tools.

Al-Farjat (2019), in *"The Role of School Administration in Employing Educational Technology in Private Schools in the Capital Governorate of Amman from Teachers' Perspectives,"* explored the extent to which school administration contributes to the integration of educational technologies. The results indicated that administrations played a moderate role in supporting the implementation of technological tools. The study recommended enhancing infrastructure, offering continuous professional development programs, and motivating teachers to effectively utilize available technologies.

Qandria (2022), in *"The Role of School Administration in Providing the Requirements for Implementing Developed Curricula During Crises,"* examined the extent of administrative support in providing essential educational requirements, including teaching aids and technological resources. The findings highlighted a high level of appreciation for the administration's role in supplying necessary tools and technologies. The study recommended reinforcing educational resources during crises and fostering partnerships with the local community.

Al-Harith (2023), in *"The Effectiveness of Using Audio Materials in Teaching English in Libyan Universities,"* assessed the impact of audio resources on student engagement and the development of listening and speaking skills. The study demonstrated that the use of audio materials enhanced classroom interaction and student comprehension. Recommendations included providing adequate audio resources, training teachers in their effective use, and integrating these materials regularly into curricula.

Jowel and Aborawy (2024), in *"The Effective Role of Audio-Visual Aids in Teaching English in Libyan Universities,"* examined teachers' perceptions regarding the use of audio-visual aids and the challenges encountered during implementation. The findings revealed that these aids significantly improved student understanding and lesson interactivity, while insufficient training and limited material resources posed major obstacles. The study recommended continuous teacher training, equipping universities with the necessary technological tools, and fostering the development of skills for effective utilization of these aids.

Armstrong (2025), in *"The Role of School Leadership in Financial Planning and Resource Management to Support Technology-Integrated Learning in Public Schools in the United States,"* investigated how financial planning and resource management can facilitate technology-integrated learning. The study underscored the importance of administrative support, the creation of a conducive learning environment, and ongoing professional development for teachers. Additionally, Armstrong proposed the TIL Connection Cycle model as a practical framework for integrating technology into education.

The reviewed literature collectively underscores the critical role of school administration in ensuring the effective utilization of educational resources. Across diverse educational contexts, studies consistently indicate that access to audio-visual, digital, and technological tools enhances student engagement, comprehension, and interaction. However, limitations such as insufficient funding, inadequate teacher training, and constrained infrastructure can impede optimal resource use. The previous studies affirm that the effectiveness of educational tools is closely linked to the capacity and commitment of school Administration in providing the necessary resources, training, and ongoing support.

3.1 Methodology

The methodology outlines the research population, sampling procedures, data collection instrument, and the statistical methods used for data analysis.

3.2 Study Population

The population of the study consisted of English language teachers of primary education in Tarhuna during the 2025–2026 academic year. They were considered the primary source of data due to their direct experience with school administration and the use of audio resources in teaching English.

3.3 Study Sample

The study sample encompassed all official schools operating at the primary education level to provide a comprehensive representation of the educational context and ensure accurate results reflective of the actual situation in the region. The sample was identified based on an official list issued by the Documentation and Information Center at the Tarhuna Education Monitoring Office, which indicated a total of 199 schools, including 170 public schools and 29 private schools. The population included all grades from first to ninth, with approximately 50% of schools containing two separate sections per grade level. the researcher selected a purposive sample of English language teachers of primary schools. The sample includes English language teachers in public schools under the supervision of the Education Monitoring Office.

Table 5:

Study Sample Details

Item	Number
Public schools under the supervision of the Tarhuna Education Office	170 schools
Grades in the first section of primary education	5 grades
Total number of classes in the first section of primary education	850 classes
50% of total classes with sections (A–B)	425 classes
Total number of classes in the first section under supervision	1,275 classes
Weekly English language lessons per class	3 lessons
Total mandatory lessons per week under supervision	3,825 lessons
Mandatory weekly lessons per English teacher	14 lessons
Total number of English teachers for first-section classes	273 teachers

When selecting the sample, the researcher ensured geographical representation of teachers and schools across Tarhuna city to cover diverse regions and educational categories. This approach enhances the objectivity of the results and strengthens their generalizability within the study population. All participants were actively engaged in teaching during the 2025–2026 academic year, ensuring that the collected data are current and directly relevant to school administration practices and the use of audio aids.

