

ABSTRACT

Sabri, Khawla Shakhshir. "The Need for Reorganizing the West Bank High School Program as Perceived by Administrators, Teachers, and Graduates." Published Doctor of Education dissertation, University of Northern Colorado, 1981.

Statement of the Problem

This research was designed to collect answers from administrators, teachers, and graduates to the following questions and make recommendations regarding the reorganization of the West Bank academic secondary school program:

1. Do literary and science track graduates agree on the benefit of secondary school courses, and the usefulness and fairness of the secondary school tracking program?
2. To what extent do administrators, teachers, and secondary school graduates agree to the idea of changing the curriculum organization of the secondary school?
3. To what extent do administrators, teachers, and secondary school graduates agree to adding new courses and implementing innovative practices in the secondary school?
4. What are the present objectives of the academic secondary school and what should the new objectives be?
5. How could the secondary school be restructured to fit the perceptions of administrators, teachers, and secondary school graduates?

Method of Research

The answer to the preceding questions was founded upon the perceptions of West Bank administrators, secondary teachers, and secondary graduates. A questionnaire was administered to a sample of 30 administrators, 96 secondary teachers, and 160 secondary graduates. In general, 83.3 percent of the administrators, 93.8 percent of the secondary teachers, and 90.6 percent of the secondary graduates responded.

The value of t for each item was calculated to test the significant differences between literary and science track graduates' perceptions, regarding the benefit of secondary courses, and the usefulness and fairness of tracking the academic secondary school. The level of significance was established at the .05 level for a two-tailed test. Recommendations were presented and the results analyzed to determine which of the suggested recommendations was approved by the sample of administrators, teachers, and graduates.

Results and Conclusions

A significant difference was reported between the perceptions of the literary and science graduates toward the benefit and the desirability of the Arabic Language, Mathematics, Natural Sciences, Religious Education, and Social Sciences. A significant difference was shown

between the perceptions of the literary and the science graduates on two of the eight included characteristics of the secondary tracking system. These characteristics were "the present tracking system is improper" and "it is considered a matter of discrimination against the literary students." The study disclosed that more literary secondary graduates than science graduates perceived the tracking system to be unfair. The present tracking system gives some privileges to science students at the expense of the literary students and the teachers consider the literary students as somewhat inferior students.

The study showed that administrators, teachers, and secondary graduates approved the following reform recommendations concerning the academic secondary school program. First, the academic secondary school should be extended to include optional vocational courses as well as academic courses. Second, a substantial part of the secondary program should be electives. Third, the secondary school curriculum should include a Palestinian family course, a recreation course, and creative courses for gifted students. Fourth, the secondary school curriculum should give more attention to extra-curricular activities.