

## **Abstract**

This study examines the geographic distribution of educational services and the factors affecting the level of academic achievement in high school in the Arts Stream in Ramallah and Al Bireh for the academic year 2009\2010. The study explores the causes and factors affecting the different levels of academic achievement in high school students compared to others in the same areas of study, and uncovers the impact geographic distribution has on the economic, social and political levels of the selected study community in relation to the level of educational services and academic support provided to the students, as well as its impact on their academic results in high school. In this respect, academic achievement in students has been affected by a set of variables which are:

- Variables related to the student and his family and community.
- Variables related to the teacher, the Director-General and educational policy.
- Variables related to educational services such as infrastructure and the educational environment of the school.

The study's data, obtained from the Palestinian Ministry and the Directorate of Education, relies on analyses of students' academic achievement and percentage of success covering a 5 year period, extending from 2006 to 2010. Also included is data on independent variables for the year 2009-2010. In addition, a questionnaire was distributed to students and teachers in 20 of the 97 high schools in the study area, representing around 20% of all public secondary schools for the same school year.

The study aims at identifying a pattern of spatial distribution in dependent and independent variable values, and tries to search and interpret the reasons that lead to that pattern of geographical distribution. It also aims at classifying the nature and pattern of the geographical spread of secondary schools in the study area, which can aid in identifying a lot of issues worthy of study from the standpoint of geographical location associated with geographical distribution of educational services. It also explores the possibility of generalizing the results as a model for comparison and practice in all provinces of the country to construct an equation that predicts and prepares an appropriate model (Model).

The success distribution pattern found in female students was closer to the community analysis pattern than it was to that in males, which was characterized by randomness. Another conclusion found in this study was that independent variables such as economic, cultural, and social aspects, which tend to be favorable to students, greatly contribute in increasing the level of attainment in students. Some independent variables affecting this increase are gender, family income, and the amount of time and efforts spent on education. Variables such as the student/teacher ratio and the area proportion within classrooms for both regular and refugee students negatively affected the level of student achievement, while maintaining that years of service, levels of teacher qualification, spatial and age differences between teacher and student, on the whole, did not have a statistically significant impact on student achievement.

It also found that variables related to students have more weight and a significant impact on their level of academic performance, this effect was much greater than the role of the teacher or the school environment, without neglecting the importance of the last two roles.