3.4 Data Collection Instrument

This study employed a descriptive-analytical research design using a questionnaire as the primary instrument for data collection. This instrument was considered

appropriate for the study's objectives, as it allows for the collection of data from a large number of participants efficiently and provides quantitative data suitable for statistical analysis.

3.5 Validity and Reliability of the Study Instrument

The researcher followed steps to ensure the validity and reliability of the study instrument (questionnaire) and its suitability for achieving the study's objectives. This was essential to guarantee that the instrument accurately and objectively measures the variables under investigation. The initial version of the questionnaire consisted of 120 items, distributed across three main dimensions:

1. The extent of the school administration's provision of audio resources.
2. The extent of teachers' use of audio resources.
3. Challenges and obstacles in the provision and use of audio resources.

To ensure content validity, the questionnaire was reviewed by five (5) expert judges, all faculty members specializing in Educational Science, Educational Administration, and Curriculum and Instruction, from several Libyan universities. The experts were asked to evaluate:

1. The relevance of each item to the study's objectives.
2. The clarity and linguistic accuracy of the items.
3. The appropriateness of the distribution of items across the questionnaire's dimensions.
4. The alignment of each item with its respective dimension.

Based on the feedback provided by the experts' judges, the researcher made the necessary modifications to several items. These revisions contributed to establishing face validity and content validity, ensuring that the instrument effectively measures the variables under study. The final version of the questionnaire comprised 68 items, reflecting adjustments to enhance clarity, relevance, and alignment with the study objectives.

3.6 Data Analysis Techniques

To ensure a systematic and objective analysis of the collected data, the researcher utilized several statistical procedures through SPSS (Statistical Package for Social Sciences). The questionnaire responses were coded according to a three-point Likert scale and entered into the program for analysis. Frequencies and percentages were generated to describe the demographic characteristics of the sample, while means and standard deviations were calculated to examine

participants' attitudes toward the questionnaire items and the perceived level of administrative support in providing audio resources. Descriptive statistical techniques were then employed to summarize the data and extract key indicators relevant to addressing the study's research questions, with results interpreted according to standardized criteria based on mean scores.

4.1 Data Analysis

The data collected from the research sample, which was gathered using a questionnaire designed to measure the role of school administration in providing audio aids for teaching the English language in primary schools in Tarhuna.

4.2 Research Sample and Demographic Characteristics

The study sample was described using descriptive statistics based on frequencies and percentages to analyze the demographic data related to the participants. This was done in order to identify their general characteristics that may be related to the subject of the study. The personal variables included: (gender, academic qualification, years of experience, and training courses in educational or audio aids).

4.2.1 Gender

Figure (1)

*Sample Distribution of the Study Sample by Gender*
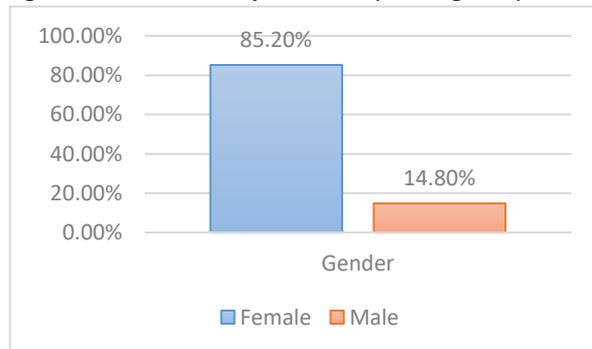
The findings indicate that female teachers constitute the majority of the sample, representing 85.2%, compared to only 14.8% males. This reflects the predominantly female teaching workforce in primary schools in Tarhuna, a trend commonly observed in many Arab educational systems.

