ABSTRACT

Conceptions about technology of principals and vocational teachers in vocational secondary schools in West Bank

The main aim of this descriptive and analytical study was to describe the technology conceptions of vocational teachers and their principals who work in vocational secondary schools in the West Bank. Another aim of the study was to determine if there were relations between those conceptions and some characteristics of teachers and principals, in particular, their qualifications, specialization and years of experience.

The need for the study arises from the scarcity of educational studies about technology, specially in Palestine.

The sample of the study consisted of (47) teachers and principals in secondary vocational schools who represent (0.45) of the population. The population of the study was all vocational teachers and principals in these schools.

The instrument of the study was a 72 - item questionnaire which was developed for the purpose of the study and which consisted of four parts:

1) Nature of technology.
2) Technology and science.
3) Technology and industry and economics.
4) Technology and values and culture in society.

The reliability coefficient for the instrument was (0.65).

The main results of this study were that the vocational teachers and their principals have a moderate level of understanding of technology; with an average ranging between (54%) for the second aspect of technology which discussed the relations between science and technology, and (70%) for the third aspect of technology, which discussed the relations between technology and economics and industry in society. The differences between the averages on the four aspects of technology were found to be statistically significant at $\alpha = 0.01$. It was also found that the subjects held mainly modern conceptions of the relations between technology and culture while they held mainly traditional conceptions of the relations between technology and science. However most teachers held a mixture of modern and traditional conceptions of technology.

Other important results included:

1) There were no significant differences at ($\alpha = 0.05$) between groups of teachers and principals with different qualifications with regard to their conceptions of the main aspects of technology.

2) There were no significant differences at ($\alpha = 0.05$) between teachers and principals with different fields of specialization with regard to their conceptions of technology, except with regards to their conceptions of their relations between technology and culture .

3) There was no significant correlation between the subjects' conceptions of technology and the years of experience in

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vocational schools.

In view of these results the researcher recommended that further studies be conducted to investigate the conceptions of technology in the Gaza Strip, the conceptions of teachers of vocational education in 10th class in the academic stream, and of teachers working in technology-teaching colleges in Palestine. It was also recommended to help teachers and principals to develop a modern understanding of technology, through the use of scholarships in industrial countries, the inviting experts of technology from these countries, and through providing better access to new sources of knowledge.