

**“Educational Planning Problems for The Public Secondary
Male and Female School Principals in Palestine”**

Prepared by:

Ghaida' Abdallah Saleh Abu-Eisheh

Supervised By:

Dr. Hasan Tayyem

Prof. Dr. Abed Al-Naser Al- Qadumi

Abstract

This study aimed to identify Educational Planning Problems for Public Secondary School Principals in Palestine. Additionally, the study sought to identify the impact of gender, qualification, major, years of experience, governorate position, school position and school type.

The study tried to answer the following questions:

- 1- What degree of educational planning problems do secondary school principals in Palestine have?
- 2- Are there significant statistical differences at ($\alpha = 0.05$) in educational planning degrees for both male and female secondary school principals in Palestine due to gender, qualification, major, years of experience, governorate position, school position and school type.

The population of this study consists of all the secondary public school principals in the northern governorates of Palestine, who are about (582) according to the reports of the Ministry. The sample was about 40% chosen according to the systematic class procedure to fulfill the study upon 231 school principals from all around Palestine.

The researcher used (64) items of a questionnaire distributed under the six domains: Administrative, materialistic abilities, teachers, curriculum,

students and relationship with local society respectively. A group of arbitrators to show its accuracy, the researcher found out the fixed coefficient using (Cronbach Alpha) for the domains of the questionnaire, the over-all fixed degree was (0.96).

The study results showed:

- The degree which school principals gave to planning problems was average of (69.6%).The arrangement of planning problems domains as follow:

- 1- Materialistic abilities domain (72.6%)
- 2- Students' domain (71%)
- 3- Teachers' domain (70.24)
- 4- Curriculum domain (70.20%)
- 5- Relationship with local society domain (69%)
- 6- Administrative domain (64.2%)

- There are significant statistical differences at ($\alpha = 0.05$) in educational planning problems through significance level in the following dimensions, administrative, teachers, curriculum and students. While the differences were in capitals and local society towards the southern governorates, that is, the problems in the south are more than those in the north.

- There were no significant statistical differences at ($\alpha = 0.05$) in educational planning problems concerning (administrative, teachers,

curriculum and relationship with local society), but the difference was clear in the students' domain in favour of male and co-educational schools.

- There were no significant statistical differences at ($\alpha = 0.05$) in educational planning problems attributed to the variable of (qualification, major, experience and school position).

In the light of these afore-said results, the researcher has come up with the following recommendations:

- 1- Providing and supporting schools and teaching process.
- 2- Caring about pupils and giving the psychological supervisor more social tasks.
- 3- Fostering the system of stimulation for teachers and distinguished, and those who would like getting scholarship and over-seas courses.
- 4- Increasing connections and relationships between schools and the local community.
- 5- Making more studies and researches concerning the case study mainly in the Gaza Strip, that the researcher couldn't apply her study there because of political current situation.