4.2.2 Academic Qualification

Figure (2)

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*Sample Distribution by Academic Qualification*
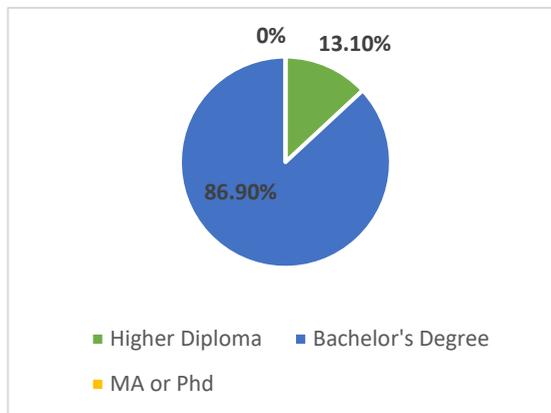
The results show that most participants hold a Bachelor of Arts (License) degree, accounting for 86.9%, while 13.1% possess a Higher Diploma, with no cases holding a Bachelor of Science, Master's, or higher degrees. This suggests that the majority of the sample has an academically adequate qualification for the teaching profession, which enhances the credibility of their perceptions regarding the use of audio aids in English language instruction and the role of school administration in providing them.

4.2.3 Experience

**Figure (3)**

Sample Distribution by Years of Experience
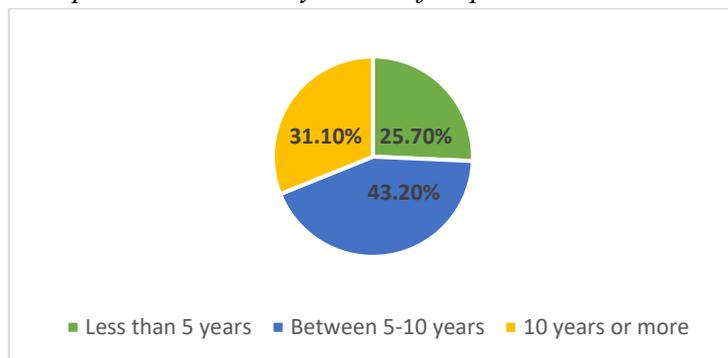
Regarding teaching experience, the largest proportion of teachers (43.2%) falls within the 5–10 years category, followed by those with 10 years or

more at 31.1%, while teachers with less than 5 years of experience represent 25.7%. These results indicate that most participants possess substantial practical experience, which strengthens the reliability of their views on the provision of audio aids by school administration.

4.2.4   Training Courses

Figure (4)

Sample Distribution by Training Courses
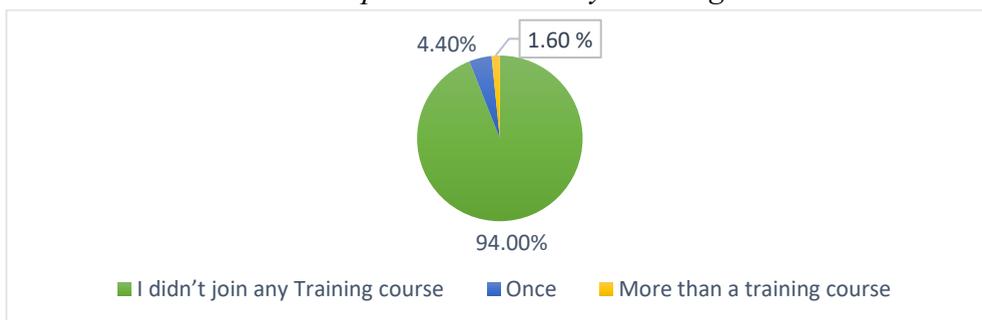
The data reveal that the majority of teachers (94%) have not attended any training courses related to educational or audio aids. Only 4.4% attended one training course, and 1.6% participated in more than one. This highlights a notable shortage in professional development opportunities, which may negatively impact teachers' ability to integrate audio aids into the primary classrooms.

