

Abstract

This study aimed at identifying the conceptions and assessments of the Supervisors, principals, high school teachers and Twelfth Grade (Tawjhi) students of the traits of effective school and what of those traits sought and fulfilled in their schools. It also aimed of showing the effects of scientific qualifications , specialization, years of experience, gender and supervising sector on their conceptions and assessments of the importance of those traits and the degree of their availability in effective school. For this purpose the study was requested to answer one main question and other five subsidiary questions followed by eleven hypothesis. Two hypothesis for each question, one for the sought traits and the other for the fulfilled traits, except for the fifth subsidiary question which was followed by a third hypothesis. This third hypothesis compared between the conceptions and assessments of the above groups to the sought and fulfilled traits in effective school areas according to position.

A questionnaire was developed, by the researcher, to find responses to the questions of the study, and to diagnose the effect of the independent variables of the study groups, on their assessment of the sought and fulfilled traits in the effective school areas. The questionnaire consisted of (84) traits distributed in four levels and were given weights on basis of Likert scale: (1) verylow, (2) low, (3) medium, (4) high, (5) veryhigh. To examine the validity of the tool, it was introduced to a number of referees who are (19) professional educators and specialist in education. Data statistical treatment was carried out by estimating precentages, frequencies , Aarithmetic Mean , standard deviation , T- test and (One

Way ANOVA) Analysis in addition to statical coefficient by implementing (Chronbach Alpha).

These statistical analysis were conducted by utilizing statistical packages as split - half and SPSS.

The researcher achieved twenty - three findings, in this paper, he mentioned some of them:

1. The sought traits of the effective school were highly regarded by all study groups. School facilities (location, building and pubic utilities) got the highest grade then came effective teacher, outputs, effective management and finally human relations.

2. The fullfill traits of the effective school got amedium degree of regard by students and supervisors, while teachers and principals highly regarded for them , although a lot of their assessments were meduim. This show how partial are principals and teachers , but how realistic are supervisors and students.

3. The study group medial assessments of the fulfilled traits of the effective school got a meduim degree of regared. First came the effective teacher in the highest degree next in order came outputs, effective management, school facilities , finally human relations which all got a meduim degree.

4. There are differences among the degrees of all groups assessments of all study areas of effective school fulfilled traits. Those differences were for the benefit of principal and teacher in the areas of: effective management, effective teacher and school fascilities, while the areas of human relations and outputs were for the benefit of principals. Also the whole difference were their benefit too. Then for teachers, students and lastly supervisors .

5. There are differences among the degrees of all groups assessments of the sought traits and their assessments of fulfilled traits in all effective

school areas and the total degree ($\alpha = \text{zero}$) for each area which means less than ($\alpha = 0.05$).

Recommendations:

According to the findings the researcher provides a number of recommendations, here are some of them:

1. Palestinian Ministry of Education and other supervising sectors should give more attention to school facilities (location, building, utilities) which follow international standards or according to available facilities and should make sure to provide for students and employees of those institutions all services and facilities and to follow them up by making all reconstruction works and needed additions to reach better educational process.
2. On human relations, the researcher recommends that schools should be open to local society by strengthening the contact with others and this could be achieved by different means.
3. To make sure when qualifying supervisors principals, teachers and other employees in educational institutions who should be well qualified and pious .
4. Increasing studies concerning schools and all educational process.