4.3 Data Analysis related to the Extent of School Administration's Provision of Audio Aids in the Classroom

Table (1)

Means, Standard Deviations, and Ranking of Items for the Extent of School Administration's Provision of Audio Aids in the Classroom

Dimension	Statement	A	N	DA	Mean	SD	AP %	AL
School Administration	The school contains a fully equipped language lab that serves English teaching.	0	4	179	1.02	0.146	0%	Weak
School Administration	There is a specific item in the annual budget for purchasing audio aids.	15	164	4	2.06	0.316	8.2%	Very Low
School Administration	The school administration documents the existing	0	180	3	1.98	0.127	0%	Weak

	audio aids in special records.							
School Administration	The school has a storage room or a designated area for keeping audio aids.	0	76	107	1.42	0.493	0%	Weak
School Administration	There is periodic inspection of audio aids to ensure their usability.	0	0	183	1.00	0.000	0%	Weak
Teacher	A lab equipped with speakers and recording devices is available in classrooms.	5	3	175	1.07	0.35	2.7%	Very Low
Teacher	Ease of access to audio aids when needed.	13	9	161	1.19	0.54	7.1%	Very Low
Teacher	A schedule exists for distributing the use of audio aids among teachers.	0	3	180	1.02	0.127	0%	Weak
Teacher	Diversity of available audio aids (CDs, MP3 files, applications).	0	0	183	1.00	0	0%	Weak
Teacher	I am informed by the administration about the availability of any new audio aids.	0	7	176	1.04	0.192	0%	Weak
Student	Students can hear clearly when using audio aids.	14	113	56	1.77	0.574	7.6%	Very Low
Student	Students have opportunities to listen to English texts from recorded sources.	12	16	155	1.22	0.550	6.5%	Very Low
Student	Students are allowed to use headphones or devices during classroom activities.	0	14	169	1.08	0.266	0%	Weak
Student	The availability of audio aids contributes to improving students' pronunciation of vocabulary.	176	2	5	2.93	0.341	96.1%	Very High
Student	Class time is sufficient for listening and	180	3	0	2.98	0.127	98.3%	Very High

		A	N	DA		SD	AP	AL
	interacting with audio aids.							
Curriculum	The current English curriculum includes a set of audio tools such as CDs and digital MP3 files.	180	3	0	2.98	0.127	98.3%	Very High
Curriculum	The curriculum provides clear plans for equipping language labs with recording devices and speakers, ensuring a suitable environment for using audio tools.	143	8	32	2.61	0.767	78.1%	High
Curriculum	The curriculum provides websites and diverse educational resources including podcasts and audio-based educational applications to enhance students' listening skills.	177	6	0	2.97	0.178	96.7%	Very High
Curriculum	The curriculum defines the role of administration in updating and maintaining audio aids and guides them to choose tools suitable for the students' level.	3	18	162	1.13	0.383	1.64%	Very Low
Curriculum	The curriculum emphasizes the importance of allocating a suitable place within the school for the effective use of audio aids during lessons.	0	16	167	1.09	0.283	0%	Weak

(Note: A: Agree, N: Neutral, DA: Disagree, SD: Standard Deviations, AP: Agree Percentage, AL: Agree Level)

The study of audio aids in Tarhuna primary schools revealed a clear gap between curriculum support and practical use. While the curriculum theoretically endorses audio aids, including podcasts and guided resources, school administration scored lowest (means 1.00–2.06) due to limited budgets, infrastructure, and management, and teachers reported low usage (means 1.02–

1.21) constrained by insufficient training and lack of structured schedules. Students showed motivation and readiness to benefit from audio aids, particularly for improving pronunciation, but engagement was limited by scarce resources and inadequate lesson time (means 1.08–2.94). These findings highlight the need for stronger administrative support, enhanced infrastructure, and continuous teacher development to bridge the gap between theory and practice and ensure effective integration of audio aids in English language teaching.

4.4 Data Analysis related to the Extent of Using Audio Aids in the Classroom by English Language Teachers

Table (2)

Means, Standard Deviations, and Ranking of Items for the Extent of Using Audio Aids in the Classroom by English Language Teachers

Dimension	Statement	A	N	DA	Mean	SD	AP %	AL
School Administration	There is an organized schedule for using the language lab among teachers.	0	3	180	1.02	0.14	0%	Weak
School Administration	Training courses are provided to enhance teachers' skills in using audio aids.	0	0	183	1.00	0.00	0%	Weak
School Administration	The school administration requires teachers to integrate audio aids in lesson plans.	6	57	120	1.38	0.548	3.28%	Very Low
School Administration	Sufficient time is allocated in the timetable for listening activities.	0	35	148	1.19	0.393	0%	Weak
School Administration	Technical support is provided in coordination with the maintenance and IT department to update programs and maintain audio devices in case of malfunctions.	0	2	181	1.01	0.104	0%	Weak

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Teacher	Audio aids are used regularly in every English lesson.	0	8	175	1.043	0.204	0%	Weak
Teacher	Lesson preparation includes listening and pronunciation activities relying on audio devices.	17	5	161	1.21	0.595	9.2%	Very Low
Teacher	Original recordings are used to teach listening skills.	0	3	180	1.02	0.14	0%	Weak
Teacher	Listening tests are designed based on audio devices.	0	0	183	1.00	0.00	0%	Weak
Teacher	Audio clips are repeated when needed to clarify meaning.	3	4	176	1.055	0.290	1.6%	Very Low
Student	Students listen attentively to audio clips during the lesson.	54	123	6	2.26	0.509	29.5%	Low
Student	Students participate in group activities relying on audio aids.	0	182	1	1.995	0.074	0%	Weak
Student	Students replay audio clips to improve their pronunciation.	0	183	0	2.00	0.00	0%	Weak
Student	Students request more activities based on audio aids.	7	174	2	2.03	0.220	3.8%	Very Low
Student	Students discuss the content of audio clips after listening.	0	12	171	1.066	0.248	0%	Weak
Curriculum	The curriculum encourages teachers to integrate audio devices regularly in lessons (e.g., MP3 files, interactive educational programs).	148	27	8	2.76	0.517	80.8%	High

Curriculum	The curriculum includes activities aimed at teaching pronunciation and listening skills using audio aids to achieve English learning objectives.	181	2	0	2.99	0.104	98.9%	Very High
Curriculum	The curriculum guides teachers to prepare educational activities based on audio aids to enhance understanding and student interaction.	179	4	0	2.98	0.146	97.8%	Very High
Curriculum	The curriculum provides training programs and workshops aimed at developing teachers' skills.	2	4	177	1.043	0.252	1.09%	Very Low
Curriculum	The curriculum facilitates access to audio file sources and lesson podcasts on Google Drive.	1	41	141	1.235	0.436	0.55%	Weak

The analysis of audio aids usage in Tarhuna primary schools revealed a substantial gap between curriculum support and classroom practice. School administration provided minimal support (means 1.00–1.38), with no structured schedules, training programs, or consistent guidance, while teachers' integration of audio aids was extremely limited (means 1.00–1.21), confined to isolated attempts rather than systematic practices. Student interaction with audio aids was similarly restricted (means 1.07–2.26), despite high motivation to develop listening and pronunciation skills. Although the curriculum theoretically encouraged audio aid use (means 1.04–2.99), practical implementation was hindered by insufficient resources, technical support, and administrative guidance, highlighting the need for enhanced infrastructure, training, and regular access to audio tools to improve English language instruction.

4.5 Data Analysis related to the Difficulties Faced by School Administration in Providing Audio Aids in the Classroom

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Table (3)

Means, Standard Deviations, and Ranking of Items for the Difficulties Faced by School Administration in Providing Audio Aids in the Classroom

Dimension	Statement	A	N	DA	Mean	SD	AP %	AL
School Administration	Limited budget allocated to the administration for purchasing audio aids.	5	102	76	1.61	0.54	2.7%	Very Low
School Administration	There is no clear plan to develop the use of audio aids in teaching.	167	12	4	2.89	0.38	91.2%	Very High
School Administration	Weak technical infrastructure in the school hinders the use of audio aids.	144	28	11	2.73	0.56	78.6%	High
School Administration	The administration faces difficulty in providing specialists for audio device maintenance.	48	33	102	1.70	0.86	26.2%	Low
School Administration	The administration faces difficulty in providing continuous training for teachers.	23	87	73	1.73	0.67	12.5%	Low
School Administration	Weak coordination with relevant authorities to update audio devices.	134	43	6	2.70	0.53	73.2%	High
School Administration	Some administrative staff resist integrating technology into teaching.	89	16	78	2.07	0.81	48.6%	Medium

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Teacher	There are insufficient training courses to enable effective use of audio aids.	177	6	0	2.97	0.16	96.7%	Very High
Teacher	Power outages or weak internet occur while using audio aids.	7	145	31	1.87	0.53	3.83%	Very Low
Teacher	Insufficient time to employ audio aids during the lesson.	166	14	3	2.89	0.36	90.7%	Very High
Teacher	Some available audio devices are old or unusable.	176	7	0	2.96	0.19	96.1%	Very High
Teacher	No immediate technical support is available when audio devices malfunction during lessons.	114	43	26	2.48	0.73	62.3%	High
Teacher	The number of audio aids is insufficient to cover all teachers in the school.	1	170	12	1.94	0.26	0.55%	Very Low
Teacher	Difficulty in integrating audio aids with the curriculum objectives.	0	3	180	1.02	0.13	0%	Weak
Student	Sufficient headphones are available for all students during listening activities.	0	0	183	1.00	0.00	0%	Weak
Student	Some students find it difficult to understand audio tools due to speed, accent, or	22	161	0	2.12	0.33	12.0%	Low

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	poor sound quality.							
Student	Sufficient time is allocated to repeat audio clips for students with comprehension difficulties.	2	143	38	1.80	0.42	1.09%	Low
Student	Some students feel bored when audio aids are used in a traditional way.	12	37	134	1.33	0.59	6.56%	Low
Student	Some students lack the skills necessary to interact with audio aids.	79	34	70	2.05	0.90	43.1%	Medium
Student	Students are not accustomed to using audio technology in their learning environment.	143	32	8	2.74	0.53	78.1%	High
Student	Individual differences among students affect the benefits gained from audio aids.	166	17	0	2.91	0.29	90.7%	Very High
Curriculum	Budget-related challenges exist in purchasing modern audio tools.	14	43	126	1.39	0.62	7.65%	Low
Curriculum	The technical infrastructure of schools is insufficient to support audio tools.	9	78	96	1.52	0.59	4.92%	Low
Curriculum	Some teachers lack sufficient training provided by the curriculum	80	15	88	1.96	0.96	43.7%	Medium

	to use audio tools effectively in class.							
Curriculum	Curriculum implementation faces time constraints in the timetable that limit the effective use of audio aids.	107	35	41	2.36	0.82	58.4%	High
Curriculum	The curriculum relies on audio files to teach basic English language skills such as listening, pronunciation, and reading.	176	7	0	2.96	0.19	96.1%	Very High
Curriculum	The curriculum does not include clear activities that require using audio aids in teaching English.	5	12	166	1.12	0.40	2.73%	Low
Curriculum	The curriculum content is not compatible with the available technical resources.	178	3	2	2.96	0.24	97.2%	Very High

The analysis of difficulties faced by school administrations in providing audio aids in Tarhuna primary schools revealed challenges across four dimensions: administration, teachers, students, and curriculum. Administrations face financial, organizational, and technical limitations, including low budgets, weak infrastructure, inadequate planning, and limited coordination. Teachers encounter insufficient training, restricted lesson time, outdated or malfunctioning equipment, and occasional technical issues, while students' interaction with audio aids is constrained by scarce resources, individual differences, and low familiarity with technology. Although the curriculum theoretically supports audio aid integration, practical implementation is limited. These findings highlight the need for enhanced

financial, technical, and administrative support, continuous teacher training, and improved infrastructure to ensure effective classroom use of audio aids and foster students' listening and pronunciation skills.

5.1 Discussion of Findings

The present study revealed that school administrations face challenges in supporting the use of audio aids in primary education. Most schools lack dedicated budgets for modern audio equipment, and no clear plans exist for organizing their use in classrooms and laboratories. Teacher training programs are either weak or absent, limiting teachers' ability to employ audio aids effectively. These findings reflect the critical role of school administration in facilitating the integration of educational resources, as highlighted in previous research. For example, Thetsane and Matsela (2014) found that in Kenyan secondary schools, limited funding and insufficient teacher training constrained the effective use of audio-visual materials, emphasizing the need for administrative support. Similarly, Al-Farjat (2019) demonstrated that private schools in Jordan relied on moderate administrative support to implement educational technologies, noting that infrastructure, professional development, and administrative guidance were key to successful integration. These studies support the present findings that deficiencies in administrative planning, supervision, and resource management constitute a primary barrier to the effective use of audio aids, despite teachers' awareness of their importance.

Regarding the teacher dimension, this study found that teachers' use of audio aids remains limited, even though they recognize their value in improving students' listening and pronunciation skills. Barriers included weak administrative coordination, insufficient time, limited diversity of resources, and lack of continuous practical training. While some teachers made individual attempts to integrate audio aids, these efforts were isolated and non-systematic, echoing findings by Jowel and Aborawy (2024) and Al-Harith (2023) in Libyan universities, which showed that teacher initiatives can improve classroom engagement but are hindered by inadequate training and limited resources. These parallels indicate that teacher-level challenges are consistent across educational contexts, reinforcing the importance of

structured training and administrative support for systematic use of audio aids.

In the student dimension, the study indicated that students were motivated to use audio aids and understood their role in developing listening and pronunciation skills. However, opportunities for interaction were limited due to insufficient equipment, restricted lesson time, and individual differences in ability. This aligns with Armstrong (2025), who emphasized that student engagement with technology-based learning resources depends on the availability of infrastructure, administrative support, and teacher facilitation.

The curriculum dimension of the study revealed that curricula theoretically support audio aids, offering diverse tools and guidance for integration, yet practical implementation remains limited due to technical and administrative constraints. This gap between theory and practice is consistent with findings by Qandria (2022), who reported that while curricula in crisis contexts provide theoretical directives for using educational resources, actual implementation is often limited by resource shortages and administrative challenges. Similarly, Al-Farjat (2019) and Thetsane and Matsela (2014) emphasized that the availability of technology and teacher preparation is essential to translate curricular guidance into classroom practice.

Overall, the results of this study underscore a recurring theme in the literature: the effective use of audio and technological aids in education depends not only on curriculum design but also on administrative leadership, teacher training, resource allocation, and infrastructure. The gaps identified in this study between curriculum directives and practical implementation, and between teacher knowledge and actual classroom practice mirror challenges documented in various contexts worldwide (Al-Harith, 2023; Jowel & Aborawy, 2024; Armstrong, 2025). These findings suggest that improving English language teaching in primary schools requires a holistic approach that addresses administrative capacity, teacher training, and student engagement simultaneously.

Recommendations

The study recommends strengthening the administrative role by allocating dedicated budgets for audio aids, ensuring regular maintenance, establishing clear usage plans, and monitoring implementation.

Administrators should also receive training to manage resources and guide teachers effectively. Teachers' capacities should be enhanced through continuous practical training, including hands-on workshops and structured schedules for integrating audio aids. Schools should provide well-equipped, inclusive learning environments, offering activities and continuous opportunities for students to develop listening and pronunciation skills. Additionally, curriculum implementation should align with available resources, incorporate practical audio-based activities, and be regularly monitored to ensure

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